



NBTA
NEWS

November 2014
Vol. LVII No. 2

NEW BRUNSWICK TEACHERS' ASSOCIATION

Your input on NBTA Committees



Teaching/Learning Conditions Committee

NBTA Board of Directors Meets



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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



Peter Fullerton

In recent weeks, there have been a few "Letters to the Editor" published in newspapers which have been critical of the work teachers do and of New Brunswick's public education system. I did receive a few emails and questions from members about why the NBTA did not respond publicly to these letters.

In one letter related to standardized assessment results, the writer took issue with my statements that identified the impact created by an inadequately resourced public educational system on our New Brunswick students and teachers. I have always believed this to be a fundamental requirement in a quality educational system. This letter to the editor was, in fact, a response to my initial comments about these results.

A couple more letters were penned expressing dissatisfaction with the closing of schools for Professional Learning Days. Each year, one or two of these appear in newspapers at this time of year as parents, including teachers, scramble to make arrangements for childcare.

This year, after one such letter appeared, NBTA Staff and I spent a great deal of time assessing the value of, and need for, a response. Several meetings were held and a draft response was prepared. However, some of the considerations at the time were:

- Would an NBTA response simply lead to more articles and extend the criticisms in media? What would this do

to teacher morale?

- While a few points in the letter were easily refutable, the majority of it related to the proper delivery of professional development, an extremely complex issue to address in a short letter.
- Could we ever get the last word on this with in our provincial newspapers?

I continued to monitor the newspapers for any other mention in relation to Professional Learning Days but found none. Responding, in our view, would likely initiate further criticism, just as my lack of resources comments about assessment results had.

Although the value of ongoing professional learning for teachers is not in doubt, defending the *current system of Professional Learning days* could be a bit problematic. This set up is a direct result of the budgetary restraints we are currently living under within Education. Most teachers will remember professional learning taking place using the pull-out model. Schools were not closed, rather all teachers requiring or interested in training for certain skills would be brought together while substitute teachers continued with the regular curriculum. Closing schools so that teachers can engage in Professional Learning is a government/ department decision, not a teacher decision.

The NBTA does not respond to all media comments, but we do respond. Throughout my term as President, I have been interviewed and spoken up on behalf of teachers on dozens of occasions, particularly during our recent pension struggles. Sometimes these responses take the form of our own editorials, such as occurred on behalf of the teachers at Moncton High a few years ago. Many more contacts take place behind the scenes and with individual reporters and editors. Not all of our endeavours with the media are successful because we cannot control everything that is printed or broadcast. Research continues to show that teachers are held in high esteem by a large majority of the public, but there are those who will continue to hold negative views of our profession no matter how clearly we explain the true facts and challenges. There are probably differing opinions

as to whether the NBTA always makes the best decisions about responding in the media, but I promise you that this always receives due consideration.

The regard that the vast majority of the general public holds for teachers was well illustrated in British Columbia during their recent teacher strike. There were some negative letters and reports in the media, but when you look at the attendance at rallies, the public pressure put on the government that eventually resulted in a settlement, and the many letters sent to BCTF offices, it is clear they had the majority of public support. Closer to home, teachers only need look back at our pension rallies a few months ago. I vividly recall, motorists in Moncton honking in support of teachers as they waited for seven minutes on Mountain Road for 1500-2000 teachers crossing on their way to the Minister's Office. The newspapers, and other media, in fact, print many more positive stories about school events, such as initiatives involving technology, the environment, charities and good citizenship, than they do negative ones.

In closing I would like to share a supportive email I received from a parent. I think this says it all:

"Recently there was an editorial in the Daily Gleaner by a person expressing their dissatisfaction with PD days. This individual thought it was inappropriate to take teaching time away from students for teacher professional development. I just wanted to express my support for teachers. I fully support teacher professional development. I think it is important for teachers to keep up their own education for the sake of our children's education. I want my child's teacher to be up-to-date on teaching practices and techniques. I also don't think it would be fair of us to expect teachers do give up their personal time for this professional development. I thought it was important for teachers to know that not all parents are opposed to professional development days."

I hope you have a better understanding of the rationale for decisions that are made at NBTA around these issues from time to time. I would appreciate hearing any comments you may have.



NBTA President Peter Fullerton presents iPad Minis to Michelle Legere (left) of Harrison Trimble High School and Beth Taylor (right) of Bernice MacNaughton High School.

Congratulations to our Winners!

NBTA Registration Prize Draws

September 16th

iPad Mini

Michelle Legere - Harrison Trimble High

Supplemental Prizes – Choice of NBTA Logo Product or \$25 iTunes Card

Heather Folkins - Belleisle Elementary

Julie Doucette - Riverview High

Joanne Lenehan - Woodstock Centennial School

Steve MacMillan - Leo Hayes High

Terri McCarthy - John Caldwell School

Nancy McGuire - Loch Lomond School

Sue Little - Harvey Elementary

Sarah Boone - Mirimachi Valley High

Vicki Buchanan - Sussex Elementary

Cynthia Decoste - Bathurst High

October 3rd

iPad Mini

Beth Taylor - Bernice MacNaughton High

Supplemental Prizes – Choice of NBTA Logo Product or \$25 iTunes Card

Tanya Warman - Maternity Leave Anglophone South

Ashley Bowser - Casual Member Anglophone East

Alvin Donovan - Rothesay High

Kendra Breau - Casual Member Anglophone North

Lucie Brown - Seconded Anglophone West

Alicia Porter - Casual Member Anglophone West

Jodi Corey - Tobique Valley High

Rosalind Leslie - Grand Manan Community

Joanne Genge - Island View School

Trevor Furlotte - Dalhousie Regional School

NBTA Board Update October 15-17, 2014

New Minister of Education: Board members had a brief introductory meeting with new EEC Minister Serge Rousselle, who was named to his post on October 7. A copy of the NBTA Education Platform was shared with the Minister and more substantive meetings are planned for the near future.

The Board has authorized the NBTA to create an ad hoc committee, if required, as a result of platform commitments in public education, made by the new NB Liberal government.



(l to r) NBTA President Peter Fullerton with Board Observers Illyana Vermeersch (1826) and Gordon Linder (1826).

PowerSchool Pilot: The NBTA and NBTF continue to push for more support for teachers as PowerSchool implementation continues in ASD-W. It is important for teachers to keep in mind that the New Report Card Pilot, also in ASD-W, is distinctly separate.



(l to r) NBTA President Peter Fullerton, Vice-President/President-Elect Guy Arseneault and Past President Heather Smith.

Provincial Assessments: The NBTA is pleased that EEC has made a significant revision in its provincial assessment regime, reducing the annual number from thirteen to 3 (Grades 4, 6 and 10). These new assessments will be adequate in accomplishing their designed purpose, which is a systems check. The NBTA joins with EEC in encouraging districts, schools and teachers against designing additional district or school-wide assessment regimes.

New Pension Plan Comparison Sheets: Several tables have been posted on the NBTA Members Only website which show projected pension benefits for teachers, at various stages of their careers, comparing provisions of the former Teachers' Pension Agreement (not an option due to the government's cessation of additional payments to that Plan), the Shared Risk Model (proposed by government) and the new Teachers' Pension Plan Agreement. Full explanations of all aspects of the



NBTA Board Update October 15-17, 2014

pension plan are available through individual appointments with NBTA Staff or by attending the Association's Pension Seminars....Bristol (October 23), Moncton (November 1), Saint John (Dec 6), Fredericton (Jan 10), Miramichi (Jan 24), Sussex (Feb 7)



(l to r) Board observers Kari Parsons (0820), Stacy Garland (0215),
Tanya Legacy (0215), Tracy Comeau (0619).

Classroom Composition Concerns: As a result of concerns raised during the meeting, the Board has requested the NBTA President and Executive Director initiate contact with school district superintendents to express concerns related to classroom composition issues, including violent behavior, students requiring significant medical supports, and a lack of resources and training to support inclusion.

Host CAP Annual Conference: NBTA will also form an ad hoc committee to plan for hosting the Canadian Association of Principals Annual Meeting in Spring 2016.



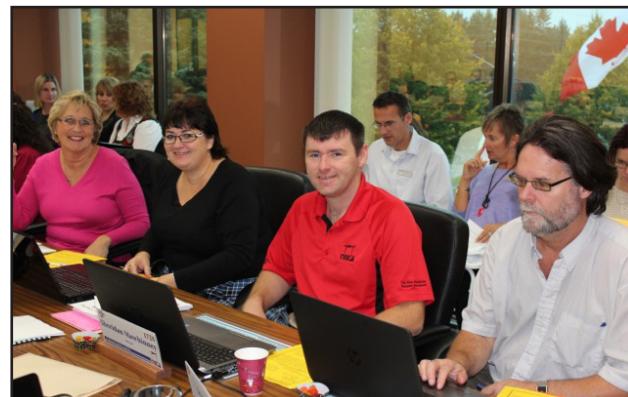
(l to r) Board members George Daley (1542) and John Fougere
(0214).

Council Day, Friday May 1, 2015 "Call for Presenters": Teachers can help make Council Day 2015 the best possible learning opportunity for members by offering to be presenters. Share your expertise with your fellow members and encourage your colleagues to do so also. Applications for all three programs are on the website.

Council Day programs this year will take place in:

Fredericton - Elementary & Music Specialists and Middle Level & Phys. Ed Specialists
Moncton – High School School & Art Specialists

NBTA Support for Born to Read NB: The NBTA has continued its support for the group that provides little red bags of books to newborns in this province. It has donated approximately one dollar per member (\$6500) to help support the next New Brunswick book that will be included in the bag.



(l to r) Board members Heather Hogan (1428), Robina Sharkey (1430), Sheridan Mawhinney (1725) and Sean Kelly (1023).

Branch Resolutions to the NBTA Board of Directors: Branch Presidents will soon receive information from the NBTA regarding Branch Resolutions, including a 101-type of document, a guidelines checklist, and a list of Resolutions that have been adopted by the AGM in recent years. Although the deadline for submissions to the NBTA is not until April 1, early efforts at developing, researching and considering resolutions in Branches, and in seeking alternate means to address issues, are good practice.

Teacher Awards: With so many potential deserving nominees for the Centennial, Vince Sunderland Educational Leadership, and Bell Aliant Awards, branches and individuals are encouraged to consider potential nominations. Details for all NBTA provincial awards are on the NBTA website under "The Profession>Teacher Awards." Posters promoting these awards will be distributed to schools in November.

Canadian Association of Principals Membership

By Gilbert Cyr, Principal Sugarloaf High, Campbellton

I am hopeful that we, NB Administrator's, will see value in, and have a desire to become active members with, our Canadian Association of Principals by joining or renewing current memberships. The fee is just \$10. There is an application form on the following page. Please complete the form and send it along to your accounting department and to Faye Sweezey (faye.sweezey@npta.ca) of the NBTA. What have you got to lose? Do it today!

The Canadian Association of Principals [CAP] provides a national voice for leaders. The association is actively engaged in many partnerships, both within Canada and abroad, that influence our educational landscape. CAP has recently released the first pan-Canadian study on the role of the Principalship in Canada. Some details of the study and links to it are included below. The collated information will undoubtedly reveal trends that are shaping the role of administration in the 21st Century. CAP will use this information to establish goals, commence discussions with active groups and seek support for some of our biggest challenges on your behalf. The next three CAP Journals will focus on the issues and movements revealed by this work.



Gilbert Cyr is the New Brunswick Representative of the Canadian Association of Principals.



Tina Estabrooks (Centennial Elementary School in Saint John) is the President of the Canadian Association of Principals.

The NBTA will host the CAP Annual General Meeting in 2016.

School Principals Face New and Heavy Demands

New expectations and emerging social issues are dramatically changing the work and role of school principals, according to a new study released by the Canadian Association of Principals and the Alberta Teachers' Association. The study finds that school leaders are facing heavier workloads due to an influx of sometimes conflicting demands, including increasing student diversity, heightened accountability measures, the proliferation of digital technology and unrealistic parental demands.

The *Future of the Principalship in Canada* project involved 500 principals from across Canada, including New Brunswick, who participated in 40 focus groups over a two-year period.

Work weeks 58 to 60 hours are increasingly common

with time spent on performing business management and documentation tasks as opposed to engaging in educational leadership.

The study identifies professional development, specialists in schools, wraparound services and stable and predictable funding as being necessary to ensure the continuing success of the Canadian education system. It also proposes five "ways forward" for Canadian principals to tackle issues related to diversity, staff development, family relationships, leadership learning and technology.

For more information visit the Alberta Teachers' Association www.teachers.ab.ca or the Canadian Association of Principals cdnprincipals.org websites.



Canadian Association of Principals
300 Earl Grey Drive, Suite 220
Kanata, ON K2T 1C1
Phone: 613-839-0768
Fax: 613-259-5685
Email: info@cdnprincipals.org

**Membership Form
For
New Brunswick Administrators**

Name: _____

District: ASD-N ASD-S ASD-E ASD-W

School: _____

Street: _____

City: _____ Postal Code: _____

Phone: [506] _____ Fax: [506] _____

Email: _____

Membership Fee is \$10.00

Please bill my school account: 2077.2003.4911. _____. 0000.P71100

Please find fee attached (payable to NBTA)

Signature: _____ Date: _____

District Director of Finance please forward funds to:

New Brunswick Teachers' Association
c/o Faye Sweezey
P.O. Box 752
Fredericton, NB
E3B 5R6

Walking in the Footsteps of Heroes: The Value of Teacher Study Tours for Professional Learning

by James W. Rowinski, ASD-W

Nearly one hundred years have passed since Private Harry Stroyd, 3 months shy of his 20th birthday, joined the 193rd CIF Nova Scotia Highlanders in Pleasant Valley, Nova Scotia. An only child, Stroyd left Canada in the fall of 1916 only to perish a year later. He fought at the Battle of Vimy Ridge in the spring of 1917 and then, after being transferred to Passchendaele in the fall of that same year, the Third Battle of Ypres. His body was never found. On October 30, 1917, he was killed in action becoming one of thousands whose bodies were never recovered, lost to the landscape forever. Today, he is memorialized and remembered with honour at the Menin Gate Memorial in Ypres, Belgium, along with the names of approximately 54,000 other officers whose graves are not known.

This past summer, I had the immense privilege to visit Harry while attending *The Cleghorn War and Memory Study Tour for Canadian Teachers*. As a joint project of the Laurier Centre for Military, Strategic and Disarmament Studies at Wilfred Laurier University, The Gregg Centre for the Study of War and Society and the Faculty of Education at the University of New Brunswick, the tour is designed for teachers looking to deepen their understanding of Canada's experiences in war and conflict on the battlefields of France and Belgium. For participants, it is a tremendous opportunity to engage in contemporary historical research and to discuss historical thinking perspectives and concepts.

Today, although 100 years separates our lives and experiences, I consider Private Harry Stroyd a friend. Learning the details of his movements while situating myself in the spaces he would have been a part of and lost to, was both haunting and beautiful. And yet, as I walked along Vimy Ridge on July 9th in northern France and then into Belgium and

the village of Passchendaele on July 10th, sites that Harry would have been present to during his time of service, I was mesmerized by the intermingling of landscape, the wind and rain, the sweeping fields of grass and sloping hills, with the narrative about his service, that it felt like his memory was being re-awakened within and by the surrounding physical landscape.

Standing at attention during the evening Menin Gate Ceremony on July 9th in Ypres, Belgium, I felt deeply privileged to speak to Harry's memory, to voice his name on the landscape, and to offer tears for him and the many others whose names I have yet to learn and whose service I have yet to honor. These names are in danger of no longer having a "home landscape" from which to be remembered.

Born to a father of Polish/Ukrainian immigrants who came to Canada to escape the realities and devastation impacting civilians of Eastern Europe during World War II, my life has always been defined by themes of suffering and loss, but also of survival. These stories live within us all and only by listening to the rhythms of body and of landscape do we offer the present historical "self" an opportunity to reclaim forgotten narratives while being ever-mindful about aspects of our own "home landscapes".

By intersecting narrative, voice and memory with landscape and geography we alter how we perceive our relationship to history while expanding how we relate to one another as global citizens. I ask each of you to continue to talk to family, to research a name on your local cenotaph, or even better, to find a veteran and listen to his or her story. During the final days of our trip while leaving Point 67, outside the city of Caen, we were honored to meet Jean Trempe, a French Canadian veteran from the Maisonneuve Regiment, who served in Normandy in July 1944. We were delighted to shake his hand and offer sincere thanks for his service, to which he offered smiles and gratitude for teachers and students working to keep the legacies of veterans alive. As we parted ways, Jean turned and looked upwards to the site of Hill 67 and, as if reconciling his past history with the land itself, he nodded his head and whispered, "I was here... I was here."

Although there are many people to thank, this experience would not have been possible without the generosity of John and Patti Cleghorn, the expertise of Dr. Lee Windsor, Dr. Cindy Brown and Dr. Craig Harding of the University of New Brunswick, and the leadership of award-winning educator Blake Seward.





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NEW BRUNSWICK TEACHERS' ASSOCIATION

We Need Stories from Teachers and Schools

Professional Activities

Connecting with the World

Helping Others

Human Interest

School Community Connections

Upcoming Events

Pedagogy

Teaching Experiences

Beyond the Classroom

To submit an article, please contact Blake Robichaud (blake.robichaud@nbta.ca)

FIERCE Conversations in Fredericton



Exploring Body Image Issues in the Classroom

By Heather Thompson, Vice President, Peel Elementary Teachers' Local, Ontario

Did you know that one in four boys between 10 and 14 years old diet despite being a healthy weight? And, that girls and boys who diet are in fact at 324 percent greater risk for obesity than those who do not diet? Body-based harassment continues to be socially acceptable and the reality is that students bring these real life issues into the classroom. However, sometimes teachers are unsure of where to turn for resources, support and next steps.

Beyond Images, a free, online body image curriculum from NEDIC (National Eating Disorder Information Centre) provides students in grades 4 to 8 with the opportunity to explore key issues around body image and

self-esteem as well as media messaging, while developing critical thinking skills. Lessons can be downloaded from BeyondImages.ca, where there is an instructional webinar, tips and background information to further teachers' understanding of the key issues related to body image and self-esteem.

As teachers try to balance new ideas, with required curricula, board and ministry initiatives, bringing Beyond Images into classrooms can assist students with developing critical thinking skills, combating body-based harassment, and meeting the requirements of planning collaborative inquiries that are meaningful.

Heather Thompson is co-author of the Grades 4 – 8 curriculum which can be accessed at www.BeyondImages.ca.

Beyond Images is a program of the National Eating Disorder Information Centre (NEDIC). NEDIC is a Canadian not-for-profit organization committed to the prevention of eating disorders. For more information visit NEDIC.ca or call the toll-free helpline at 1-866-NEDIC-20 or 416-340-4156.

beyondimages

a self-esteem and body-image curriculum

FACT SHEET

- More than half of children report being involved in appearance-based bullying. Beyond Images curriculum helps build a better understanding and resilience toward negative messaging among students and in the schoolyard.
- Based on research, Beyond Images focuses on providing age-appropriate information and activities to make a positive difference in combatting appearance-based bullying and negative stereotypes.
- Nearly 1,000 teachers have used Beyond Images in their classrooms since it became web enabled in 2013.
- 23,717 students from across Canada have completed Beyond Images curriculum.
- Developed by Canadian educators, Helen Vlachoyannacos and Heather Thompson, Beyond Images fills a gap in media literacy and meets curriculum outcomes in all provinces.
- Beyond Images has 4 one-hour lesson plans for each grade (4 through 8), 20 free lessons in total. Each lesson plan can be taught as a stand alone or done as a unit, and includes tips and backgrounders for teachers.
- This comprehensive media literacy curriculum also includes:
 - Lesson objectives
 - Lesson plans and contemporary mixed media examples
 - Student worksheets
 - Evaluation rubrics
- The self-esteem and body image curriculum is free and can be downloaded at BeyondImages.ca.
- Beyond Images is generously supported by the Dove Self-Esteem Project

For more information about Beyond Images or the National Eating Disorder Information Centre, please call 416-340-4156 or toll-free at 1-866-NEDIC-20.

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.

Deadline: December 5, 2014

Prizes: There will be 5 prizes awarded. The choices will be \$25 iTunes Cards, NBTA product, or a donation to your school's Movember fundraising.

Display: Winning photos, and perhaps some others, will be featured on the NBTA website and in the February 2015 issue of the *NBTA News*.



beyondimages

a self-esteem and body-image curriculum

GRADES
4-8

LESSONS
20+

\$0

at www.beyondimages.ca

MORE than half of children report being involved in appearance based bullying. *Be part of the solution.*

A positive body-image can lead to better self-esteem, emotional stability, happiness and confidence in children.

TEACHER ADVANTAGES: a comprehensive media literacy curriculum written by teachers that includes:

- Lesson objectives
- Lesson plans and media examples
- Student worksheets
- Evaluation rubrics
- Curriculum outcomes matched
- Free!

Beyond Images helps students understand how and why media messages are constructed – and then learn to make their own. *Beyond Images* explores current concepts of what it means to 'fit in'.

Join us on this journey of self-discovery and build understanding and resilience towards negative messaging in students and in the schoolyard. *Beyond Images* meets students where they're at and takes them further.

Developed by the National Eating Disorder Information Centre (www.nedic.ca)
Beyond Images is generously supported by the Dove Self-Esteem Project

nedic



Fierce Accountability®

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

What: Fierce Accountability® is an instructor-led workshop that explores the cost of blaming, protecting, defending and playing it safe. Develop a new context about accountability – one in which you and your organization welcome responsibility and deliver agreed-upon results, despite obstacles.

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

Date: January 17, 2015 (9 – 12h30)
(NBTF Building, Fredericton)

Fierce Generations®

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

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

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

Date: April 26, 2015
(NBTF Building Fredericton)

Fierce Negotiations®

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

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

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

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

Watch for complete registration details at www.nbta.ca



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Death and Grief: Providing Support at School

New Brunswick Association of School Psychologists

Submitted by Margot Rankin Young, Psychologist, Anglophone South

The majority of children and adolescents will experience the loss of a close or special person before they reach adulthood. Therefore, it is very important for educators to have a strong understanding of the ways in which they can support grieving students. There is no right or wrong way for children and adolescents to react to death; reactions will vary depending on a number of factors including the student's age/developmental level, personal characteristics, mental health, family and cultural influences and previous exposure to crisis and death. Sadness, confusion, anxiety, denial, anger, and guilt are all common reactions to grief in children and adolescents. The following behaviours **may warrant** further attention, especially if they are prolonged and intense.

Elementary school level:

- Difficulty concentrating or inattention
- Headaches, stomach aches
- Sleep disturbances
- Withdrawal
- Disruptive/aggressive behaviour
- Increased anxiety
- Depression

Middle and high school level:

- Flashbacks
- Emotional numbing or depression
- Nightmares
- Avoidance or withdrawal

- Peer relationship problems
- Substance Abuse or other high-risk behaviour

Parents and educators should be particularly alert to any of the following as indicators that a **trained mental health professional should be consulted**.

- Severe loss of interest in daily activities (i.e. extracurricular activities and friends)
- Disruption in ability to eat or sleep
- School refusal
- Fear of being alone
- Repeated wish to join the deceased
- Severe drop in school achievement

Some students may be at greater risk for grief reactions that require professional intervention. This includes individuals who:

- Were very close to the person who died
- Were present when the person died
- Have suffered a recent loss
- Have experienced a traumatic event
- Are isolated or lack a personal support network
- Suffer from mental illness

In order to support grieving students adults are encouraged to:

- Invite older children and youth to talk about the loss. This gives the student permission to talk about it whenever they are ready to do so. Don't force the conversation. Wait

for them to accept the invitation.

- Avoid comments aimed at trying to cheer up the student (i.e. "At least you were able to spend summer vacation with him").
- Listen patiently. Give children the opportunity to tell their story and be a good listener. It's common to want to share personal experiences of loss, but it is important to listen "more" and talk "less".
- Provide a model of healthy mourning by being open about your own feelings of sadness and grief.
- Remember that grieving is a process. Allow adequate time for each student to grieve in the manner that works for him/her. Pressing students to resume "normal" activities may prompt additional problems.
- Help all students, regardless of age, understand loss and death. Provide the student with information at a level that he/she can understand. Let the student guide you as to the need for more information or clarification. Ensure that you use the words "dead" and "died", rather than terms such as "passed away" or "everlasting sleep", which may make it more difficult for the student to understand.
- Provide learning supports. Students may need extra support or temporary changes in their schedules and classroom demands.

References:

Helping Children Cope with Loss, Death and Grief: Tips for Teachers and Parents, National Association of School Psychologists

Supporting your students after the death of a family member or friend, New York Life Foundation

Death and Grief: Supporting Children and Youth, National Association of School Psychologists

NBTA Committees

Direct Input from Teachers

*Member of the NBTA Board of Directors

Ad Hoc Committee on High School Renewal

Sally Cogswell	Grand Manan (GMCS)
William Hogan	Woodstock (WHS)
William Kierstead	Miramichi (JMHMS)
Tina Noble	McAdam (MHS)
Kimberley Cripps*	Miramichi (MVHS)
Ardith Shirley	NBTA Staff

Assessment, Testing and Evaluation Committee

Mark Crowley	Saint John (MGTMS)
Bridget Fraser	Fredericton (FHS)
Victoria Green	Doaktown
Julie Kilcollins	Florenceville-Bristol (FMS)
Jacques Theriault*	Saint John (LLS)
Ardith Shirley	NBTA Staff

Awards Committee

David Baker	Saint John (SMMHS)
Naomi Cooke	Blacks Harbour (BHS)
Annette Hendry	Sunny Corner (NSEE)
Guy Arseneault*	NBTA Vice-President/President-Elect
Peter Fullerton*	NBTA President
Larry Jamieson	NBTA Staff

Council Executive Committees

Elementary Council Executive

Barbara Brown	Miramichi
Janice Bueno	Riverview (FLBS)
Linda Ferguson	Florenceville-Bristol (BES)
Erica LeBlanc	Fredericton (LSS)
Karen Miller	Burtt's Corner (KVMS)
Karla Roy	Fredericton (PSS)

Middle Level Council Executive

Sarah Brooks	Fredericton (GSMS)
Jon Hoyt-Hallett	Fredericton (GSMS)
Heather Ingalls	Fredericton
Donna Lagacy	Moncton (NFS)
Ryan MacDougall	Campbellton (CMS)
Cheryl Richardson	Miramichi (HMS)

High School Council Executive

Brian Corbett	Moncton (BMHS)
Colleen Dunnett	Moncton (BMHS)
Shane Hoyt	Oromocto (OHS)
Sheridan Mawhinney	Oromocto (OHS)
Trudy Stiles	Woodstock (WHS)
Shyann Watters	Sussex (SRHS)

Curriculum Committee

Tricia Berry	Fredericton (LHHS)
Margo Cochrane	Quispamsis (QES)
Lilliane Doucet	Moncton (BS)
Stephen deVries	Bathurst (BHS)
Heather Palmer*	Fredericton (DMS)
Kimberley McKay	NBTA Staff

Equity in Education Committee

Christina Barrington	Saint John (SMMHS)
Adam Binet	Moncton (HTHS)
Cynthia Freeman King	Saint John (HS)
Holly Jones	Woodstock (WMS)
James Ryan*	Campbellton (SSHS)
Melinda Cook	NBTA Staff

In-School Administration Committee

Nicholas Smith	Moncton (MHS)
Kelly Green-Fillmore	Norton (NES)
Julie Daigle	Saint John (IVS)
Aldena Higgins-Harris	Back Bay (BBS)
Colleen Wiley	Bristol (BES)
Gilbert Cyr	Campbellton (SSHS)
Todd Fitzpatrick	Miramichi (NRS)
Jeffery Holder	Oromocto
Nathan Langille	Fredericton (FHS)
Barry Snider*	Riverside Albert (RCS)
Ardith Shirley	NBTA Staff
Blake Robichaud	NBTA Staff

NBTA Finance Committee

Sarah Blanchard	Hampton (HES)
Mark Blucher	Saint John (IVS)
Deborah McDonnell	Miramichi (JMHMS)
Patricia Thorne	Woodstock (WCES)
Christine Leeman*	Blacks Harbour (BHS)
Melinda Cook	NBTA Staff

Nominating Committee

Barbara Brown	Miramichi
Julie Holt	Harvey (HHS)
Terri Shipley	Saint John (SPS)
Adam Trider	Moncton (BMHS)
Heather Smith	Janeville (JS)
Larry Jamieson	NBTA Staff

Pension Committee

Doug Bobbit	Sussex (SES)
Yvonne Caverhill	New Bandon (CNBA)
Tammy Constantine	Salisbury (JMA/SMS)
Brian Dean	Port Elgin (PERS)
Paul Mourant*	Rexton (BLMS)
Michael Ketchum	NBTA Staff
Melinda Cook	NBTA Staff

NBTA Committees

on Key Issues

Professional Conduct & Standards Committee

Jane Jonah	Riverview (FLBS)
Erica LeBlanc	Fredericton (LSS)
Arthur Taylor	Woodstock (WMS)
Shelley Ward-Cain	Sunny Corner (NSERHS)
Michael Ketchum	NBTA Staff
Melinda Cook	NBTA Staff

Professional Learning Committee

Jennifer Dixon-Lipton	Hillsborough (CRHS)
Audrey Norman	St. Stephen (SSHS)
Samantha Robichaud	Lincoln (LECS)
Jonathan Watts	Dalhousie (DRHS)
Elizabeth Andrews*	Chipman (CFAS)
Ardith Shirley	NBTA Staff

Public Relations & Communications Committee

Ross Calder	Nackawic (NES)
Tracey Johnston	Florenceville-Bristol (FMS)
Cindy Pearson	Perth-Andover (SVHS)
Jennifer Tym	Oromocto (OHS)
Guy Arseneault	NBTA Vice-President
Blake Robichaud	NBTA Staff

School Learning Environments Committee

Karin Boudreau	Moncton (BS)
Kerry Casey	Rothesay (FES)
Leslie Crossman	Perth-Andover (PAMS)
Kevin King	Saint John (HVHS)
Warren Coombs*	Saint John (SMMHS)
Kimberley McKay	NBTA Staff

NBTA Teacher Education & Certification Committee

Kelli Mowbray	Havelock (HS)
Brian Muise	Bristol (CNHS)
Linda Plourde	Fredericton (NMS)
Heather Ryan	Cambridge Narrows (CNS)
Ron Furlotte*	Moncton (MHS)
Michael Ketchum	NBTA Staff
Ardith Shirley	NBTA Staff

Teaching/Learning Conditions Committee

Jacquelyn Hay	Fredericton (NMS)
Jeffery Prosser	Quispamsis (KVHS)
Jo-Ann Schwarze	Blacks Harbour (BHS)
Peter Woytiuk	Saint John (SHS)
Heather Ingalls*	Grand Manan (GMCS)
Blake Robichaud	NBTA Staff

NBTA Committee Structure

NBTA Committees

Standard Structure
5 teachers
includes 1 member of NBTA Board of Directors
+ 1 NBTA Staff

Meet up to 3 times per year to identify, research & discuss key teacher issues

Report
Inform
Advise
Recommend

Issues/
Resolutions
Request data
Feedback

NBTA Decision-Making Bodies

Comprised of Elected Teachers

NBTA Board of Directors

NBTA Executive Committee

NBTA Annual General Meeting

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!

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2015

(formerly School-Based Learning Team Grants)

by Kimberley 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 2015 – December 2015. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online after November 3rd.

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
3. facilitate the sharing of exemplary practices

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

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2015 - 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)
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...continued on next page

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2015 - APPLICATION

Section 3: Plan for Your Professional Learning

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

Section 4: Plan for Sharing

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

Send completed application form to:

Kimberely 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 15, 2014 (4 pm)

2014-2015 NBTA Pension Seminars

Registration Forms On-Line at www.nbta.ca

Date of Seminar:

- December 6 - Saint John, Simonds High School
- January 10 - Fredericton, Fredericton High School
- January 24 - Miramichi, James M. Hill Memorial High
- February 7 - Sussex, Sussex High School

Deadline for Registration:

- November 28
- January 2
- January 16
- January 30

Seminar Guidelines

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

1. All participants must pre-register.
2. Travel and accommodation costs are the responsibility of the participant.
3. A nutrition break will be provided.
4. Questions relating to these seminars should be directed to:

**Michael Ketchum or Melinda Cook
NBTA Staff Officer
New Brunswick Teachers' Association
P.O. Box 752
Fredericton, N.B. E3B 5R6 (Tel. 452-1722)**

5. All teachers are welcome to attend.
6. All seminars begin with registration at 8:30 am and sessions at 9:00 am until 1:00 pm. (Except Bristol & St. Stephen, where registration will begin at 5:00pm -- Seminar at 5:30pm)

Program

Teachers' Pension Act

- contribution rates
- retirement options
- pension calculations
- survivor options
- purchase and transfer of Pension Service

Retirement Allowance

- pre-retirement vacation

Canada Pension

Old Age Security

Financial Planning for Retirement

- RRSPs
- RRIFs
- Annuities

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

ATTENTION RETIRED TEACHERS

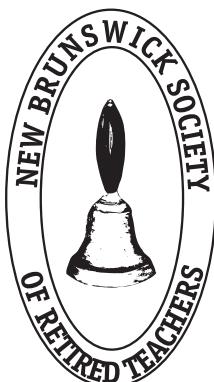
If you are a recently retired teacher or know someone who is, you are encouraged to join your professional organization: the New Brunswick Society of Retired Teachers. Membership in the NBSRT has the following benefits:

- Being part of a growing organization of over 2600 members.
- *Reflections* magazine published three times per year.
- Representation on the NBTF Group Insurance Trustees.

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

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

Betty Smith, President
New Brunswick Society of Retired Teachers



Teachers as Professionals: Caring for our Backbone

by Ardit Shirley, NBTA Staff Officer

This fall has been a challenging one for me. Early in September, I triggered an old back injury and as a result have struggled with a significant limp and reduced mobility. They say you don't truly appreciate what you've got 'til it's gone. My experiences over the last six weeks have reinforced this fact. I have been frustrated - Woe is me! I have been bitter - Why me? I have even found myself in weaker moments resentful of those who aren't afflicted. (They have no idea what I am going through!) Although I try hard not to be negative and miserable towards these ungrateful "healthy backed" souls, I often fail. I spend my waking moments consumed with thoughts of all of the things I want to do, but can't. I do not like this vulnerable version of myself who is stuck in a "victim" mindset.

I long for the days when I too, can take my mobility for granted - to run up & down a flight of stairs without a second thought - to choose which shoes to wear based on style and comfort rather than function and stability. I swear that if I am ever better I will never take another day of a "healthy back" for granted. I vow to do every core strengthening exercise known to human kind faithfully three times every day if only I can just "get back to normal".

Sadly, if history repeats itself, when my mobility is restored (and I pray it will be!); over time, I will begin to take my health for granted again and in the words of the 1989 Canadian rapper Maestro Fresh Wes, "let my backbone slide". After all, it takes a great deal of daily discipline, self-regulation, time and energy to maintain and improve my spine. Many days it seems to require more time and energy than I have. Over time, **I will forget that without a healthy backbone, everything I want to do, and be, is compromised.**

I acknowledge that the all-consuming nature of this personal experience is probably shaping the way I view my professional world. Margaret Wheatley would suggest that it is in our nature to look for patterns to make meaning. It is no coincidence, that thoughts of some recent interac-

tions with wonderful, professional teachers who are struggling daily with significant systemic "ailments" – class composition issues, lack of proper resources to support inclusion, increased technological expectations and frustrations, increasing demands met with decreasing resources (the list could go on!) – remind me somewhat of my own battle. Perhaps it is my own "victim" mindset that causes me to pick up on vibes of "That's just the way it is in education today", "Nothing will change so why bother?" "It's just easier to put up and shut up" or "I just don't have the energy to take on that battle this week - someone else

will have to..." Suddenly it occurs to me - Is it possible that as I battle with my own back issues my profession may be struggling to maintain its backbone as well?

As this question began to reverberate through my head, I happened upon an article written by Parker Palmer (one of my favourite professional authors) that I had not chanced upon before – *A NEW Professional: The Aims of Education Revisited*. The following excerpt jumped off the page at me:

"We professionals—who by any standard are among the most powerful people in any society—have a bad habit of telling ourselves victim stories to excuse unprofessional behavior: "The devil [read, 'the system'] made me do it."

We are conditioned to think this way. The hidden curriculum of our culture portrays institutions as powers other than us, over which we have marginal control at best—powers that will harm us if we cross them. But while we may find ourselves marginalized or dismissed for calling institutions to account, they are neither other than us nor alien to us: institutions are us. The shadows that institutions cast over our ethical lives are external expressions of our own inner shadows, individual and collective. If institutions are rigid, it is because we fear change. If institutions are competitive, it is because we value winning over



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

all else. If institutions are heedless of human need, it is because something in us also is heedless.

If we are even partly responsible for creating institutional dynamics, we also possess the power to alter them.

Only when we become accountable for the darkness we create will we be able to evoke "the better angels of our nature," inner sources of light that make both individuals and institutions more humane."

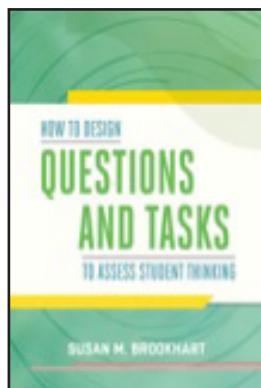
As teachers, we must not forget - without a healthy backbone, everything we want to do, and be, is compromised — a victim mindset is not our option. There is no denying that it takes a great deal of daily discipline, self-regulation, time and energy to maintain and improve our professionalism and the schools, classrooms, districts and system in which we work. Many days it feels overwhelming. That said, if we can see past the immediate pain of "taking on that battle today", and remind one another that as professional teachers we are "among the most powerful in any society" perhaps the hope for brighter days ahead can be restored for us and by extension our students and communities.

Here's to taking on the work it requires to maintain our healthy backbone!



Book Give-Away!

Congratulations to **Colleen Clarkson** of Devon Middle School in ASD-W who is the winner of the September book draw. A copy of Myron Dueck's "Grading Smarter not Harder: Assessment Strategies that Motivate Kids and Help Them Learn" is on its way to you! This month's give away is "**How to Design Questions and Tasks to Assess Student Thinking**" by Susan M. Brookhart. Sound interesting? Drop me an email with the subject line "Book Draw" before November 30th.



May I Recommend?

The October issue of Phi Delta Kappan magazine is titled "Exploring Classroom Management" and is FULL of excellent articles around this theme. A couple of my favourites included Jonathan Eckert's, "Teach Like a Novice: Lessons from Beginning Teachers" (pp. 13-18) and Jones, Bailey and Jacobs' "Social-emotional Learning is Essential to Classroom Management" (pp. 19-24).

As we prepare to embrace a new, more balanced provincial standardized assessment regime, I found Rick Stiggin's article (also in Kappan, p.67-72) "Improve Assessment Literacy Outside of Schools Too" to be very worthwhile. Stiggins reminds us that, "assessment is a teaching and learning tool – not merely a grading tool." He also includes his version of a "Student's Bill of Assessment Rights" highlighting five rights that he champions that students are entitled.

"Which teaching strategy works best?" This is a question that many ask (...) It's an earnest question, but it's a bit like walking into a gym and asking a trainer, "so which exercise is best?" The answer, of course, depends on where you are in your fitness regime and what you are trying to accomplish. (Bryan Goodman, Educational Leadership, October 2014, pp.77.)

"In almost every elementary classroom, you'll see students reading aloud and answering questions about what they've read. It's time for that to change." Richard L. Allington, Reading Moves: What NOT to do, Educational Leadership, October 2014, pp.17-21.



Closing Quote:

***"Even when life (as a teacher) challenges us,
it's a gift beyond all measure."***

— Parker Palmer

Councils

Elementary Council Phys. Ed. Institute

When: Tuesday, November 25, 2014

9:00 am – 3:00 pm

Where: Forest Hill School

Saint John, NB

Presenter: Sarah Kalemkiarian

The cost of a Supply Teacher will be provided by the NBTA Elementary Council to the first 15 teachers who complete their registration. Teachers will be responsible for their own travel cost. Lunch will be provided. Teachers must seek permission from their school administrator to attend any institute that would require them to be absent from their regular teaching duties.

*A \$25 cheque will also be required to hold your spot. Please make the cheque payable to the NBTA Elementary Council and send it to Linda Dickson at 415 South Napan Rd, Napan NB, E1N 4W4.

Elementary Council is offering a **Physical Education Institute for the Classroom Teacher** that is teaching **Physical Education or beginner Phys. Ed teachers**. We want to offer professional development for our teachers who may be in roles that they are not totally comfortable with and our members have said that Physical Education is one of them.

Sarah Kalemkiarian is a Physical Education Teacher from Saint John that is offering a full day session for classroom teachers that will be held in a gym environment and in a classroom environment. She will be going over the new Safety Guidelines for teaching in the gym, classroom management for teaching in the gym, what types of activities to do with elementary students, and what kinds of activities to use in small spaces or even in classrooms. She will offer ready to use activities and websites for teachers to use in their classes.

Enrollment is limited to the first 15 applicants, so register early!

Please email registration to linda.dickson@nbed.nb.ca

Please include:

Your name

School Name and Phone number

Grade level(s) taught

Any meal requirements or allergies

FYI: Two more Phys. Ed Institutes will be offered in 2015: one in the Moncton area in February and then one in the Campbellton area in April. Please watch for more information in the NBTA Newsletter.

Councils

The Me2We Organization

Submitted by Linda Ferguson

The Me2We Organization offers initiatives and guidance to youth around the world, encouraging them to take part in making charitable contributions both locally and globally. As quoted from their website, "Me to We is an innovative social enterprise that provides people with better choices for a better world. We offer socially conscious and environmentally friendly products as well as life-changing experiences. Me to We measures the bottom line, not by dollars earned, but by the number of lives changed and the positive social and environmental impact made." (www.metowe.com)

Last year was the first year for a Me2We group at Centreville Community School. The initiative was headed by teacher Grant Robinson and facili-

tated by Reverend Mary Taylor. This school group organized fundraising events for both local and global charities in efforts to show they care and to be a part of something amazing; changing the world for the better. The Me2We Group had 2 different fundraisers for their global initiative. They put together an Easter Fun Week Fundraiser, Christmas Fun Day fundraiser and a Noon Hour Fundraiser in June. All three fundraisers were school wide events in which the entire Me2We group was responsible for the planning, setting up, supervision and taking down of several activities including, mini golf, bouncy castles, carnival games, face painting, and novelty pictures. There were also sales of popcorn, cotton candy, and tickets on gift baskets. The result was

a donation of \$607.00 sent for digging wells in Nicaragua, and \$521.35 sent to the IWK.

As part of the incentive to get kids involved and excited, as well as to celebrate their efforts and successes, the Me2We organization holds a special event called We Day in which groups that have contributed to one local charity and one global charity have the opportunity to attend a massive celebration with such possible guests as Classified, Martin Sheen, Neverest, Hedley, Shawn Desman and cast members from Degrassi.

The group from Centreville Community School has earned tickets to the We Day in Halifax on November 28th. They are now in the process of trying to raise enough funds to support their trip to Halifax.



Councils

Council Day Friday, May 1, 2015

Call for Presenters!

Teachers can help make Council Day 2015 the best possible learning opportunity for members by offering to be presenters. Share your expertise with your fellow members and encourage your colleagues to do so also. Applications for all three programs are on the NBTA website. (Deadline: December 9)

Elementary & Music Specialists — Fredericton

Middle Level & Phys. Ed Specialists — Fredericton

High School & Art Specialists — Moncton

Just go to www.nbta.ca and click on:



Click on the "Complete our on-line application"...

A screenshot of the NBTA Council Call for Presenters website. It features the NBTA logo, the title "NBTA Council Call for Presenters", and the submission deadline "December 9, 2014". Below the title are three buttons for "Elementary Council", "Middle Level Council", and "High School Council", each with a corresponding icon.

- On-Line Application -

Interested in presenting at one of our Council Day programs?
[Complete our on-line application](#)

...and fill out the form!

Our Next Issue Will Be in Full Colour



The February 2015 issue of the NBTA News will be printed in full colour. The newsletter has been printed offsite since the closing of the NBTF print room last year, and this change has provided an opportunity to explore some format improvements. Following this test issue, feedback will be sought from the membership and the Board of Directors will decide if any permanent changes to the format of the News will take place.

NBTA School Rep Training Sessions



NBTA School Rep Training in Bathurst (Branch 1542) October 21: School Rep training sessions will be taking place across the province this fall in recognition of the vital roles played by these volunteers in schools. L to R: Connie Ellis, Jessi Stever (Branch President), Tracy MacDonald and Nancy Hodnett.



Carmen Meehan

Coordinator, ASD-South

1-800-563-3938

634-2901

carmen.meehan@teacherwellness.ca



Michael LeBlanc

ASD-West

1-800-561-1727

462-0208

michael.leblanc@teacherwellness.ca



Lisa Calhoun

ASD-North and ASD-East

1-888-763-5050

855-5243

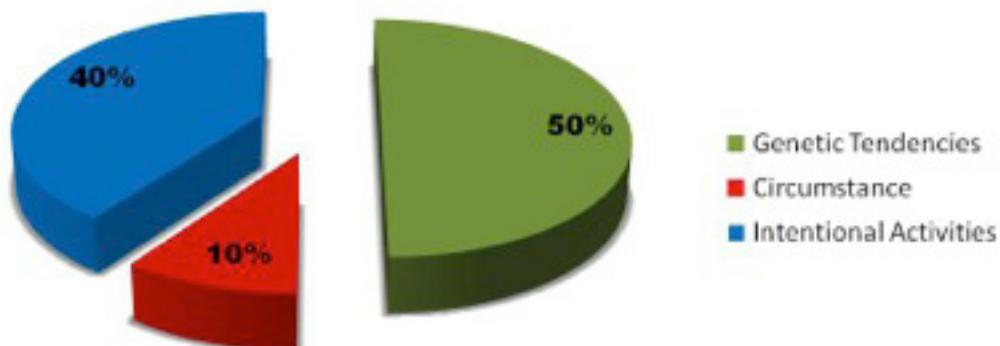
lisa.calhoun@teacherwellness.ca

Positivity

Did You Know?

- Positivity increases productivity at work
- Positivity increases resilience to stress and trauma
- Positivity increases creativity
- 9 out of 10 people say they are more productive when they are around positive people

Factors Influencing Chronic Happiness Levels

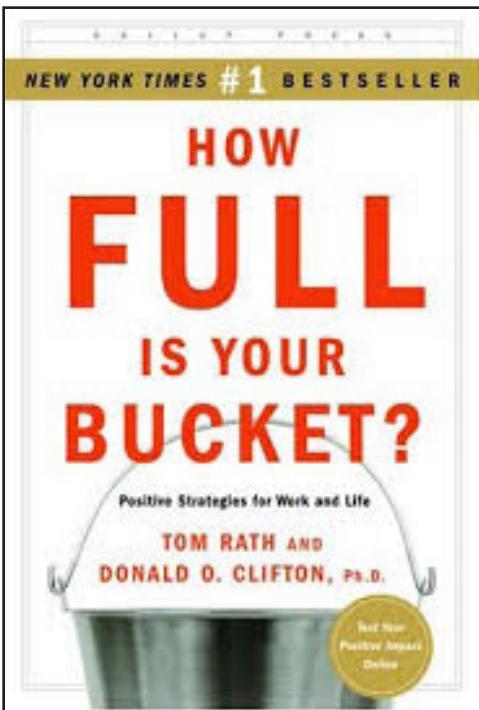


Wellness Highlights

PROFESSIONAL COUNSELLING
SERVICE FOR TEACHERS



Visit our website at Teacherwellness.ca



"So we face a choice every moment of every day. We can fill one another's buckets, or we can dip from them. It's an important choice – one that profoundly influences our relationships, productivity, health, and happiness."

— Tom Rath and Donald Clifton

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An Invitation to Share School Leadership Internationally



Go to www.nbta.ca
for more information



NBTA Golf Tournament 2014



The NBTA Golf Tournament was held Saturday September 27, at Mactaquac Golf Course with 24 teams (96 golfers) participating. The organizers would like to thank those who participated along with our major sponsors for making this event possible. The next NBTA Golf Tournament will take place September 26, 2015.



Winning Team: (Leo Hayes) Marc Pelletier, Glen Carroll, Rob McNeelands and Derek Taggart.





The key objectives of the **Sports Ambassadors** program are:

- To promote the benefits of sport participation
- To inspire youth to participate in sport through the delivery of compelling personal stories delivered by Sports Ambassadors

For more information or to bring a **Sports Ambassador** to your classroom contact us:

- Tel.: 506.453.3747
- E-mail: nbsportshalloffame@gnb.ca
- Web: www.nbsportshalloffame.com



FUNDING PARTNERS:



Government of Canada Gouvernement du Canada

Canada

The **New Brunswick Sports Hall of Fame** has partnered with New Brunswick's most accomplished athletes and sport builders to inspire and excite youth to participate in sport.

Youth inactivity is becoming an ever-increasing problem in our society. Left unchecked, it will lead to unprecedented levels of obesity and vast increases in chronic disease.

In response, the **New Brunswick Sports Hall of Fame** is making New Brunswick's most accomplished athletes and sport builders available for visits to classrooms around the province.

These **FREE** presentations feature the inspiring personal stories of the Sports Ambassadors on their road to success. They will talk about the obstacles they had to overcome and their achievements in the world of sport.



MULTIZONE

What is Multizone?

Multizone is an educational activity that engages children as they work together in teams to solve nutrition questions while participating in fun physical challenges. The constant movement of this game keeps children excited and interested in the learning experience. At the same time, the team component motivates everyone to do their best!



**NUTRITION
+
PHYSICAL ACTIVITY**



NUTRITION
DAIRY FARMERS OF CANADA

Teach**Nutrition.ca**

Created by Registered Dietitians for Maritime Educators

Multizone brings to the table an impressive fusion of fun, nutrition knowledge and activity that children of all ages will enjoy.

Get in the “Zones”!

There are five energizing zones to this game. Each zone is tailored specifically for kindergarten to grade 6 students, providing age appropriate questions and activities that keep children motivated and entertained.

What Do I Need?

A member from our nutrition team brings everything required for the game. All you need is a gymnasium, approximately 45 minutes of time per classroom, and a teacher or coordinator to help assist with the game.

Who Can Apply?

Multizone is now available to all elementary schools throughout New Brunswick, Nova Scotia and Prince Edward Island.

What is the Cost?

This program is free of charge.

How Can I Register my School?

Don't delay! Schools will be scheduled on a first-come, first-served basis. Contact our dietitians today at 1-800-465-2697 (ext. 2) or e-mail us at infonutrition@dfc-plc.ca.

**Visit us at
www.nbta.ca**

...or on

f Facebook

(New Brunswick
Teachers' Association)

**and
Twitter**
(@NBTeachersAssn)



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Web: www.nbta.ca

**POETRY
inVOICE** lesVOIXde
laPOESIE

Some students
memorize.
Others analyze.
Luke recites.

Poetry In Voice is a recitation contest that begins in the classroom. Students choose poems and get to know them — intellectually, emotionally, and even viscerally.

The hook? Your students compete for \$75,000 in travel and prizes.

The payoff? They will make the poems their own and remember them forever.

**Teachers, sign up your school for the
2015 competition**

poetryinvoice.com
lesvoixdelapoesie.com

LUKE STEEVES FROM
MONCTON RECITES "JACK
WOULD SPEAK THROUGH
THE IMPERFECT MEDIUM OF
ALICE" BY ALICE NOTLEY

Paid Advertisement

35th Annual NBTA Men Teachers' Curling Bonspiel



Carleton Curling Club, Saint John, NB

January 9, 10, 11, 2015

Registration: \$140.00/team

Not more than 18 teams will be accepted on a first come, first served basis. Entries should include skip's name, and/or contact person with an active email address. (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

Extended - Contact us for more information



NBTA

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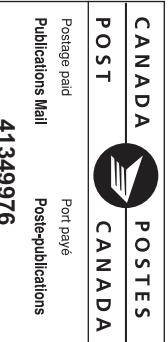
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