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**Next Final Copy Deadline
For NBTA News:
Friday, November 17**



“Pals for Prince Charles”

Partnership between Prince Charles School and J.D. Irving, Limited Wins International Honours

The Global Best Awards were presented on October 4 in Calabria, Italy at the 8th International Partnership Conference. The International Partnership Network and the Conference Board of Canada awarded Prince Charles School, District 8 and J.D. Irving, Limited a Certificate of Honour for exemplary work in the area of Regional Partnerships.

Accepting the award on behalf of the “Pals for Prince Charles”

partnership were Bev MacDonald, Director of Education, District 8 and Deborah Fisher, Coordinator, “Pals for Prince Charles” who received the award on behalf of Mr. J.K. Irving.

“The Pals for Prince Charles Partnership was a front-runner in the eyes of the judging panel,” said Cindy McBride, Conference Board of Canada. “The personal commitment, leadership and energy of Mr. J.K. Irving and Bev MacDonald are especially noteworthy. Together, they have



Prince Charles School is a community school! Here at the opening of the After School Program are: (Back Row) James K. Irving; Mike Belliveau, RBC; Bev MacDonald, Director of Education District 8; Tonya Haevens, PSSC parent; Patricia DePalma, RBC; Jason Burns, teacher; Donald Britten, Principal (Middle Row) Heather Ward-Huskins, teacher; Joanne Hampton, PSSC parent; Christine Hanlon, RBC; Lynn Rector, Vice-principal; Michelle Hooten, Deputy Mayor of Saint John, (Front Row) Leadership Students



Ann Delano, Literacy Intervention Teacher at PCS with one of her small groups of students.



Ken Damon, a retiree from Irving Pulp and Paper, lends a hand with the Breakfast program.

innovated a wonderful exchange of time, talent, enthusiasm and caring between the staff and students of PCS and employees of J.D. Irving, Limited. This extraordinary partnership especially fits the intent of the Global Best awards – to make a tangible difference in the quality of life of young people through the gift of time and talent as well as funding in an effort to respect, support and empower students to realize their full potential."

Initiated in 2000 by James K. Irving and Bev MacDonald, the partnership aims to help young inner-city students realize their full potential by focusing on academic achievement within a positive school environment.

"To have the partnership between Prince Charles School and J.D. Irving Limited recognized by The International Partnership Network is a wonderful honour," said MacDonald. "It acknowledges that schools and the business community can work together in a very positive way and when children are the focus of our energies we all benefit, both now and in the future. This award demonstrates that the work being done through the PALS Program is seen by others as both worthy and worthwhile; something we learned some time ago."

Prince Charles School is a K-8 school located in the South End of Saint John. Donald Britten (Principal), Lynn Rector (Vice-

Principal), and the school staff work closely with Deborah Fisher, a teacher seconded from District 02 as coordinator and liaison between J. D. Irving, Limited and the PCS community.

In just 5 years the partnership has had a positive and measured impact on virtually every facet of school life – academic achievement, school spirit, student behaviour and social skills, student motivation, sports activity, cultural awareness and pride in being part of the school community.

Donald Britten says, "PCS is a very busy community school. Our dedicated, professional staff provides assistance, direction, encouragement
(continued on page 4...)

President Meets Minister



NBTA President, Indu Varma and Minister of Education, Kelly Lamrock met recently to establish on-going communication and co-operation.



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Indu Varma

Making a truly inclusive education system work effectively would, indeed, require significant changes and investments in our current education system. The above quote made by two Minnesota professors regarding inclusive education in USA holds true in the New Brunswick context as well.

As I visited schools recently, and engaged in conversations with classroom teachers, administrators, Resource teachers, and education support workers, class composition came up repeatedly as a major issue at every school. Classes have students with a wide spectrum of academic needs, behavioral challenges, various disorders or medical needs, inadequate social and language skills. There is little support available to assist with all of these.

A number of schools reported having approximately a third of their student population identified as special needs children. Sadly, this number didn't even include the gifted children for whom, teachers felt, there are hardly any provisions in the system.

Under the current system, meeting the diverse needs of our children effectively is extremely difficult. Teachers are feeling overwhelmed and exhausted because of having to prepare multiple lesson plans, assignments and tests; essentially doing their job several times over!

In response to concerns about litigation, there is an insatiable demand for the creation of detailed Special Education Plans, Individual Behavior Plans, and numerous other

Towards a Truly Inclusive Education System

"The magnitude and complexity of change required to create a truly inclusive system of education has been grossly underestimated. An inclusive system strikes at the fundamental values, practices, structures, and funding mechanisms of our enduring standardized system of education." Lessons Learned on the Way to Inclusion By Jennifer York-Barr and Terri Vandercook <http://ici.umn.edu/products/impact/161/over3.html>

forms of documentation which drain teachers of much of their time and energy. The focus is more on micro managing, tracking, and recording all accommodations or modifications made for each curriculum outcome for every special needs student, and not enough on providing the necessary professionals, resources, programs and support services to serve the needs of our children.

It is widely recognized that the challenges of class composition have been further compounded due to the fragmentation of our student population with the introduction of multiple entry points for French Immersion including the most recent pilot of Enhanced Core French. The dynamics of these programs has resulted in a heavier concentration of needs in English classes without the commensurate increase in resources, programs, support services or the flexibility of restructuring such classes to enable tenable teaching situations.

Ideally, children's learning needs should be the determining factor in the composition of our classes and in the provisions made for programs, supports, and services. Smaller classes, along with the availability of additional teachers to restructure difficult classes, will go a long way in helping teachers deal with issues related to class composition.

Moreover, inordinately long waiting periods prior to and post assessment further contribute to many of our children falling through the cracks. It is not unusual for two or three years to lapse before a child is assessed and services are provided.

Unlike in the health care system, the situation for our children in the school system is not life threatening physically. Hence, they suffer quietly as their condition worsens while they, their parents, and teachers wait to get needed specialized support and services. In the meantime students

become frustrated, discouraged, and lose interest in learning.

These very children had entered our school system with a natural curiosity and a keen desire to learn, but in the absence of early and appropriate intervention, over time their efforts to succeed in school got hampered by various barriers to their learning.

Clearly, significant systemic changes and investments are needed in the way students are grouped, teachers are assigned to students, program offerings, assessment practices, behavior management support, professional development, coordination of services from various government departments, and delivery of resource services. To take one example, providing suitable clerical assistance to Resource teachers would lead to a more effective and efficient use of existing Resource teachers in the system by freeing them up to spend the majority of their time in actually doing the job they are trained to do and love to do, i.e., work with the children.

We feel optimistic because the newly-elected Liberal Government, as a part of their election platform, stated its commitment to full implementation of the MacKay Report's recommendations and to supporting teachers by making the necessary investments in education to move New Brunswick to the first spot in the country.

Our new Minister of Education, Hon. Kelly Lamrock, has indicated his sincere desire and commitment to improving the learning conditions of our children.

We are equally committed to doing the same.

Let's collaborate and create a brighter future for all!

Our children are worth it!

(...continued from page 2)

and guidance to the students who enter our doors. Our many partnerships enable our staff to educate the whole child, which is the goal of today's society. The "Pals for Prince Charles" Partnership epitomizes true community spirit and dedication."

Approximately 140 JDI volunteers, spouses, retirees and former employees have invested over 10,000 hours at PCS during their regular working hours (80 hours per week). As an unexpected bonus, employee surveys reflect the positive impact the volunteer program is having on morale and engagement. Some ways volunteers help:

- Reading and math buddies
- Chess coach
- Classroom helpers
- Breakfast club
- Field trip supervisors
- Mentors
- Leadership
- Guitar
- Art enrichment
- Barbecues
- Garden planting

- Wellness Olympics
- Library
- Fundraising
- Photography
- Behind the scenes help
- Student newspaper
- Coaching

The staff of PCS and the Pals volunteers are excited to be working together, along with other community partners to make a



Great friends! Mentor Laurie Adams, JDI Purchasing, and Mentee Cathleen enjoy their 1 hour a week together as part of the "Pals for Prince Charles" Partnership and the Big Brothers Big Sisters In-School Mentoring Program.

difference in the lives of these children. The "Pals for Prince Charles" Partnership proves that a

dedicated school staff and parent group, together with community volunteers and financial support can deliver great changes within an inner city school.

"Making a difference in the life of a child can have a powerful impact, not only on that young person, but also on the future of our community. This recognition is a tremendous tribute to the many volunteers of the Pals for Prince Charles who are so committed to making a difference in the lives of children in our community," said Mr. Irving. "This has been a very rewarding partnership because it has been such a wonderful team effort – with school staff, students, parents and other caring community organizations like the Saint John Boys' and Girls' Club, Big Brothers Big Sisters, and most recently, the Royal Bank Financial Group. If our work together for young people serves as a model to make a difference to other schools in our community, that would be the best reward of all."

Project Overseas – A Lifetime Experience

by Dacia Robertson, Hampton Middle School

Each year the New Brunswick Teachers' Association, in conjunction with the Canadian Teachers' Federation, sponsors a teacher to participate in Project Overseas. Through the program, New Brunswick teachers form part of a team to give professional assistance to fellow teachers in developing countries. Currently, NBTA supports the project held during the summer months. There is also a winter project coordinated by CTF with participants from other provinces and territories.

Started in 1962, with one program in Nigeria, Project Overseas has now assisted teacher organizations in over fifty countries of Africa, Asia, the Caribbean and the South Pacific.

With the financial assistance of the Canadian Teachers' Federation, the provincial and territorial teacher organizations which are members of CTF, the Canadian International Development Agency and the Wild Rose Foundation (an Alberta agency for international development), in a single year, as many as sixty volunteers are sent to approximately fifteen countries.

The following is an account of the experience of New Brunswick teacher, Dacia Robertson, who served in Ghana, Africa in July-August 2006.

Teachers interested in making application to participate in this volunteer activity should contact NBTA for information.

On July 8, team Ghana departed Montréal, Québec — our destination, Ghana, Africa. Seven eager Canadians, originating from east to west off to a land of beauty and grace, bringing their own knowledge and creativity, with a willingness to share what they do best in their classrooms in Canada.

That is, creating a positive, caring environment and to prepare students as lifelong learners. Two unique cultures came together to discuss, share activities and ideas on a profession which we are all passionate towards — teaching.

Once we landed on west African soil, one instantly fell in love with

the natural beauty surrounding us. We were promptly greeted by GNAT (Ghana National Association for Teachers) affiliates with a very warm welcome. Our first week was in Accra, Ghana's capital city, which is located along the south coast. Much of our time was spent at the GNAT head office where we planned,

prepared, and became acquainted with our Ghanaian counterparts. Each Canadian teacher worked with a co-tutor (Ghanaian teacher). The co-tutors travelled with us to each location. We taught in three different regions throughout the country: Wa, Tamale, and Berekum.

Our first week of teaching commenced on the 17th of July in Wa, located in the upper west region. It was an incredibly bumpy fifteen hour road trip to the north. Unlike Canada (as we know) the further north you go the colder it gets; not the case in Ghana, although the temperature never seemed to have exceeded 30 degrees celsius. We were all happy to have arrived and excited to get started. From the moment we entered 'Jahan Teachers College' goats and chickens were roaming the grounds and would join us from time to time in class.

The classes offered at each location comprised of math and science at the elementary, junior, and high school level. A French class was offered this summer for the first time and was a great success! My



Team Ghana 2006 received outfits from the President of the Ghana National Association for Teachers (GNAT). The logos on the outfits say "We Live to Teach".

assignment was to work with adults who teach science at the primary level. Twenty teachers were enrolled for each class, men and women. In Berekum, (our last location) there was a rather even ratio of women to men. Women also had the option of attending a 'women's only class', which I had the privilege of teaching once a week. Not all women favored being in this class. Although I had a very dynamic group in Tamale, one of the students stated, 'I want to know everything I need to know about being a woman.' Unfortunately, we only had forty minutes left of class. Does not seem to matter which continent you are teaching on, time is always an underlying factor. We had a full

itinerary throughout the week consisting of evening presentations (doctors would speak on HIV/AIDS), panel discussions (on gender equity), and cultural events (Canada night & Ghana night).

Before we knew it, August 4th had arrived. By then I was in my groove and ready for another week! Every

beginning is followed by an end. Three fun filled weeks of learning, sharing, and building relationships with people globally. I will always remember the children running up to me with open arms as I walked to class, calling out, 'Sista' Dacia! Sista' Dacia! followed by a round of high five's. I am extremely thankful to have volunteered in a country in western Africa. A very enriching experience. Thank you CTF, Project Overseas, for the opportunity and lifetime experience.

'We may have different religions, different languages, different colored skin, but we all belong to the human race.'
— Kofi Annan



Math and science participants at the Berekum Training College. "Group work" was foreign to the Ghanians but once it was introduced, they loved the idea.



Dacia Robertson teaches scientific notation to one of her students at the Jahan Teachers Training College in the northern region of Ghana .

Final Payroll for June 2007 Retirees

by Larry I. Jamieson
NBTA Director of Teacher Welfare Services

Approximately three (3) years ago, the Auditor General of the Province of New Brunswick recommended the Department of Education change the practice of keeping retired employees on active payroll for the summer months following their official retirement. Therefore, effective with June 2006 retirees, this recommendation resulted in those retirees receiving all of the summer money owed to them at the end of June and their first pension deposit in July.

The net effect of this change means that all teachers, at the point of their retirement, receive all deferred (summer money). They also begin to receive their pension income on time. Regular deductions, such as CPP, income tax, EI, pension contributions, etc., will continue to occur from the "summer money" since these deductions are spread out over the school year.

In making this change, the Department of Education/School Districts also had to comply with the Canada Revenue Agency taxation regulations, which govern how much income tax must be withheld at source. This resulted in June 2006 retirees receiving two (2) deposits on July 7th – one for the last five (5) days of June (the equivalent of half of a bi-weekly pay and a smaller tax deduction) and one for the remainder of their summer money (the equivalent of 3.5 bi-weekly pays with a larger tax deduction).



Although several options have been explored with the Department, it has been determined that the procedures outlined above meet the recommendations of the Auditor General of N.B. and comply with the CRA regulations when an employee has terminated employment. Also, this will ensure that retiring employees will receive their first pension payment in July.

As a result, the payroll procedures for handling the final pay for the teachers who will be retiring at the end of June 2007 will be as follows:

- a) on the July 6th, 2007 pay date, teachers will be paid for the last five (5) days of June (up to June 29th, 2007) with their regular bi-weekly salary divided by two (2). Since this will be a small bi-weekly pay, income tax (approx. 15%) will be lower than usual

because it is half of a regular pay.

- b) on the same pay date, teachers will receive any residual (summer) money owed to them. This payment will be a separate deposit from their regular pay. However, since it will be a larger than normal bi-weekly pay, the income tax will be approximately 35%. Pension contributions will be deducted from this pay as the final contributions for their service. However, neither NBTF dues nor NBTF Group Insurance premiums will be deducted.

June retirees should also make their own arrangements with their financial institution regarding other payroll deductions they may have since the July 6th pay will be their last pay from their School District.

Pension payroll, which will begin on July 23rd or 24th, is made from the Department of Human Resources, Compensation & Employee Benefits Division (Pensions Branch) which is a different payroll from a teacher's regular pay.

If anyone has specific questions about this payroll practice, please feel free to contact your district payroll office, Compensation & Employee Benefits Division, Office of Human Resources (Pensions Branch) at 453-2296 or 1-800-561-4012, or myself at 452-1722 or at jamiesonl@nbnet.nb.ca.

Educational Improvement Grant Funds Depleted

Teachers should note that due to high demand, the funds for NBTA/DOE Provincial and Elementary and High School Council Educational Improvement Grants (i.e., for conferences and other professional development) have been depleted for activities taking place between now and December 31, 2006.

Applications can be made at any time for NBTA/DOE Provincial funding for activities taking place after January 1, 2007.

* Please note the **Middle Level Council** funds have been depleted until June 30, 2007.

NBTA Board of Directors



*School Year
2006-2007*



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1608



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1610



Emily Daigle
1640



Ronna Gauthier
1724



Noreen Bonnell
1725



Yvonne Caverhill
1809



Blake Robichaud
1826



Wayne Coburn
1827

NBTA Professional Courses

Below is a partial list of NBTA Professional Courses which will be available in the coming months.

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

STAR07WASB — Successful Teaching for Accepting Responsibility

Dates: Wednesday evenings, January 10, 17, 24, 31; February 7, 14, 21, 28; March 14, 21, 28; April 4 (4:00 - 7:00)

Location: Carleton North High School, Bristol

Instructor: Anne Senechal

Description: Gain new techniques to eliminate irresponsible student behaviour. Learn how to empower students (and family) to achieve personal responsibility in a classroom that models responsible behaviour and excellent classroom management.

➔ **Deadline Date: December 21, 2006**

DM07WPSM — Designing Motivation for All Learners

Dates: Thursday evenings, February 1 - April 5 (5:00-8:30); Saturday morning classes, TBA

Location: Bernice MacNaughton High School, Moncton

Instructor: Pam Sheridan

Description: Design learning experiences and develop effective leadership strategies that promote motivation for all learners. Learn verbal encouragement techniques that reduce student risk and reinforce student effort. Discover how doing meaningful work and achieving goals supports all types of learners.

➔ **Deadline Date: January 18, 2007**

NBTA Sponsored Professional Course Registration Form

Name: _____ Current Certificate Level: _____

Home Address: _____

School: _____

Phone Number(s): Home: _____ School: _____ Fax: _____

E-mail: _____ Do you check e-mail daily? _____

Course Details:

Course Title: _____

Course Number: _____ Location: _____ Course Instructor: _____

Will you be taking this course for:

Certification Credit _____ or Professional Development _____

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

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

2006-2007 NBTA PRE-RETIREMENT SEMINARS

REGISTRATION FORM

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

DATE OF SEMINAR _____

DEADLINE FOR REGISTRATION _____

- _____ November 29 - Bristol, Carleton North Senior High
- _____ December 2 - Saint John, Simonds High
- _____ January 13 - Fredericton, NBTf Building
- _____ January 27 - Miramichi, Dr. Losier Middle School
- _____ February 10 - Sussex, Sussex High School

- November 21
- November 24
- December 22
- January 19
- February 2

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

Mailing Address: _____ Dist. _____

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

No. of pension years you will have accumulated to June 2007 _____ Certificate Level: _____

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

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

I am enclosing a cheque in the amount of \$5.00 / \$10.00 (please circle one) to cover the cost of registration; nutrition break, and materials to be supplied. Please make cheque payable to **New Brunswick Teachers' Association**.

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

YES NO

Signature: _____

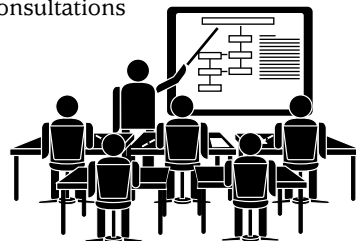
SEMINAR GUIDELINES

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

1. All participants must pre-register.
2. A registration fee of \$5.00 for each participant must accompany the application; however, cheques will not be cashed until after the workshop.
3. Travel and accommodation costs are the responsibility of the participant.
4. A nutrition break will be provided.
5. Questions relating to these seminars should be directed to: **Larry Jamieson**
Director of Teacher Welfare Services
New Brunswick Teachers' Association
P.O. Box 752
Fredericton, N.B. E3B 5R6 (Tel. 452-1722)
6. Any interested teachers are eligible to attend.
7. All workshops begin with registration at 8:30 am and sessions at 9:00 am until 1:00 pm. *(Except Bristol, where registration will begin at 5:00pm -- Seminar at 5:30pm)*
8. Detach and return the registration form as soon as possible.

PROGRAM _____

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



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

What Matters: Through Their Eyes (Part 2)

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

Last month I shared with you some of the responses of students to two questions. They told you what they thought was the 'most important thing for a teacher to know or be able to do' and what they wanted you to do when they are trying to learn something.

I asked three other questions: *Why do kids misbehave? What is the best (most valuable) thing a teacher has ever done for you or said to you? What makes a teacher professional?*

As I mentioned last month, I found the kids' answers really thought provoking and felt they were worth sharing. You can let me know if you feel the same way.

Students had some fascinating reasons why their classmates act out in class. Numerous responses suggested they were misbehaving to get 'attntin, atenshun, attention' (and various other spellings!). Perhaps it is because they are 'board, bord or board.' Several upper elementary kids suggested that the acting out was either 'too much sugar' or 'too little sleep' and a Grade 1 girl thought it might be, "ummmm, because sometimes they are spoiled!"

Older students offered other insights, perhaps more within the teacher's locus of control. "Kids misbehave because they think the teacher is treating them unfairly" (grade 8 girl). A

grade 10 student suggested that "kids misbehave because they are frustrated" and another echoes, "They do it because they don't know the answers."

Another middle school student offered this advice: "Kids misbehave for many reasons. The first thing to do is to figure out what's wrong (this is easier to do if you have a friendship with the student). After that, find the best way to nutralize (sp) the problem."

If only it were that simple!

The question about the most valuable thing that a teacher had ever done for the student brought forth

the widest range of responses. I was able to group their answers into several categories. Many students (and this was a bit of a surprise to me) commented on the CONTENT of their studies, and the ways that teachers supported their learning. A kindergarten girl told me that her teacher "challenged me to write." (!) A grade 5 boy thought the best thing a teacher had done was "teach me the alfaphet and how to spell."

I laughed aloud at the references to several pneumonic devices that teachers used to help students recall content. I now know that somehow the phrase *Oliver Had Another Hit of Acid* helps students recall the complexities of sin, cosine and tangent! What really spoke to me though, was how grateful the students were for teachers who found ways to help them remember.

In addition to content, students were appreciative of the many and varied ways that teachers demonstrated their CARING for them. They told me about the teacher who "lent me \$20 so I could buy school supplies" (grade 9 boy). A grade 12 boy spoke of the teacher who "took time out of her busy schedule to drive me to

the hospital to see my mother. We talked," he went on, "and it meant a lot to me."

An insecure adolescent girl (grade 7)

remembered the teacher who "taught me to laugh... that it's ok to be different and I can laugh things off." I am guessing this is a lesson that will never be forgotten.

Students were touched by the times that their teachers made CONCESSIONS, those special arrangements just for them. One boy (grade 5) remembered the time the teacher "helped me when she wasn't supposed to." Another little guy was impressed when the teacher "took the time off that I owed him." Many students spoke of that special

concession of extending deadlines. "He let me and Chandra have an extra day to do a project. Then he let me stay in at noon and present it to him" (grade 4 girl). The grade 9 girl recalled the time her teacher "gave me a second chance to pass in a project and helped me any way he could." These

sentiments are echoed by the grade 7 boy who said, "She gave me an extention on my poetry book because she knew my situation."

Once again, I am guessing that those special

concessions taught students much more than any hard line approach may have offered. When you not only know your students' 'situation' but care enough to do something special to accommodate them, it gives kids a feeling of hope that goes a long way.

Students gave huge value to the boost of CONFIDENCE that their teachers provided them with. Sometimes even the smallest comment makes a world of difference to a student. The best thing a teacher ever told one grade 5 boy was "that I did a good job cleaning the shoes at the end of the day." I love the insight of this grade 6 boy who stated, "She told me that she admired my work. She also gives me credit, when it is due, and makes sure I do MY best, not THE best." (wow!)

This gift of confidence is valued by both boys and girls and transcends the grade levels. A young grade 4 girl wrote how much it meant to her when her teacher wrote on her report card, "Rachel reminds me of why I wanted to be a teacher." She went on to say, "I thought that was a huge complaint." (but we know what she meant!). A grade 8 boy, representing that group we often think doesn't harbour serious thoughts, stated, "The most important thing a teacher ever did for me, they are still doing today. They respect me for who I am and they listen to me."

They may not say it to you, but teachers make a huge difference in the lives of kids and kids both know

... "took time out of her busy schedule to drive me to the hospital to see my mother. We talked, and it meant a lot to me."

"Teachers are professional when they love what they are doing."

and appreciate that. Never underestimate the power you have to influence a child's development... a power we need to use wisely.

The final question I asked students, "What makes a teacher a professional?", elicited some interesting responses.

Sadly, there was one student who cryptically replied, "teachers aren't professional." However, she did not receive much support in that point of view. Many equated our professionalism with our educational qualifications: "having a ploma" (grade 7 boy), "The degree they put on the wall" (grade 10 girl), "if they have gone to university... but they have to be nice to the students, too." (grade 4 girl)

Many students (and this, too, was a surprise to me... kids never fail to surprise me!) referenced the way a teacher dresses as a hallmark of professionalism. For one grade 7 girl, it was more than just the clothes. "I guess they have more knowledge than us and are wiser than us," she wrote. "The way they have patience with students. And they give respect to students. And they don't dress like teens - they try to dress professionally...even if sometimes it is really ugly."

What else makes a teacher a professional? There were lots of opinions:

"Shirt, tie and ineffectable temper towards students. By doing this you gain respect of students and you should show the same." (grade 9 boy)

"They teach until there old...unless they are already old." (grade 7 boy)

"When she knows how to explain things, when she is expecially nice but doesn't let everyone go wild, when she laughs and has fun with her students, when she makes it easier and funner while learning new things." (grade 4 girl)

There were answers that made me smile and answers that made me teary. I would never have expected such profound thoughts. One grade 5 boy said that teachers are "a well of knowledge that good students drink from." (I am not making this up!!). A grade 8 girl told me that "a teacher is patient, kind and consistent in discipline when they are a professional. They dress appropriately and conduct themselves appropriately." And a grade 10 boy said it was "how they deal with a problem and do their work....they can be someone a kid can look up to."

I could go on and on with these. Teachers, through the eyes of their students, are seen as very special individuals. They hold you in very high regard and have expectations of you, as a professional, that put you in a special category in our society. Despite the challenges and roadblocks that many of them present, your students appreciate what you do for them. They know how hard you work, as demonstrated by a grade 4 girl who said, "His or her job is his or her life," and the grade 9 girl who stated that, "Teachers are professional when they love what they are doing." (they know you better than you think!)

We can learn a lot from listening to our students. If there is one lesson we can learn from them, it is that our work matters. Teachers are more than just professional — you are professionals who really make a difference. It is not always easy to remember this, especially as the long dark days of winter descend, but if you can, on those down days, try to recall the words of a grade 11 boy who says it far better than I could, "Teachers walk proud, and they should!"

Student Strengths

Occasionally the ASCD publication *Educational Leadership* produces a theme issue that really works for me. The September 2006 issue is a prime example. The theme, **Building On Student Strengths**, is one that speaks to me on a number of levels, and I think there are numerous articles within that many teachers would appreciate. Two I will reference specifically are representative of the work of two of the leading (and my favourite) educational experts. Carol Ann Tomlinson has co-authored an article called **Teaching Beyond the Book**. She suggests that when the 'book' isn't working, teachers should instead study their students to seek the keys to teaching to their strengths. The well-known Howard Gardner is a co-author of **Orchestrating Multiple Intelligences**, in which he revisits his 9 intelligences and gives advice for integrating the theories into classroom practice.

The September issue has another valuable section under the heading: **With Boys in Mind**. It includes three articles, **Teaching to the Minds of**

Boys, Bridges to Literacy for Boys, and My Literary Lunches With Boys. All offer insights and research that I found interesting and think would be helpful.

Parent Involvement

Principals and teachers are often faced with the challenge of increasing parent involvement in their schools. The **Parent Involvement Checklist** is a useful tool to help evaluate your school's status in this area. (*NSDC The Learning Principal September 2006*). Another useful one-pager is found in the *NAESP Communicator October 2006*. Titled **Report to Parents: Practicing Good Study Habits**, it offers useful pointers for parents when they are working at home with their kids.

What Makes a Good School?

The article by the same name subtitled **Identifying Excellent Middle Schools (Phi Delta Kappan September 2006)**, is a pretty serious piece of research and is a bit longer than I would have liked. Having said that, it provides an excellent list of characteristics that need to exist to create an exemplary school. It is well worth the reading... and possibly comparing your school to the criteria.

Walk-throughs

Most schools in New Brunswick are implementing some form of walk-throughs as a means of opening doors, increasing observations, building reflective dialogue and creating opportunities to talk about teaching and learning. **Snapshots of Learning (NSDC Tools Fr Schools August/September 2006)** is a great resource. It includes a walk-through plan, a template for providing both individual and group feedback and some interesting commentary from school staff members who are using the approach.

Too Busy to Read?

I know from working with many of you that finding time to read professional articles isn't easy. One of the goals of this little column is to make it a bit easier, so if there is anything referenced here that interests you, email me at roachn@nbnet.nb.ca and I will be happy to send you a copy right to your computer.

School-Based Learning Teams Grants

In a true Learning Community, everyone learns.

⇒ **What is a School-Based Learning Team?**

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

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

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

⇒ **What is a School-Based Learning Team Grant?**

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

⇒ **What is the Purpose of the grant?**

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

expertise in the form of resource people.

⇒ **How often should the team meet?**

The SBLT grant extends from the calendar year January to December 2007. The team is required to meet a minimum of 18 hours throughout the year for which the grant has been awarded. Team members determine when the meetings will take place.

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

⇒ **How is a SBLT different from a study group?**

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

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

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

⇒ **How many grants will be available?**

For the calendar year January '07 – December '07, there will be five \$1000 grants available.

⇒ **How does my school apply?**

Complete the application form accompanying this article or found on the NBTA website (www.nbta.ca). A school may submit more than one application provided the guidelines above are represented in each application. **Deadline for applications is December 1, 2006.** Successful applicants will be notified by January 10, 2007.

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

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

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

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

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



See application on following page.

NBTA School-Based Learning Team Grant Application Form

School _____

School Address _____

School Phone _____ Fax _____ Name of Team Contact Person _____

Title of Your Team's Project: _____

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

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

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

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

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

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

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

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

Deadline for applications: December 1, 2006

Successful schools will be notified by January 10, 2007. An NBTA Committee will base selection on factors including the thoughtful development of the application form, distribution of various levels (K-12) and geographic considerations.

NBTA Equity Committee to Focus Work on Homophobia

Equity is one of those basic principles that should permeate everything we do in education. The NBTA Equity in Education Committee has, among its terms of reference, a mandate to **“monitor and report on discriminatory practices in order to protect the rights of all individuals within the system.”**

A 2001 report from Education International stated: “Persons from different cultures, of different ethnic and national origins and languages are increasingly obliged to coexist in schools, in unions and in society. Sexual orientation in all its diversity cannot be made an exception.” (First Triennial Report on the Situation of Gay and Lesbian Teachers and Workers in the Field of Education”)

At a recent meeting, the NBTA Equity in Education Committee spent time discussing the extent to which gay and lesbian teachers in New Brunswick schools are treated

with either respect or discriminated against for their sexual orientation. It would seem, based on anecdotal reports, that there are situations where BGLTT (bisexual, gay, lesbian, transgender, two-spirited) teachers are victims of either overt or subtle homophobia.

The Committee plans to embark on a series of actions to create heightened awareness of this important issue. BGLTT teachers should not be treated any differently than heterosexual teachers. They should never be subjected to slurs, discrimination or any action that has, at its root, homophobic beliefs. Both the Charter of Rights and the NBTA Policy on Homophobia make it clear that this is unacceptable behavior. Yet we know it still exists in pockets in some schools in the province. All teachers, both gay and straight, need to feel empowered to eradicate this behaviour.

You will find printed below a

questionnaire that could serve as a conversation starter around this important topic. *How Does Your Organization Rate?* is adapted from the Manitoba Teachers’ Society and reprinted from the Canadian Teachers’ Federation document *Seeing the Rainbow*, a resource that provides information related to BGLTT issues. Using it at a staff meeting will, at the least, create an openness to bring this issue ‘out of the closet’ and staffrooms, and into a forum where discussion can make a positive difference.

As Education International pointed out in its report, **“There always have been, there are now, and there always will be gay and lesbian students, teachers and education workers. It is just one more example of human diversity, in this case of diversity in human sexuality. It is simply a matter of teachers and trade unions knowing how to cope.”**

How Does Your Organization Rate?

Answering these questions will help you to focus where your organization stands in the struggle against homophobia and heterosexism.

Note: we use “BGLTT” to indicate bisexual, gay, lesbian, transgender and two-spirited.

- Has your organization or school ever discussed having a workshop on confronting homophobia/heterosexism in the workplace?

Yes No Not sure

- Are any of the following sources of information about BGLTT issues and/or homophobia/heterosexism available within your organization or school?

	<i>Books</i>	<i>AV Resources</i>	<i>Posters</i>	<i>Resources List</i>	<i>Phone #'s</i>
Yes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Somewhat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not sure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- If yes, who are the resources available to?

	<i>Books</i>	<i>AV Resources</i>	<i>Posters</i>	<i>Resources List</i>	<i>Phone #'s</i>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Parents
- General Public

4. Does your organization or school have policies that protect staff and/or students from discrimination on the basis of:

- | | <i>Sexual Orientation</i> | <i>General Public</i> |
|------------|---------------------------|-----------------------|
| Yes | <input type="radio"/> | <input type="radio"/> |
| No | <input type="radio"/> | <input type="radio"/> |
| Don't know | <input type="radio"/> | <input type="radio"/> |

5. Check those areas where you believe changes need to be made to promote a more inclusive environment. Homophobia, or internalized homophobia, within the organization:

- | | |
|--|---|
| <input type="radio"/> among the students | <input type="radio"/> among the parents |
| <input type="radio"/> among the staff | <input type="radio"/> among volunteers/visitors |

7. Have you ever experienced a situation at work that resulted from an incident of homophobia? If yes, please describe.

8. Does your organization or school currently have any BGLTT people?

- | | Students | Staff | Parents |
|------------|-----------------------|-----------------------|-----------------------|
| Yes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| No | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Don't know | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. Are these people comfortable with being "out"?

- Yes No Don't know

10. Are your BGLTT co-workers comfortable bringing their lovers/partners to work-related social events?

- Yes No Don't know

11. Does your group insurance policy include benefits for same-sex partners?

- Yes No Don't know

Adapted from Manitoba Teachers' Society (2000), *Equality News* and Winnipeg's Rainbow Resource Centre (1999) and Canadian AIDS Society "Homophobia, Heterosexism and AIDS": *Creating a More Effective Response to AIDS*.

IT'S NOT OKAY...

... to use the words "gay", "faggot", "queer", or "dyke" as put-downs.

If this is happening in your school, you have a professional obligation to address it. If you have concerns or need help, contact your employer and/or the NBTA.

- Inserted by NBTA Equity in Education Committee

National Media Education Week, November 19 to 24, 2006

Media Awareness Network (MNet) and the Canadian Teachers' Federation (CTF) recently launched new tools to promote media education and support Canada's first National Media Education Week. The new tools include an extensive Web site, a media education blog and professional development materials for educators.

The purpose of National Media Education Week is to encourage the integration and the practice of media education in Canadian homes, schools and communities.

"National Media Education Week is designed to put the spotlight on media literacy and the essential role it can play in educating children and youth," said Michelle Scarborough, MNet Executive Director. "Media are powerful forces in the lives of youth, and the new tools we launched will highlight ways parents, teachers and kids can get directly involved in a dialogue about media."

"Media education is a forward-thinking strategy for engaging students to be thoughtful and informed citizens," said CTF President Winston Carter. "The week is a call to action to educators, parents and community groups, government and media industries to

and community groups to develop and promote a wide range of media education programs and professional development opportunities for the week.

The new tools launched to support young people's media literacy are:

1. National Media Education Week Web site <www.mediaeducationweek.ca> offers a great introduction to media education. In addition to providing a list of activities taking place during the week, the site also gives practical tips and tools for parents, teachers and community groups to help children and youth become media literate.
2. *Talk Media* is a new media literacy blog on MNet's award winning Web site <www.media-awareness.ca>. The blog will be a source of commentary and dialogue on the latest media



work together to widely integrate media education in Canadian homes and schools."

MNet and the CTF are working with the Association for Media Literacy, Canadian Association of Media Education Organizations, Concerned Children's Advertisers, Historica, provincial teachers' associations, La Quinzaine le l'Éducation-Médias – now in its seventh year, and various education

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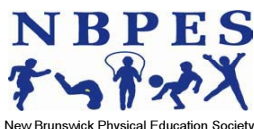
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AJUSTER LES VOILES VERS UNE VIE SAINE ET ACTIVE



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May 9-12, 2007 9 au 12 mai 2007

Presenter information packages available on CAHPERD website:
www.cahperd.ca or contact Keith McAlpine: keith.mcalpine@gnb.ca

Renseignements concernant l'appel de présentations sont disponibles sur le site web de l'ACSEPLD: www.cahperd.ca ou en communiquant avec Rachel Schofield Martin à: schorach@nbed.nb.ca



news, trends and resources.

3. *Media Education: Make It Happen!* program is a series of free downloadable resources to help educators understand and facilitate media literacy in their classrooms. The program consists of a booklet, PowerPoint workshop, and a facilitator's guide with handouts.

In coming weeks, MNet will launch MyMedia – a national video podcasting contest for students. Young people will be encouraged to critically understand the nature, techniques and impacts of media messages and productions, by creating video podcasts on media representation. Also, a national Public Service Announcement campaign will be produced with the generous support of CHUM Television and Rethink Advertising. The nationally televised and print campaign will promote the importance of media literacy as an essential skill for young people.

NBTA 2006 Golf Tournament

The annual NBTA Fun Golf Tournament was held in Saint John at the Rockwood Park Golf Course, September 23, 2006. Our 110 participants enjoyed the golf, meal, prizes and photos for each member of the team.

The event will be held in Saint John again at the Rockwood Park

Golf Course on September 22, 2007.

We would like to thank the following sponsors: NBA, NBTA Credit Union, Johnson Inc., Mooshead Breweries Ltd (Mike Hourran), Rockwood Park Golf Course, Ganongs (St. Stephen), Quizno's (St. Andrews), Minolta (Wayne Tipper).



#1 Fun Team (l-r): Roger Brown, Doug McKeil, Roger Dugay, Tim Quinn, and Ed Lester

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Elementary Council News



Happy Fall to All!

Your Elementary Council still has plenty of energy and enthusiasm planning for many upcoming events and activities. An art institute is scheduled for Nov. 10 (check your last issue of *NBTA News*). Other institutes are in the works on various topics such as Science, Resource and Methods, Drama and Music – keep watch for more details in upcoming *NBTA News* issues. The website is up and going with a whole parcel of

great items, so check it out – link from the NBTA web page.

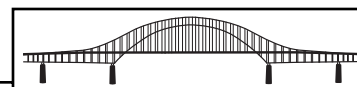
Elementary Council met in September, continuing with planning for the May 4, 2007 Council Day in Saint John – “*Changing the Tide of Learning*”. There are many aspects to plan and



coordinate for such a day – speakers, brochures, publishers, registration, venues, the social evening, and most importantly, the **Annual General Meeting**. The careful planning and implementing of all these events ensure a positive experience for you. Elementary Council will be working diligently to make this happen. Please let us know any suggestions you have to make this day the best it can be.

Sandy Tingley, *President*

Middle Level Council News



Literacy at Birchmount School

Birchmount School is embarking on a rather ambitious School Improvement Plan. Our plan is to extend all aspects of a Balanced Literacy Program ... of which all Kindergarten to Grade 3 teachers are already extremely familiar ... to Grade 8. Part of this initiative is to train each and every teacher in the school in completing Running Records. Another goal is to have every student in the school have a baseline Running Record completed by the end of September. While we missed this goal by two weeks, we now have completed that element of our School Improvement Plan. Of course, having that information is only the beginning.

At this point in the school year, we have had three in-service sessions. The first session, provided by the District 2 Literacy Mentors, was an overview of the components of a Balanced Literacy Program. While this was a review for our K to 3 teachers, it ensured we are all

using the same language and have the same understanding of the components. Furthermore, we examined how these components may change in time and emphasis over the nine years of schooling. Our second in-service session involved training every teacher... art, music, physical education teachers, administrators included... in completing Running Records... mind you this will take a couple of remediation sessions. Our third in-service involved introducing every teacher to the characteristics and strategies associated with the provision of Guided Reading sessions. Each ensuing school-based in-service this year will focus on one of the components of a Balanced Literacy Program.

Our goal is to see every student, Grade 4 to 8 at Birchmount School, improve by at least 2 reading levels. Now that we have the baseline data, we are using this data to inform our instruction and to plan

interventions and support ... including remediation, guided reading sessions, enrichment, literacy circles, etc. It should also be noted that we are ensuring a balance of fiction and non-fiction reading materials.



It has been said that we teach learning to read skills from Kindergarten to Grade 3 and we teach reading to learn skills from Grade 4 to Grade 12. At Birchmount School we are hoping to continue that focus on learning to read skills through to Grade 8... piggy-backing and following up on the lead of our Kindergarten to Grade 3 teachers. At this point we are off to a good start and are hopeful that these initiatives will have a positive impact on our students.

* Please note the **Middle Level Council** funds have been depleted until June 30, 2007.

Applications can be made at any time for NBTA/DOE Provincial funding for activities taking place after January 1, 2007. Teachers are encouraged to apply early.

Fredericton Middle Level Council
May 4, 2007 – Leo Hayes High School

**Attention Administrators,
 Guidance Counselors and any teacher
 with an interest in language usage...**

**November's Featured Presenter:
 Corporal Mark G. Lord**

In 1987, Mark G. Lord graduated from Carleton University and began his career in law enforcement. During his policing tenure, he received certification as a forensic polygraph examiner and trained in the related discipline of statement credibility assessment. Mark routinely lectures on communication, administrative interviewing and statement analysis (verbal/written). Past audiences have included Australian and American military intelligence, the Federal Bureau of Investigation, Royal Canadian Mounted Police, various provincial/state police agencies and numerous private companies.



**Bring out your
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Wellness – Sudoku Puzzle

1				5	3			9
							2	
		6						4
	3		5	2	7			1
8		2	3	4	9	7		5
	4		6	8	1			2
	8						5	
		7						
9			2	3				6

Brought to you by Middle Level Council



"The Place to Be!"

Coming Next Month:
The 'MIDDLE SCHOOL CODE'
 See if you can solve it.



High School Council News



• High School Council •
President's Message



Derek Taggart

It is hard to believe that we are already into November! As I mentioned in my last article, this year's High School Council Day will be taking place at James M. Hill High School and Dr. Losier Middle School on Friday May 4th, 2007. The requests to present at Council Day

have already begun to filter in. If you are interested in presenting at the conference, please do not hesitate to contact me (derek.taggart@nbed.nb.ca), our Program Chair, Angela Murphy, (angela.murphy@nbed.nb.ca) or any other member of the Council Executive. Remember, it is never too early to think about booking your hotel room in Miramichi!

Your High School Council Executive met in Fredericton on

Saturday, September 30th. The agenda was packed with items concerning High School Council Day, teacher professional development and curriculum assistance. At this meeting, the HSC Executive reinforced its commitment to individual professional development and group curriculum support. The application form for an NBTA Council Grant is located on the NBTA website (<http://www.nbta.ca>) and planning

for a number of interesting and informative institutes is already well underway. Look for updates and application forms in upcoming issues of the *NBTA News*.

I would like to conclude this article by encouraging all of you to check out our website (<http://highschool.nbta.ca>). I would also like to encourage you to

bring any concerns you may have regarding the above topics to a member of the High School Council Executive. We are here to serve you.

Your High School Council Executive will be having its second meeting during the evening of Friday, November 24th and the morning of Saturday, November 25th to discuss new business and

plan for May 4th and the upcoming institutes. If you ever have any items you would like to see included on an agenda for these meetings, please do not hesitate to contact me or any of your other High School Executive members. I hope you have all had a great start-up and I look forward to seeing you all at Council Day.
– Derek

Recognition Awards Winners

The Recognition Awards are awarded to teachers who have shown a substantial positive contribution to any or all of the following: School Environment; School Spirit; Student Learning Opportunities; Teacher Morale; Individual Student Development; Professional Activities.

John Bidgood is a Science and Physics teacher at Harbour View

High School in Saint John. Mr. Bidgood has taught in a variety of places such as: Lincoln and Wimborne in United Kingdom and Whitebridge, Australia. Today, rugby, soccer, chess and the science fair are some of the activities that keep him busy at HVHS. His dedication in his professional and extracurricular responsibilities has given him the respect of his peers

and his colleagues.

Abbey Keith teaches Math and Biology at Caledonia High School. She coaches senior girls' soccer, takes care of student council's books and is also involved in prom, exchange students, excelsior awards and the schools letter C awards. She is respected among her peers and her students and shows leadership in everything she gets involved in.



Derek Taggart, High School Council President, and John Bidgood



Derek Taggart, High School Council President, and Abbey Keith

Mark Your Calendars! Council Day – May 4, 2007

- Elementary – Saint John
- Middle Level – Fredericton
- High School – Miramichi



New Resource Uses Drama and Visual Art to Enhance Student Literacy

(Toronto) — The Curriculum Foundation is pleased to release a new teaching resource, *The Arts: A Support for Reading*, a practical teachers' resource developed by educators Carol King and Emily MacGillivray, recipients of a \$2,000 grant. *The Arts: A Support for Reading* offers a variety of suggestions for using drama and visual art to help students become more proficient readers. Connections are made to reading across the curriculum. Teachers can download *The Arts: A*

Support for Reading and many other free quality resources on our Teacher-Developed Resources page at our website, www.curriculum.org, clicking on 'For Educators' on the tool bar, then 'Resource Centre', and scrolling to 'Free Teacher-Developed Resources'.

Each year The Curriculum Foundation awards \$2,000 grants to Canadian educators' for their unique resource proposals for critically-needed classroom resources. The Curriculum Foundation is the

charitable arm of Curriculum Services Canada, the Pan-Canadian standards agency for the accreditation of educational products and programs. TCF is a registered charity that accepts donations to provide teachers with the necessary funding to develop learning resources that enrich learning for students.

For more information, contact: Kathryn McFarlane, Executive Director, (416) 591-1576 ext. 22 kmcfarlane@curriculum.org

27th Annual NBTA Men Teachers' Curling Bonspiel

**Carleton Curling Club,
Saint John, N.B.**

January 19,20,21, 2007

**Registration:
\$120.00 per team**

Not more than 24 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, Chairperson,
NBTA Men Teachers' Curling
Bonspiel,**

21 Meadow Drive,

Rothsay, N.B. E2H 1K9,

Tel: 847-5429, Fax: 847-5424

email: kilfoilt@nbnet.nb.ca





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Fredericton Conservation Centre Offers Exciting New Programs

Have you ever seen a penny float on water, seen a nymph become a beautiful dragonfly or taken apart a real owl pellet to see the fur, bones and feathers of its prey? Well, the Ducks Unlimited Conservation Centre (DUCC) in Fredericton is just the place for you and your class to experience all these things – and more!

The DUC Centre is now offering 11 new and exciting wetland education programs for grades 1 to 7. The programs are hands-on and teach students about wetlands.

Not in Fredericton? They will also be offering an **On the Road** program in the new year (January-April 2007) to bring these exciting programs to schools outside of the Fredericton area.

The programs are in line with the NB school science curriculum and



Ducks Unlimited Canada
CANADA'S CONSERVATION COMPANY

help you add variety and excitement to your lesson plans. All programs are available in French and English.

Programs include: "Wetland Plants and Animals", "All About Owls", "Can You Dig It? A Study of Wetland Soils" and "Classification of Wetland Animals". Your class can also sign up for a wetland field trip where it will explore the diversity of invertebrate life that thrives under the water's surface.

DUCC Fredericton also offers unique programs to Scout/Guide groups as well as to other youth

groups, such as daycares and after-school programs. They will also create a unique program to fulfill your group's specific needs.

Teachers love the programs, saying they are a "nice match with the grade 4 science curriculum" (Grade 4 teacher, Critter Dipping Program). A grade 2 teacher said: *"This was my first time at DU and I was very impressed with the program. It was presented very well and the children were able to explore and discuss the different animals. The students loved the trip. Very enjoyable!"*

So, don't delay. Book now and introduce your class to the Wonder of Wetlands!

Contact Melissa Bird at Ducks Unlimited Conservation Centre, 752 Union Street, Fredericton, NB E3A 3P2, (506) 458-8848 ext. 23 or m_bird@ducks.ca.

Baird Travel Ltd. **March Break 2007** Halifax to Punta Cana

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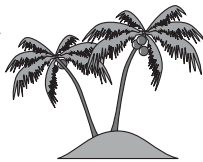
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**Hurry and book soon,
space is limited!**

Please Contact:

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Education for Social Justice: From the Margin to the Mainstream

A CANADIAN TEACHERS' FEDERATION CONFERENCE
MAY 4 - 6, 2007 – OTTAWA MARRIOTT HOTEL

Although definitions of social justice vary widely, equity and fairness are common components. The Canadian Teachers' Federation believes in the concept of social justice in public schools which embodies a focus on equity, democracy, rights, global citizenship, and respect for differences. Our education system and school communities are critical to the creation of a more socially just society.

The conference will provide opportunities to explore the concept of social justice by seeking answers to two important questions:

- What does it mean to be a social justice school or classroom?
- What are the roles and structures of a social justice teacher organization?

This conference will challenge students, educators, parents, communities, researchers, policymakers and unions to remake our schools and organizations in the image of social justice and as sites for social action. Presentations and workshops will focus on:

- Learning about Social Justice
- Living Social Justice
- Advocating for Social Justice
- Working Together for Social Justice

Registration Fee: \$428
Early Bird: \$321 (before December 21, 2006)

Please visit the CTF Web site for registration information and program updates at
www.ctf-fce.ca



Canadian Teachers' Federation
2490 Don Reid Dr. Ottawa ON K1H 1E1 613-232-1505 / 1-866-283-1505

WEA-NB Ends an Era

On Tuesday, October 17, an era came to an end. More than 12 years ago, a group of women who saw the need to offer support to women who were seeking educational administration positions in what was then a male-dominated domain, established a networking organization called Women in Educational Administration (WEA-NB).

The first president of the organization was Betty Owens, who at that time held a management position at the Department of Education. Throughout the past 12 years, WEA-NB has provided opportunities for like-minded women to come together for professional development opportunities that would assist them in their growth as educational leaders.

Through the efforts of Paulette Moore, former Director of Finance & Administration at the NBTA, who was attached to the NBTA Gender Equity Committee, the statistics of

women in administration positions were tracked and made public. The lobbying and the profile that these statistics received helped Districts become aware of the need to encourage women to take on leadership roles. There was no turning back!

This past year, the current executive of WEA acknowledged that the work of WEA has been done. Women are highly represented in all levels of educational administration



(L-R) Diane Gillett, Betty Owens, Nancy Roach and Paulette Moore.

Past president Betty Owens, current president Nancy Roach, and charter members Paulette Moore and Diane Gillett were on hand to conduct the random draw for the awards. Past president Ann Krause, and executive member Jill Craig, were unable to attend.

WEA-NB is pleased to congratulate the 12 selected recipients listed below. Members acknowledged that the future is bright and in good hands!

WEA-NB Bursary Recipients

Dawn Beckingham-Noel,	Branch 1536
Erika Brown	Branch 0820
Lisa Doucette	Branch 1431
Stacy Eisner	Branch 0619
Christine Hansen	Branch 0820
Aldena Higgins-Harris	Branch 1021
Raya Khedheri	Branch 0618
Joanne McDonald	Branch 1826
Susan Mills	Branch 0214
Nancy Steeves	Branch 1725
Lori Ward	Branch 0214
Diane Wilson	Branch 1640

throughout the system and the New Brunswick statistics are now the envy of other Canadian provinces.

The executive agreed that disbanding the organization 'felt right' for the current times. As a final contribution to the fabric of the educational system and the support of women leaders, WEA-NB offered twelve \$400 bursaries (one for each year of WEA's existence) to women who are currently enrolled in courses that will be applied to a principal's certificate.



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

Teacher: Sean
 Home Country: Canada
 U.S.A. Placement: South Carolina
 Professional Goal: Learn new teaching strategies
 Personal Goal: Go camping in Yosemite National Park
How He Got Started: www.vifprogram.com





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

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Toyota Earth Day Scholarship Program

— Cultivating Tomorrow's Environmental Leaders —

Every day, in communities across Canada, young people are actively demonstrating their passion for the environment through the important work they accomplish. These dedicated young Canadians are emerging as tomorrow's environmental leaders and advocates.

Toyota Canada Inc. and Earth Day Canada established the Toyota Earth Day Scholarship Program to help cultivate and nurture this environmental leadership. The Toyota Earth Day Scholarship Program encourages and rewards graduating high school students and Québec junior college students who have distinguished themselves through environmental community service, extracurricular and volunteer activities, and academic excellence.

Because environmental issues are increasingly being tackled through multidisciplinary approaches, future environmental leaders will come from a broad range of academic

backgrounds. The Toyota Earth Day Scholarship is offered to students entering their first year of post-secondary studies in the discipline of their choice, to prepare themselves for the career of their choice.

The Toyota Earth Day Scholarship



Program grants 15 awards of \$5000 each annually, to be applied directly towards tuition, books, room and board (where applicable) or other educational expenses for the first year of post-secondary full-time studies in Canada.

Regional panels of community, business and environmental leaders will select the winners who best meet the selection criteria. Awards

will be granted in five geographic areas: • Atlantic Canada: 2 awards • Quebec: 4 awards • Ontario: 4 awards • Western Canada/Northwest Territories/Nunavut: 3 awards • British Columbia / Yukon: 2 awards

A national winner - selected from the 15 regional winners - will also be awarded an Outstanding Environmental Achievement Award and a Panasonic notebook computer at the National Awards Ceremony.

Entry Deadline: completed applications must be postmarked no later than **January 31, 2007**.

Regional Awards: Earth Week, April 16-20, 2007.

Further details can be found at: www.earthday.ca/scholarship.

www.scienceeast.nb.ca

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

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

Using Student Work to Inform Instruction

- Date:** November 21 and November 22, 2006 (9 am - 4 pm)
Location: NBTF Building, Fredericton
Facilitator: Marcella (Marcy) Emberger, Atlantic Canada Connected Community (ACCC – an ASCD affiliate)
Participants: Open registration — Limit 40



Teachers examine student work every day, but the process of assigning and evaluating student work is traditionally a solitary practice. Professional development for assessment requires shifting this solitary practice toward a collaborative one. Leadership teams can foster the understanding of the central role of student work in informing instruction by helping staff members learn to work collaboratively as they examine student work. In this two-day workshop, participants will learn the processes for implementing the collaborative sharing of student work, and they will be provided with tools and strategies for leading this shift in their schools.

The Facilitator: Marcella Emberger has recently moved to New Brunswick from Maryland where she served as the Director of the Maryland Assessment Consortium. She is a veteran presenter at the National ASCD Conferences where she has co-presented with Carol Ann Tomlinson and Jay McTighe. She has recently published articles in *Principal* and *Principal Leadership* journals.

There is no registration fee for the workshop and attendance will be limited to 40 participants. Lunches will be provided both days. Participants are required to make their own arrangements for release time and travel costs with District Offices.

→ **Registration Deadline: Tuesday, November 14** ←

**Please fax the registration form to:
Nancy Roach, Director of Professional Development, NBTA, at 506-453-9795.**

Skills for Administrator Series: Using Student Work to Inform Instruction

Name: _____

School: _____

Email: _____

You will be emailed with a confirmation of your seat.

Wellness Highlights

PROFESSIONAL COUNSELLING SERVICE
FOR TEACHERS



TEACHER COUNSELLING SERVICES

Ann Kennedy, Districts 14, 17, 18

1-800-561-1727

Betsy Colwell-Burley, Districts 6, 8, 10

1-800-563-3938

Niel Cameron, Districts 2, 15, 16

1-888-763-5050

November – Sleep/Relaxation "Sleep Secrets"

Did You Know?

Ten tips for a good night's sleep – Despite the fact that there are many situations that can stand between you and your requisite number of ZZZs for good health, there are a lot of things you can do to increase the likelihood of a restful, restorative night's sleep:

1. **Establish a sleep/wake pattern** by getting up at the same time every morning - regardless of when you went to bed.
2. **Get 30 minutes of some form of exercise** such as brisk walking, every day. (Be aware, however, that too much activity late in the evening can stimulate the body and make it difficult to fall asleep.)
3. **Keep your bedroom dark, quiet and cool** – ideally 18 degrees centigrade.
4. **Don't watch TV in bed**, which can leave your mind racing.
5. **Reading before bed is relaxing** and can induce drowsiness.
6. **Stay away from caffeine-containing beverages** such as coffee, tea and some cola before bed. You may fall asleep but find yourself wide awake at 2 a.m.!
7. **Avoid smoking**, as chronic tobacco use disturbs sleep.
8. **Avoid eating a heavy meal before bedtime** as digestive processes will make it difficult to get a restful sleep.
9. **A small snack of some carbohydrate can help** induce sleep. A not-too-sugary cookie, for instance, and glass of warm milk, known to contain sleep-inducing amino acid tryptophan, is a good pre-sleep choice.
10. **Take a relaxing warm bath** in the evening before going to bed.

Finally, if you can't sleep, don't fight it. Get up and read in another room until you feel drowsy. – Canadian Health Network

Suggested Activity from the Binder



Play relaxation music in the staffroom.

Suggested Website from the Binder



Canadian Health – www.canadian-health-network.ca

A Touch of Humour



A tour bus driver drives with a bus full of seniors down a highway, when he is tapped on the shoulder by a little woman. She offers him a handful of peanuts, which he gratefully munches up.

After approximately 15 minutes, she taps him on his shoulder again and she hands him another handful of peanuts. She repeats this gesture about eight times.

After the ninth time he asks her why they do not eat the peanuts themselves, whereupon she replies that it is not possible because of their old teeth, they are not able to chew them.

"Why do you buy them then?" he asked puzzled. Whereupon the woman answers, "We just love the chocolate around them."

Note: Additional information is found in your School-Based Wellness Program Monthly Themes Binder.

Announcements

Networking Conference on Family Violence

The Fourth Provincial Caring Partnership Committee Networking Conference on Family Violence will be held November 22-24, 2006 at "J" Division, RCMP Headquarters – Fredericton, NB. The theme for the conference is "Victims of Family Violence in our Communities: Support, Knowledge and Empowerment".

This conference will bring together service providers from community, volunteer, professional and government agencies to share knowledge on current and new initiatives in New Brunswick to address Victims of Family Violence issues. It will provide an exciting opportunity for an exchange of practice knowledge and networking opportunities. The conference theme reflects an effort to enhance and support existing services for victims, to network together to help remove barriers and to create common ground.

For more information please contact: Provincial Caring Partnerships, c/o Muriel McQueen Fergusson Foundation, 678 Windsor Street, P.O. Box 50 000, Fredericton, N. B. E3B 6C2, Tel (506) 472-5085, Fax (506) 472-5084, Toll Free: 1-(888)-673-MMFF (6633) Email: mmff@unb.ca OR pcpc@unb.ca

Young Poets' Website

The League of Canadian Poets wants to help you share the joy of poetry with your students through our national bilingual website, <<http://www.youngpoets.ca/>>. Included in this site is a teachers' section with workshop ideas, poetry teaching links, a digital history of Canadian poetry, and a poetry



teachers' discussion list. We also have a youth section where your students can post poems for feedback, work with Canadian poets-in-residence, and get published in our e-zine. We're hoping teachers across Canada will use this site and encourage their classes to visit as well. For more information, please contact Shannon Cowan at ypeditor@gmail.com

Kiwanis Read-a-thon 2006-2007

The Kiwanis Club of Ottawa is proud to share this innovative literacy improvement project with your school, regardless of location in Canada, and it's free. The *Read-a-thon* is designed to encourage children to become better readers, by reading more often, trying out new books—and having fun doing it.

Simply visit our web site at <http://www.kiwanisreadathon.org> to register on-line. Once we've received your school registration form, we will provide you access to teacher-tested and approved materials that will help you launch and implement *Read-a-thon*. Resource materials include an implementation checklist, backpack handouts, reading records, classroom and school-wide activities and more!

For further information, contact: Lee Scott, Kiwanis Read-a-thon, Tel (613) 290-5504, Fax (613) 233-3718 Email: info@kiwanisreadathon.org

The Poetic Licence Contest for Canadian Youth 2007

The League of Canadian Poets, a national not-for-profit poetry organization founded in 1966, invites Canadian youth to participate in its Poetic Licence Contest.

There are two age categories, junior (grades 7-9) and senior (grades 10-12). First place poems in each category will receive a cash prize of \$200, second place winners will receive \$150 and third place winners will receive \$100.

All winning poems will be published in the League of Canadian Poets e-zine, *Re:verse* at www.youngpoets.ca. All winners will receive Poetic Licence certificates and student membership in the League of Canadian Poets for one year.

For guidelines and further information, please see the League's websites www.poets.ca and www.youngpoets.ca.

Deadline: January 15, 2007

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

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



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

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

NBTA Credit Union Scholarship Winners

Congratulations to each of the 2006 recipients who each received a scholarship worth \$1000.



Christina Sloan



Jillian Walker



Maria Murphy



Michelle DeCoursey



Mayme LeFurgey



Meaghan Goss



Matthew Rogers

NBTA Credit Union Nominees for the 2006-2007 Board of Directors

David Cunningham
Rick Demmings
Eileen Hansen
Alan Morehouse
Leo Mulholland
Sandra Pentland



NBTA

650 Montgomery St., P.O. Box 752, Fredericton, N.B. E3B 5R6
506-452-1724 • 1-800-565-5626 • 506-452-1732 (fax)
E-mail: nbtacu@nbnet.nb.ca • Web: <http://www.nbtacu.nb.ca>
Hours: Monday to Friday, Telephone Service 8:30 am - 4:30 pm
In-Branch Service: 9:00 am - 4:30 pm