



NBTA *news*

NEW BRUNSWICK TEACHERS' ASSOCIATION

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The Mathematics of Education

In this modern age of palm pilots, computers, and digital signals for everything from television viewing to baking bread, society has become obsessed with mathematics, or at least, with numerical representation of society and its services.

A few years ago, the Toronto Stock Exchange (TSE) was a place visited by a few, referenced by a few more. Today, the Toronto Stock Exchange (TSX) is one of four or five indicators that greets viewers and listeners every hour, along with the weather report, sports scores, and news headlines.

Our obsession with statistics ensures that every conceivable service and commodity will be viewed in terms of its statistical significance, its absolute dimension, or its relative importance to society, government, business, or the economy.

Education has felt the full force of this "all things important are measurable" concept. Standardized testing has always been one tool which teachers used to determine the skill level of individual students, a basis for developing the programs to meet the individual student's need. Now it has become an end, a base for comparison.

Mathematical comparisons have expanded to class average, to school average, district average, provincial average and Canadian average comparisons. The obsession to measure and compete has driven much of society to consider these "indicators" as the definitive description of the health and/or efficiency of the system. Some

would even suggest that all decisions be based solely on this type of mathematical modality.

There is also a propensity to simplify the inputs into the system by comparing data from one jurisdiction to the other with no regard for the elements within the comparison. In education, two indicators tend to be used to compare current service inputs with previous years, or with other jurisdictions. The first is pupil-teacher ratio and the second is per pupil spending. While both these calculations do provide some basic information about the inputs to the system, the statistics must be tempered with an understanding of the assumptions in their make-up, and a sense of other variables which may undermine the standardization of the data.

For the purpose of this article, the average of per pupil cost comparison will be analyzed.

STATS CAN Data

Statistics Canada collects, processes and distributes data on virtually all aspects of Canadian life. From studies on smoking and health, to the number of room nights booked in hotels, STATS CAN categorizes all its data and produces a myriad of reports.

One division of STATS CAN produces statistics related to the education system, including national and provincial averages and comparisons. All jurisdictions are requested to forward self-reported data.

Table 1 (p.2) indicates the data collected for per pupil spending in

The President, Board of Directors, and staff of the NBTA wish all of our members a warm and happy holiday season!

Christmas Hours

The office will close at 12:00 p.m. on Tuesday, December 24 and will re-open at 8:30 a.m. on Thursday, January 2.

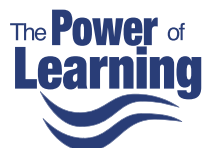
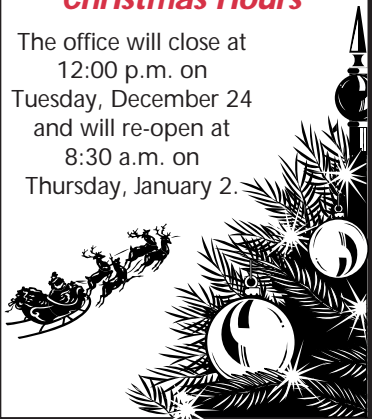


Table 1 — Estimated School Board Expenditures per FTE Student in 2000e

	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.
School Board Expenditures	\$485,800	\$116,838	\$775,717	\$617,229	\$6,837,106	\$12,922,340	\$1,314,977
Other	\$ 37,074	\$ 8,016	\$ 81,707	\$211,859	\$ 440,764	\$ 751,751	\$ 108,320
Total Expenditures	\$522,874	\$124,854	\$857,424	\$829,088	\$7,277,870	\$13,674,091	\$1,423,297
	Sask.	Alta.	B.C.	Yn.	N.W.T.,	Nun.	Can.
School Board Expenditures	\$1,102,668	\$3,327,530	\$3,890,787	\$62,597	\$ 97,359	\$78,725	\$31,629,673
Other	\$ 124,615	\$ 307,592	\$ 588,510	\$ 9,935	\$ 4,284	\$ 9,090	\$ 2,683,517
Total Expenditures	\$1,227,283	\$3,635,122	\$4,479,297	\$72,532	\$101,643	\$87,815	\$34,313,190

various jurisdictions across Canada. Although the information is collected in the same fashion from each jurisdiction, it is difficult to do exact comparisons because of the unique funding models in each province.

In the table, which provides data for the fiscal year 2000 (estimated), total education funding includes not only the actual expenditures for instruction, but also departmental services to School Boards. In New Brunswick, this includes a percentage of the debt cost of the province, as well as money required to cover pre-1977 pension contributions which were not paid by government at that time. Because these two factors are a significant part of the total listed, the total per pupil cost of \$6513 does not reflect the funds available for instruction. Similarly, reports from other provinces and territories would have

different assumptions.

With all these limitations in mind, there remains some interesting information which can be derived from the table.

Even with all the additional costs included (debt service, etc.), New Brunswick is below the national average by \$608 per pupil, or a total of \$77.4 million. If one considers just the funding at the school board level, New Brunswick per pupil spending is \$4849, while Alberta is \$6526, a difference of \$1677 per pupil, for a total of \$213.5 million.

More important is the historical information for New Brunswick. Table 2 (below) indicates the per pupil expenditure in New Brunswick from 1991 to 2000(e) adjusted for inflation to real (2000=100) dollars.

The values indicate that the per pupil expenditure dropped from 1991 throughout the 90's and only reached that 1991 plateau in 1999. In 2000, the per pupil cost dropped again. What these statistics do not reflect is the constant improvement in the system's retention of students, the increased diversity of the student population, the loss of flexibility due to the loss of 1000 teaching positions, the increases in the costs of everything from fuel and electricity, to books and technology.

Conclusion

A lot of time, energy and money is invested in producing, administering, evaluating and disseminating test score results. While useful in some respects, more emphasis than is appropriate is placed on their value to reflect the overall success of the school system. The full picture of what occurs in our schools can only be expressed in

a much more complete analysis, and individual student results are best evaluated by classroom teachers.

Similarly, the statistics commonly referred to when referencing the inputs into education are open to substantial interpretation with many hidden assumptions. An enthusiasm to use statistical representation of a social environment must be tempered by the reality that the system is much more complex.

The bottom line, however, for the classrooms of New Brunswick is: No matter how you read the inputs, we must get more money budgeted for the Department of Education so the current depletion of teaching positions can be stopped or at least drastically reduced, and much needed flexibility and instructional materials can be provided to deal with our increasingly complex class compositions.



**Table 2 —
Real School Board
Expenditures per
FTE Student**

Calendar Year	N.B.
1991	\$6,510
1992	\$6,345
1993	\$6,450
1994	\$6,489
1995	\$6,356
1996	\$6,264
1997	\$6,285
1998	\$6,422
1999e	\$6,558
2000e	\$6,513

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President's Message



Mary Wilson

Happy Holidays



Deck Them Halls Again, Y'all!

I know how busy you are right this minute in your school, so I decided not to write a convoluted message. I will just wish you well and share a seasonal poem with you that I received last year from teachers in Branch 1610. (I changed it a tiny bit, folks!)

School Daze Before Christmas
*'Twas the days before Christmas,
And all through the school,
The teachers were trying
To maintain their cool.*

*The hallways were hung
With bright Christmas art
(Some made in November
To get a head start!)*

*The children were bouncing
Off ceilings and walls,
And seemed to forget
How to walk in the halls.*

*With "holiday shirts"
And with "jingle bell jewels",
The teachers looked festive
Enforcing the rules.*

*When out of the staff room
There came such a clatter,
The principal went
To see what was the matter.*

*The teachers were hiding
As they tried to refuel,
On coffee and cookies
And treats from the Yule.*

*When what to their wondering
Ears did they hear,
But the ringing of school bells
The children were near!*

*More rapid than reindeer
The little ones came,
And the teachers all shouted
And called them by name;*

*Walk, Vincent! Walk, Johnny!
Walk Tyler and Sammy!
Sit, Jamie! Sit, Laura!
Sit, Tara and Tammy!*

*To your desks in the class!
To your place in the line!
Now walk to them! Walk to them!
Don't run this time!*

*So straight to their places
The children all went.
With fear that detention
Was the place they'd be sent.*

*With curriculum documents
Cradled in arms,
The teachers all started
To use all their charms.*

*But the lessons presented
All fell on deaf ears.
The children were thinking
Of Santa's reindeers!*

*Teachers threw up their hands
And put lessons aside,
Then went straight to the
cupboards
Where videos hide.*

*And laying their finger
On the TV control
They sat back exhausted
To rest was their goal.*

*You could hear them exclaim
At the end of the day
"Have a wonderful, happy and
LO-O-O-O-N-G HOLIDAY!!!"*

I know how hectic December can be at school - I hope that you will use whatever techniques work for you to stay calm and happy and maybe even upbeat. Occasionally, I tell people to go to their "Happy Place". Hope you stay in yours during the unavoidable confusion of the season!

As I said in my last year's December message: My wish for all of you includes all the seasonal words — joy and peace and love and friendship, as well as rest and relaxation! Merry Christmas! Joyeaux Noel! Happy Hanukkah! Enjoy your families and friends and look after you! Special holiday wishes to my colleagues at CHS, of course.

Where Does Your School Stand on Physical Education and Physical Activity?

by Garth Wade
Physical Education Mentor
District #18

The Provincial Elementary Physical Education curriculum states that the minimum of 100 minutes per week is recommended for schools to deliver Physical Education to students. The soon-to-be-released provincial middle level curriculum recommends a minimum of 150 minutes per week. Teachers and administrators are asking the same question: "Where do we find the time to fit this into the schedule?" There are a number of general barriers that schools face when attempting to implement their Physical Education program.

- Too many timetable demands to allow for the scheduling of P.E.
- Lack of teacher commitment to maintain scheduled P.E.
- The facility (gymnasium) to accommodate all classes within the school.
- Inadequate equipment/supplies in the school to implement the program.
- No Physical Education specialist on staff to teach all the P.E. classes or to assist as a resource person.

The following are hints or ideas that may serve as solutions or alternatives to overcome each of the above barriers:

1) *too many timetable demands:*

— Combined classes: combine multiple classes (depending on the size of the classes and facility) for physical education.

This approach allows for the teachers to work as a team. One could be the lead instructor for the



class while the other assists in management and individual instruction. This could be done with same grade levels or multi-grade levels.

— Use of alternative facilities to supplement the gymnasium: Look to use alternative inside facilities as teaching stations – lunchrooms, empty classrooms or teaching areas.

Outside facilities could include: the playground, hard surface areas, school playing fields, tracks, trail system, outdoor rinks, or if possible, utilizing the community facilities: pools, golf courses, rinks, church halls, tennis courts, etc.

— Supplementary programs: schedule one component of Physical Education for the whole school at one time. This could be a school wide fitness program. It could be conducted in individual classrooms at the beginning of the day using the intercom system or if space is available, all the students would be together. This could be as little as a 5 – 10 minute session to longer time periods, depending on your needs.

2) *Lack of teacher commitment*

— teacher-initiated approach: find a key teacher on staff or volunteer to serve as the physical education focus teacher. This individual would serve as the resource person for physical education at the school. They would be the link between staff and administration, district staff, P.E. mentor, etc.

— look to create professional development opportunities for the staff in the area of physical



education. These opportunities can, but do not have to be, formal sessions. The staff or groups of teachers could meet from time to time to discuss and share what they are doing in P.E. or to review a resource that can be helpful to them in the delivery of the program. Invite someone to lead a short session in an area that the staff would require some assistance. The physical education mentor would be a great contact here.

— In many districts, physical education is delivered by the classroom teacher; it is important for these teachers to realize that it is a component of their duties to deliver the physical education curriculum as well as other subjects. We are considered to be professionals; we must then perform our role in a professional manner.

3) *Gymnasium cannot accommodate all classes*

— The tips/hints provided in #1 could assist in overcoming this barrier. We need to think outside the box from time to time to reach

the outcome. Be creative on where P.E. can be delivered. Remember to select a safe environment in which to deliver the program.

4) Inadequate equipment/supplies

— Long-term budget planning: When raising funds or receiving funds for your school, look to create a 3-year plan on the purchase of equipment for the P.E. program. Revisit it each year to revise and to ensure items needed to deliver the program will be accessed.

— Equipment sharing: Partner with another school to share equipment that both may need for P.E. delivery. Create a schedule of when that equipment would be required by each school.

— Donations: Many families have unused sport equipment that the school could use within the program. Send a note home or announce at the parent nights that physical education equipment, (balls, hoops, racquets, etc.) would be greatly appreciated. Remember to check what is donated to ensure it is safe to use within the program.

5) No Physical Education Specialist on Staff

— Look to develop opportunities for teachers to gain knowledge and confidence in delivering the program. Attend sessions on physical education at the Spring Council Day. Look for other workshops or institutes that could be helpful.

— Review curriculum materials as a staff, teams or pairs. The sharing of successes and struggles are most valuable.

— Have a P.E. library for your school, where teachers can access resources that have been purchased or given to the school.

Opportunities for students to be active are necessary to create a healthy and happy student. Using free time in a creative way to provide these opportunities is important. Structured and unstructured play during recess, breaks and lunch times need to be considered. The implementation of a quality Intramural program, recreational or competitive clubs and enrichment opportunities are all things that can

allow for positive results to occur within the school / community environment. The new School Communities in Action resource would be valuable to consider. Contact Monique Allain for details on this new initiative. monique.allain@gnb.ca

Remember that everything is a process; the most adaptable people and institutions in the world are teachers and schools. If it is important, it will get done. Each of

us has the responsibility to ensure that our students receive the best possible education available. Quality physical education and physical activity deliver so many benefits to not just the student but to the school in general. Take a few minutes to reflect on where you and your school stands on physical education and physical activity. Celebrate the positives and create an action plan for where you believe improvement is required.

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Computer Access At School And At Home 2000

This article was published in "The Daily", Statistics Canada's official release bulletin, October 29, 2002

Canadian students rank among the highest in the world in terms of access to computers both at home and at school, according to two reports released recently

Data from the Programme for International Student Assessment (PISA) showed that a typical 15-year-old Canadian student in 2000 attended a school at which there was one computer for every six students. This is well above the average of one computer for every 13 students within member nations of the Organization for Economic Co-operation and Development (OECD) as shown in the international report, *Education at a Glance*.

In addition, an article in the current issue of *Education quarterly review* showed that Canada was close to achieving universal access to high technology at home, also according to PISA data. Nearly 9 out of every 10 young Canadians had a computer at home, and 7 out of 10 had access to the Internet at home.

However, data also revealed a gender difference for 15-year-old students in both Canada and across OECD nations. In all countries, boys were more likely than girls to have a computer available at home for use almost every day, a few times each week or between once a week and once a month.

Findings from a detailed analysis of the relationship of access and use to students' background, based on PISA 2000, reveal that in Canada, 15-year-old girls were less likely than boys to have a computer at home and less likely to have Internet access at home.

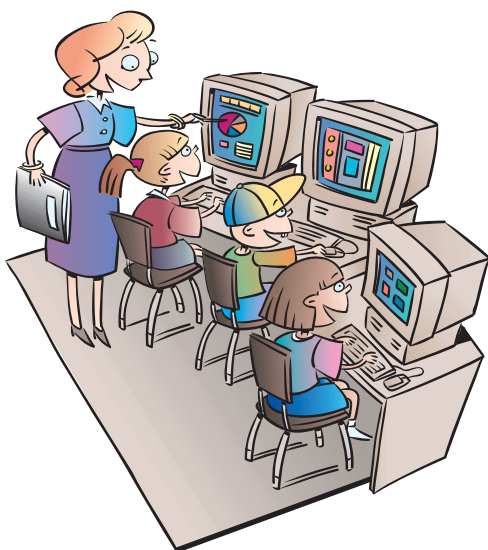
In Canada, 15-year-old students whose parents had higher levels of education were more likely to have access to a computer at home.

Computers at school: Canada on par with the OECD countries

The average number of students

per computer is a proxy for the extent to which technologies are accessible to students. On average in OECD countries, there was one computer for every 13 students, but the ratio varied widely from one country to another.

In Canada, 15-year-old students reported high rates of access to computers at school. Just over three-



quarters said computers were available for use almost every day or a few times a week. This compared favourably with reports of frequent access in other countries.

Canadian principals surveyed as part of PISA 2000 reported that 80% of school computers were connected to the Internet. Across OECD countries, about one-half of school computers were linked to the Internet. Although the United States was among the world leaders in the number of students per computer, only 39% of their school computers were connected to the Internet.

Access to computers greater at home than at school

Access to computers was even higher at home. In Canada, 85% of 15-year-olds said computers were available for use at home almost every day or a few times each week. Greater access at home was true

across most OECD countries, in which 70% of 15-year-olds on average had frequent access to computers at home.

Not only were school and home computers highly accessible in Canada, these computers were also well-connected. However, home computers in Canada were less likely to be connected to the Internet than school computers. Only 69% of Canadian 15-year-olds said they had a link to the Internet at home. Home Internet access in Canada, however, still exceeded the OECD average of 45%.

Australia (67%) and the United States (69%) had rates of home access to the Internet comparable to Canada.

Having access to computers does not mean that computers are being frequently used. This was especially the case at school. In Canada, 15-year-old students were much more likely to cite frequent use of computers at home than they were to report frequent use at school. Although more than 70% of 15-year-olds used a computer at home almost every day or a few times a week, only 39% did so at school.

More frequent home use of computers was also true in most OECD countries. On average, across OECD countries, 60% of 15-year-old students reported frequent home use, compared with 38% at school.

Schools play role in reducing digital divide

Children living in lone-parent families were also much less likely either to have a computer or access to the Internet at home. However, schools can play an important role in reducing this digital divide in Canada.

For example, parental factors were not strongly related to computer use in schools. Although 15-year-old students in single-parent families were 40% less likely than those in two-parent families to use computers

at home, they were equally likely to use them at school.

The availability of computers at school did not reduce the difference between the sexes, as 15-year-old girls were still less likely to use

computers at school.

The gender difference may be partly explained by differing attitudes of 15-year-old girls and boys towards computer use. Although 70% of boys felt that it

was important to work with a computer, only 58% of girls felt the same way. About 85% of girls reported they felt comfortable using a computer, compared with 92% of boys.

New Brunswick Physical Education Society

○ Holds 2nd Annual Ken Taylor Golf Tournament

Members of the New Brunswick Physical Education Society participated in the 2nd annual Ken Taylor Memorial Golf Tournament over the summer in Avondale, Prince Edward Island. This year the executive of the PEI Physical Education Association hosted the event in memory of an outstanding physical educator from New Brunswick. Approximately 25 physical educators and friends of the

late Ken Taylor took to the links in a fun day of competition. The goal is to hold this event each year and expand on the numbers that participate. The NBPEs would like to thank PEI Physical Education President John Munro and PEI CAHPERD representative Dale McIssac for hosting this year's event.

Ken Taylor was a noted physical education teacher at Nackawic Middle School, served as the

Provincial Consultant for Health and Physical Education with the Department of Education, and served on numerous committees promoting Health and Physical Education, both at the provincial and national level. Ken was highly respected within the physical education medium, as well as the education community as a whole.



Pictured are the New Brunswick contingent and members of the New Brunswick Physical Education Society who participated in the event: (l-r) Gord Hopkins (former provincial CAHPERD representative and current Principal of Edith Cavell School, District #2); Garth Wade, President of the NBPEs and Physical Education Mentor, District #18; Fran Harris, francophone Provincial Consultant for Physical Education, Dept. of Education; Keith McAlpine, anglophone Provincial Consultant for Physical Education, Dept. of Education; and Norman Russell, current provincial CAHPERD representative and Physical Education Mentor, District #17



(l-r): Garth Turtle, PEI Provincial Consultant for Physical Education; Garth Wade, President of NBPEs; and John Munro, President of the PEI Physical Education Association



Elementary Council News



By now report cards are over and everyone is getting ready for Christmas concerts. Time seems to be flying by very quickly this year. Everyone seems to be extra busy.

We are still planning for our Council Day in May which will be held in Sackville at Mount Allison University. We are in the process of planning a social to be held the evening before Council Day. There will be entertainment. Remember that accommodations may be booked at the

residences so that there will be no need for



anyone to drive after the social is over. More information on this will follow in future newsletters.

The Elementary Curriculum Committee recently met and discussed the input given to us from teachers who sent in their survey forms. Thank you for the wonderful comments on curriculum that were sent to us from our members, but we still want more. Please fill out the

survey form from the middle of the elementary handbook, if you have not already done so. It is not too late to give us your input. Completed copies may be sent to the address on the form or faxed to one of the members of the committee. If you need another form, you may also contact one of the committee members at their fax number below.

Jennifer Sullivan (Chairperson)
627-4037

Lisa Kerr (Liaison to Elementary Council) 446-9437

Tracy Davis (Secretary) 357-6598

Natalie Richardson — 538-2112

Pat Legere — 538-2112

Connie Theriault — 627-7375

We discovered many of you have issues that we will try to address when we write our report that will be presented to Darlene Whitehouse-Sheehan at the February Elementary Council Executive Meeting.

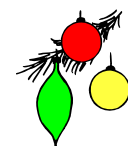
Our next meeting is on January 22nd. We look forward to your continued input and being able to represent your concerns when they are presented in February.



By the time you read this, the Elementary Council Web Site will have been updated.

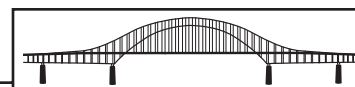
We are a bit behind with the Site this year but it will be kept updated in the future. Please send pictures, ideas, or anything else that may be relevant to Kim Carter at cartekia@nbed.nb.ca or Lisa Kerr at kerrlisa@nbed.nb.ca.

Lower Lincoln Elementary recently held a Family Fun Night for Halloween. Everyone thought that last year's event was successful; however, this year far surpassed even that. It was difficult to walk around the gym as there were so many families in attendance. Families had a choice of either buying a pumpkin from the school or bringing their own. Prizes were given in many different categories.



Busy does seem to be the key word this year. We hope that everyone is able to slow down a bit and enjoy the lead up to the Christmas Season.

Middle Level Council News



"It's easy to play any musical instrument. All you have to do is hit the right key at the right time and the instrument will play itself."

Angela Flynn: Hitting the Right Notes

This year, several schools in New Brunswick are piloting a new Grade 6 music curriculum and supporting resource. One of the schools where it is being tested is Evergreen Park School in Moncton (District 2). Angela Flynn is the music teacher at Evergreen Park and is very excited about the new curriculum and resource. The previous curriculum

document was six pages long and was limited to providing benchmarks for student achievement. The new curriculum

"I think music in itself is healing. It's an explosive expression of humanity. It's something we are all touched by. No matter what culture we're from, everyone loves music."
—Billy Joel



contains outcomes for each grade level, has many ideas for teaching and learning, as well as suggestions for assessment. Suggested resources

(which have been tested and received a positive endorsement from teachers) are also listed.

Pilot schools are using a resource called "Share the Music", similar to the one in place in Kindergarten. It includes a wealth of clearly presented activities, a great variety of listening examples, both formal and informal assessment, as well as many cross-curricular suggestions. Angela says there is such a wealth of material that she will have ample to use next year in Grade 7. The new document is apparently a hit at Evergreen Park. Angela's students like the program very much, and she

does too. The Grade 7 and 8 curricula are currently being written. As a member of the provincial CDAC, Angela has been involved in the writing of all three of these music curriculum documents.

Evergreen Park School is an activity-rich school with a population of approximately 800 students, and music is an important component in the school's identity. All children receive 40 minutes of classroom music instruction per week. In addition, the school offers an extracurricular band program and a school choir. Angela is the director of both of these groups. This year the choir travelled to Riverview High School, competed against a number of similar choirs and was recognized by being chosen to perform on this year's Sobey's "Stars of Christmas" CD. The school will receive a share of proceeds from sales of the disc to put towards its music programs.

As Evergreen Park School's music specialist, Angela sees one of her roles as teaching the enjoyment of music, exposing children to styles of music they might not search out on their own. Last year's music highlight at the school is a good

illustration of this philosophy. All students (K-8) took part in a multicultural music unit that featured music from a variety of countries and included East Coast and Acadian music. The children listened to music, sang, danced, and learned about the traditional costumes, customs and geography of other lands. The highlight of Angela's teaching day is to see kids enjoying music, having success as they meet the challenges of improving their musical knowledge and skill. This musical experience provided her with lots of great memories.

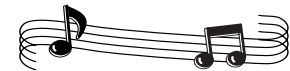
Steve Booth, the principal at Evergreen Park School, describes Angela as a high energy, positive person, a "bright light". He says, "She has a genuine love of music,



Students participate in a musical activity.

and that transfers to the kids. ... She is a joy to be around." The children at Evergreen Park are lucky to have her.

Mike Gardner
Albert Street Middle School
Fredericton



"Children must receive music instruction as naturally as food, with as much pleasure as they derive from a ball game, and this must happen from the beginning of their lives."



—Leonard Bernstein



Harkins Middle School Promotes an Active Lifestyle

Harkins Middle School has initiated a walking program. Each morning, students are encouraged by supervisors and staff to proceed from the bus area to the track located behind the school. Students begin walking the track at 8:05 a.m. and continue till the 8:30 a.m. bell. It is not uncommon to have over 200 students walking the track each morning. Hopefully, this will encourage students to be more active in their daily lives!

—Tammy Malley



It's coming!!!

Fewer than 170 days until Council Day 2003
Your Middle Level Council Program
Committee has already confirmed more than
50 sessions.

- Guidance •Enrichment •Wellness •Leadership
 - Issues •Assessment •School Climate Issues
 - Social Studies •Physical Education
 - Technology •Music •Art •French •Methods
and Resources ... and more to come.
- Something for Everyone

Saint John, May 2, 2003





• High School Council •

President's Message



Randy Hunter

Let It Snow!
Let It Snow!
Winter has certainly caught many people off guard. It is unbelievable how quickly time is passing. It

seems like only a week ago that I was preparing a brief message to you.

Since that time, mid-terms, parent/teacher, professional development, etc., have been an intricate part of your job. I certainly hope you took time for yourself and that you have been told "what a

great job you are doing". We become so involved in the many challenges we face every day that sometimes this is forgotten.

Your High School Council is busy preparing for Council Day 2003. I hope to have more information for you about your Program in our next issue. However, I have shared information on keynote speaker, Douglas L. Jones., below.

Some people are still using our old website. Please make a note that the address is

<http://highschool.nbta.ca>. Please take an opportunity to drop in for a visit.

Two executive members from middle, elementary and high school

councils will be having their second meeting brainstorming possibilities of a combined council in the future. More information will follow once a venue and date is decided.

I would like to take this opportunity, on behalf of the High School Council, to extend to you and yours a Holiday Season filled with love, hope and prosperity. Take time to visit with family and friends and relax.

Happy Holidays!

Randy Hunter

*Sugarloaf Senior High School
Campbellton, NB*

506-789-2149

randy.hunter@nbed.nb.ca

"Master: Life Skills Strategist"

"In the Business of Helping People Build Quality Working Relationships"

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Consultant: Employee Productivity Motivation •Reducing Employee Absenteeism •Improving Employee Retention •Dealing with Difficult People •Collegial Working Environment •Leadership Coaching & Guidance •Private Counselling Practice



Douglas L. Jones,
BT, MA, RTC
(Speaker, Writer, Trainer,
Counsellor, Consultant)

Work History: 25 years in the computer field in senior management with RCA, Canadian General Electric, NCR, Control Data and Central Guaranty Trust; 12 years in private counselling, as a facilitator

Education: Graduate Mohawk College, Hamilton, Ontario (1969); York University, Toronto; Theory and Methodology of Compulsive (Pathological) Gambling (1993); Reality Therapy Certified (1994); University de Moncton (French); Bachelor of Technology, Vancouver University (2000); University of New Brunswick (Masters Level); Masters of Art, Vancouver University (2001); Senior Faculty of the William Glasser Institute, etc.

*22 Wilson Road
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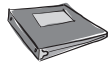
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dljones@nbnet.nb.ca

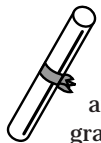
Insurance Education Summer Institute For Teachers



This Institute is designed for high school educators who teach insurance either as a specific course or as a part of another subject such as business education, consumer education, driver education, economics, social science, home economics, mathematics, family studies, guidance or other areas.

The purpose of this two-week program is to enable you to become more effective in teaching insurance. The course is designed to give you a detailed understanding of all forms of insurance, with emphasis upon their relevance to high school students and their families.

Completion of the ten-day course will give students **one graduate credit** from the Wilfrid



Laurier School of Business and Economics, Waterloo, which can be applied to university graduate programs subject to their approval.

The Insurance Institute of Canada provides scholarships to cover the costs of tuition, on-campus room and board, and classroom materials for those selected to attend the course. Participants are responsible for their own transportation to and from Waterloo.

Enrollment is limited to 24 participants. An application form must be completed and returned with a refundable deposit of \$200 by **May 15, 2003** to be considered for the program. (Note: The \$200



deposit will be refunded after the completion of the first week of classes). For additional details, contact: Kinga Joo, MBA, BEd, Director, Professionals' Division, The Insurance Institute of Canada, (416) 362-8586 ext. 243, e-mail: cips@iic-iac.org. Completed applications must be received by **May 15**. Those selected to participate will be notified by June 15.

Information About The Insurance Institute Of Canada

The Institute is the professional education association of Canada's property/casualty insurance industry.

In addition to supplying education opportunities for the 100,000 people in the industry, the Institute is also responsible for providing career and consumer-oriented information to high schools, colleges and universities.

It has been reaching out to young people by creating materials for teachers, which explain insurance concepts in fun and inviting ways. These programs include *Choice-Chance-Control*, *Risk Management for an Entrepreneurial Venture*, *Risk, Scruples, and What is Insurance?* The Institute is also sponsoring this program and its 24 scholarships.

High School Council Awards

Nominate a fellow colleague! Just a reminder that nominations are now being accepted for the possible nine High School Council Teacher Recognition Award Certificates, plus the High School Council Teacher of the Year Award. Deadline for submissions is March 14.

Simply check our website for information required and forward to the Awards Committee chairperson, Judy Comeau, at comeaujua@nbed.nb.ca



Teacher Grants

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

You can check out the NBTA High School Council web site at:
<http://www.highschool.nbta.ca>



Sincerely,
Brenda MacPherson
Communications Chairperson
Simonds High School
macphbre@nbed.nb.ca
or Fax (506) 658-4641

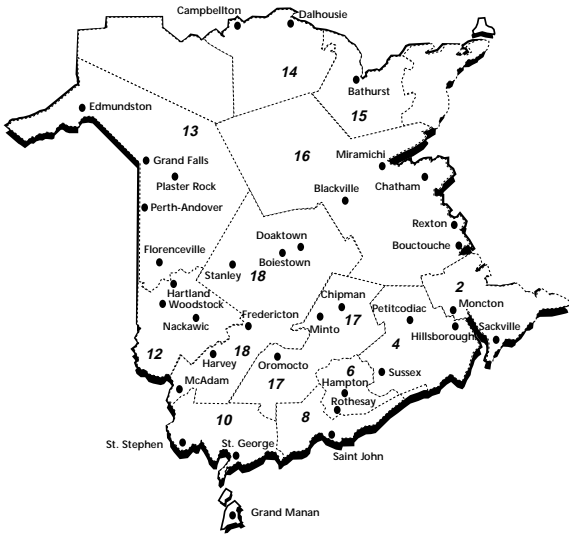


Deadlines For Submission Of News To NBTA News

- December 13 • February 7 • March 7
- April 4 • May 2 (Newsflash - 4p) • May 30



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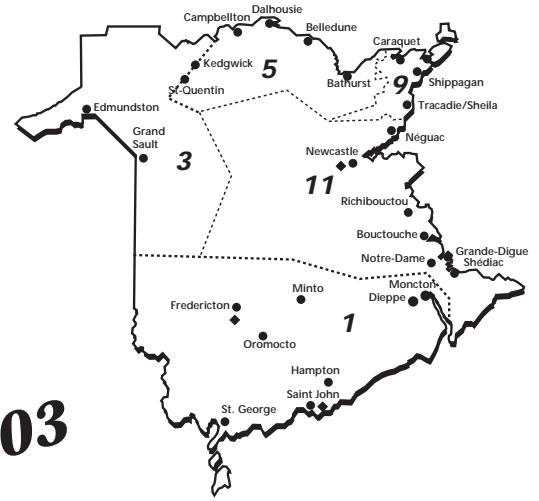
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**School
Year
2002-2003**



Indu Varma
District 2
Branch 14



Linda Maxwell
District 2
Branch 15



Paul-Emile Mallet
District 2
Branch 15



Sonia Roy
District 5
Branch 35



Lorraine Léger
District 5
Branch 37



Monique Caissie
District 6
Branch 19



Margie Bowlin
District 6
Branch 19



Marc Doucet
District 5
Branch 41



Alain Manuel
District 8
Branch 20



Brian Greig
District 8
Branch 20



Jacques Verge
District 11
Branch 12



Michel Hébert
District 11
Branch 53



Gylène Lefrançois
District 11
Branch 39



Sharon Morrison
District 14
Branch 28



Robina Sharkey
District 14
Branch 29



Brent Shaw
District 14
Branch 30



Sheila Cummings
District 14
Branch 31



Mike Rutter
District 16
Branch 10



Spencer Bernard
District 17
Branch 24



Elva Sullivan
District 17
Branch 25



Wes Tingley
District 18
Branch 9



Jocelyne Desjardins
District 18
Branch 26



Marilyn Kaufman
District 18
Branch 26



Wayne Coburn
District 18
Branch 27

We Must Have Trust

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

"You don't trust me!", my teenaged daughter would wail when I (frequently) questioned her actions, motives and/or whereabouts. The whole concept of trust becomes a real issue when raising teenagers, but does it have any relevance to our work as educators?

A new piece of research answers that question with a resounding "yes". Two researchers from the University of Chicago have recently published a book entitled *Trust in Schools: A Core Resource for Improvement*. They define trust, and more specifically 'relational trust' as a "complex dynamic in which parties depend on one another, and on a shared vision, for success."



Trust, it seems, is more than a just a feel good attribute. The researchers determined that trust is strongly linked to actual student

achievement. Their studies revealed that schools with high levels of trust between pupils, teachers, administrators and parents were three times more likely to report improvements in reading and math scores over the long-term. The authors indicate that during this time of society's fixation with data-driven results, the need for trusting relationships in schools is even greater. They also found that management systems in schools and districts can either undermine or promote trust.

In our gut, those of us who have worked in schools have known that not being trusted, feeling that our peers, administrators or parents do not trust our judgement or professional competence, undermines the entire teaching experience. What is fascinating to me is that now there is empirical

evidence to suggest that trust matters much more than that. Lack of trust within the layers and levels of the school community can actually result in less learning taking place. So if trust is important to creating successful schools and higher student achievement, how do we make it happen? How can we strip away that suspicion, that mistrust that seems to permeate some schools and educational communities?

We begin, I believe, by acknowledging the value of trust, by speaking openly of it and its value. We proclaim in our schools and in

"Their studies revealed that schools with high levels of trust between pupils, teachers, administrators and parents were three times more likely to report improvements in reading and math scores over the long term."

our interactions with all partners, that trust is built on four supports: "respect, competence, integrity and personal regard for others" and then we establish those values as norm in the way we conduct ourselves.

Parents need to learn to trust teachers; teachers need to trust their administrators; administrators need to feel they can trust their District staff to support them. Departments need to trust teacher associations. And the trust must be extended in the other direction in each of these relationships as well. We all have the same goal — quality education for our students. No one within the system can afford the negative energy drain that is expended by mistrust.

I believe that it is only through open, respectful communication that trust can become an integral part of our education system. There is no room for behind-the-back conversations, silence, suspicion or

verbal attacks. You may not want to use the tearful tactics that my daughter used to raise the subject, but you owe it to yourself and to your students to talk about the importance of trust in your school.

Gender Differences



There is increasing concern about the differences in both the academic and social needs of boys and girls. Teachers need to be

familiar with some of this recent research. *"Why Boys Fail and What We Can Do About It"* (Principal Nov/Dec 2002) provides some startling statistics as well as an overview of some of the problems that boys experience in school. Suggested strategies for teachers are valuable.

Girls, on the other hand, face an entirely different set of challenges, steeped mostly in the social arena. *"How Girls Hurt"* (American School Board Journal August 2002) is a very powerful and disturbing article about the covert aggression that girls face and the damage that this type of social bullying can produce.

Empowering the Students to Learn

We know that the learner must take responsibility for his/her own learning, that the teacher can only be part, not all of that process. But going from theory to practice is not easy.

I read a wonderful book once that talked of the importance of telling students that they need to learn different strategies (use the word with them) for learning. Sometimes when a student isn't achieving, he/she needs to know that he isn't 'dumb' but rather just needs

different strategies, and that part of your job as the teacher is to help teach those strategies. *"Teaching Students to be Effective Learners"* (Principal, Nov/Dec 2002) follows



this theme. This is a good article for both teachers and principals.

On the heels of your first Parent/Teacher interviews of the year, teachers will enjoy the description of both a successful and not-so-successful student-led conference. The October issue of *The Middle Ground* includes "Student-Led Conferences: Up Close and Personal" plus a great article entitled "Using Drama to Teach in the Content Areas", yet another way to engage your students in learning.

Admin Advice

As always, I include several articles which could be of interest to principals and vice-principals. "Faculty Meetings: From Dull to Dynamic" (Principal Leadership October 2002) offers some sound advice on the topic. While getting



to 'dynamic' may be a stretch, all administrators can strive to make their staff meetings meaningful.

The same issue offers a great article promoting wellness for administrators-no easy task given the demands. "Mastering the Three R's" is a really thoughtful and valuable read if you have ever felt that your job may be taking control of your life! (and who hasn't!)

More Phys Ed



We all agree with the statement made in "A Case for Daily Physical Activity" (NJEA Review October 2002). A noted Swedish neuroscientist states: "All things being equal, a physically active

child will have an advantage in learning and an inactive child is at a disadvantage for learning." This article contains numerous references to current brain research that support the importance of movement to learning. Both phys ed teachers and advocates of more phys ed will find this article valuable.

Happy Holidays!

It seems almost unbelievable that the first hectic term has come to an end. May the holiday season be restful and rejuvenating for you and your families. Enjoy!



School-Based Learning Team Grants

When the deadline for applications had arrived, there were 50 schools that had taken the time to consider and apply for the first ever School-Based Learning Team Grants. Interestingly, the breakdown was close to equal with 20 elementary schools, 14 middle schools and 16 high schools applying.

As we go to press, a joint Department of Education/NBTA team will be meeting to examine the



applications and select the seven schools to receive the \$1000 grants. It is gratifying to think that so many schools recognize the value of working in small collegial groups to

try to improve both the teaching and learning within their schools. This is professional growth at a new level.

Names of the selected schools will be published in the January *NBTA News*. A future issue will provide an update from the teams about the nature of their work. It is hoped that this pilot project will be continued and possibly expanded next year.

23rd Annual NBTA Men Teachers' Curling Bonspiel



Carleton Curling Club, Saint John, N.B.

January 17, 18, 19, 2003

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,
Rothesay, N.B. E2H 1K9,
Tel: 847-5429, Fax: 847-5424
email: kilfoilt@nbnet.nb.ca**



Wellness Highlights

PROFESSIONAL COUNSELLING SERVICE
FOR TEACHERS



TEACHER COUNSELLING SERVICES

Ann Kennedy, Districts 14, 17, 18

1-800-561-1727

Betsy Colwell-Burley, Districts 6, 8, 10

1-800-563-3938

Thérèse Gallant, Districts 2, 15, 16

1-888-763-5050

School District #6 Wellness Activities



Hampton Elementary School celebrates the birthdays of Joanne Hurst, Maria Machum and Carole Wallace. The happy "birthday girls" are sporting their stylish bonnets and shared an evening of fun with staff members.



On March 16, 2002 the District #6 annual Chaos Broom Funspiel was held at the Hampton Curling Club. It was a wonderful turnout with lots of fun. The winners were Hampton Elementary's Janet Miller, Linda McCarten, Rachel Power, and Joan McFarlane.

Wellness Facilitators, Districts #6, #8, and #10



Address Change

***Please note change of
address for
Counsellor/Consultant,
Thérèse Gallant:***

*35 Highfield Street
Moncton, N.B.
E1C 5N1*



Wellness Facilitators

NAME	SCHOOL	TEL.	DISTRICT
Heather Clark-Erb	Sussex Middle	432-2022	6
Dawn DeCoursey	Garden Creek	453-5409	18
Jill Edwards	Lakewood Heights	658-5348	8
Gail Fellows	Donald Fraser Elementary	356-6010	14
Kim Golding	Sussex Middle	432-2022	6
John Grimmer	Harrison Trimble	856-3417	2
Krista Hamilton	North & South Esk Regional High	836-7000	16
Jacquelyn Hay	Chipman Elementary	339-7020	17
Barbara Hoffman	Fundy High	755-4005	10
Julie Hudson	Bonar Law Memorial	523-7160	16
Randy Hunter	Sugarloaf Senior High	789-2125	15
Colleen Kelly	Sunny Brae Middle	856-3459	2
Michael Ketchum	Fredericton High	453-5435	18
Mary Ellen Kilfillen	Woodstock Centennial Elementary	325-4435	14
June MacNairn	Bernice MacNaughton High	856-3469	2
Shari McNeill	Fairvale Elementary	847-6206	6
Marilyn Moore	Nackawic Senior High	575-6020	14
Bev Morrison	Inglewood	738-6503	8
Ruth Palmer	Barnhill Memorial	658-5393	8
Nancy Rayner	Vincent Massey Elementary	529-5011	10
Jocelyne Schwenger	Bathurst High	547-2766	15
Janice Shaw	Seconded to District Office	357-4262	17
Katherine Szo	Harvey Elementary	366-2201	18
Wesley Tingley	Upper Miramichi Regional High	369-2001	18
Mary Turnbull	Bristol Elementary	392-5124	14

Wellness Facilitators
Districts #2, #15, and #16



Wellness Facilitators
Districts #14, #17, and #18





Program Pushes Trades



Students and trade associations gathered recently to launch a construction career awareness program officially in Fredericton. The educational program is designed to give high school students some exposure to the various building trades, including bricklaying, electrical, carpentry, plumbing and welding.

The program is provided through the co-operation of the Fredericton Northwest Construction Association, Electrical Contractors Association of New Brunswick Inc., N.B. Building Trades Council, the Department of Training and Employment Development and School District 18.

The program is in its third year in Saint John and has been underway in Fredericton for six weeks. Melissa Hetherington, executive director of Training and Apprenticeship of the N.B. Regional Council of Carpenters, Millwrights and Allied Workers, said the program has been a success in the Saint John area.

Students taking part in the Fredericton launch expressed gratitude and enthusiasm for the program. Brent Gore, a Grade 10 student at Leo Hayes High School, said he has learned more about carpentry since he began taking part in the program. "I've been working with wood mostly, but we were also shown work in masonry, wall construction and using various tools." The 16-year-old said he would receive more training at a job site after the course finishes. "I enjoy the classes," Gore said. "You can learn about plumbing, automotive repair and carpentry." Fellow student Terry Kellard said everyone seems to be enjoying the program. "It is fun and we learn a lot, and this knowledge can be applied later and it can help us go further in the trades," he said.

Training and Employment Development Minister Norman McFarlane told a packed lecture hall at the Carpenters Training Centre of N.B. Inc. that vocational training lost ground in the province's educational system around 1992. "I believe in trades and my father was a carpenter," he said. McFarlane said vocational training needs to be in the educational system for New Brunswick to survive. "As long as I



Testing his skills: Reg Bonnell, Principal of Leo Hayes High School, looks on as grade 12 student Ryan Hood checks the construction of a wall frame.

am minister, I'll support the program," he said. So far, McFarlane's support is to the tune of \$100,000 over three years to help the program in both Saint John and Fredericton. "I am advocating a renewal of the trades in the province," he said. McFarlane also said the community college system is increasing the number of trades training seats and the apprenticeship system would continue to market the trades as a satisfying and lucrative employment option. "This initiative for providing hands-on training to our youth in preparing them for these types of careers fits well with our strategy to bolster the trades in our province," he said.

Hilary Howes, executive director

of the Construction Association of New Brunswick, said the industry appreciates McFarlane's efforts.

"This is great. It is exactly what the industry needs," Howes said.

"McFarlane has done a tremendous amount of work for this industry and we appreciate those efforts."

Howes said the association lobbied the previous McKenna Liberal government for six years to have such a program to no avail. He said

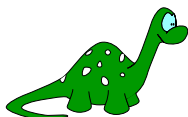
the lack of tradespeople is a demographic problem. He said it has occurred because a large part of the population in New Brunswick and Canada is moving into an age bracket near retirement.

Jack Cunningham, School District 18 co-ordinator of Business Partnerships and School-to-Work programs, said 14 students have taken part in the program in Fredericton since Sept. 23. School District 18 co-ordinates the transportation for students to the work sites and assists in the job placement component of the program. It also monitors the students in the classroom and job site and promotes the program to school-level students.

Cunningham said the program addresses needs to improve it as it grows so it can meet future construction needs.



Scientific Research Project Inspires and Educates Students



by Tim Fedak

Canada's oldest dinosaur is being used to inspire and educate students about what happens behind the scenes at museums and during a scientific research project. The Fundy Geological Museum, in Parrsboro, Nova Scotia, is using the world wide web <http://museum.gov.ns.ca/fgm/lab/lab.html> to allow students across Canada to watch weekly updates as museum researchers uncover the bones of a 200 million-year-old dinosaur skeleton.

Two years ago museum researchers collected a nearly complete skeleton of a Prosauropod dinosaur, a herbivorous (plant eating) dinosaur that lived at the beginning of the Jurassic Period. The dinosaur skeleton was discovered in the sandstone cliffs along the shores of the Bay of Fundy. The bones were removed from the cliff in large blocks of sandstone, and brought to the museum. Workers in the research lab are now carefully removing the sandstone to expose the ancient bones.

The project website uses pictures, video, and text to describe what new

discoveries have been made in the lab, provide background information about the dinosaur and explain the tools used to remove the bones. Using the web page, students can send questions directly to the museum scientists and answers will be posted on the next update.

The web page also encourages students to visit the museum, to see the real dinosaur bones on display and to speak with museum researchers during daily public presentations. A prosauropod dinosaur skeleton in the Museum's exhibit gallery shows students and other visitors how large these early dinosaurs were. In the future, drawing and writing contests will be organized to encourage students to learn about the dinosaurs and participate in the project.

The grade five students at Marshview Middle School in Sackville, NB, were shown pictures of how researchers collected the dinosaurs, were permitted to look at a 200-million-year-old bone up close, and to look at the Project Prosauropod web page. The presentation was a special event to promote the web site and Canada's oldest dinosaurs to



A museum researcher looks through a microscope while working on the 200 million year old bones of a Prosauropod dinosaur. The researcher will carefully scrape away the sand, grain by grain, to expose the fragile dinosaur bone.

the schools close to the Museum.

Teachers are using the web page to supplement classroom projects that deal with dinosaurs, biology, evolution, or geology. Students have used the web page for school projects and to pursue their interest in fossils. The museum hopes the web page allows students to become excited about Canada's oldest dinosaur, encourages the students to visit the Museum and maybe inspire students to volunteer at a museum near their home.

Teachers interested in this project are encouraged to visit the web page and are asked to consider promoting this web page during their units on biology or geology. Canada's oldest dinosaurs are found right here in Nova Scotia, so let's share in the discovery and find out what stories these fossil bones have to tell us.

Mr. Fedak is a PhD student at Dalhousie University in Halifax, Nova Scotia. His graduate research focuses on the description and interpretation of the Prosauropod dinosaurs found in Nova Scotia.



Grade Five students from Marshview Middle School check out the Project Prosauropod webpage, October 2002.

2002-2003 Pre-retirement Seminars

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

- January 11 - Chatham, Dr. Losier Middle School •
- January 25 - Bristol, Carleton North Senior High •
- February 8 - Saint John, Simonds High •

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

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

PROGRAM

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

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

REGISTRATION FORM - NBTA PRE-RETIREMENT SEMINARS

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

Date of Seminar

Deadline for Registration

____ January 11 - Chatham, Dr. Losier Middle School

January 3

____ January 25- Bristol, Carleton North Senior High

January 17

____ February 8 - Saint John, Simonds High

January 31

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

Mailing Address: _____ Dist. _____

____ Name of Spouse (if attending) _____

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

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

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

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

Signature: _____

Please note that by signing this registration form you hereby authorize the NBTA to obtain information from the Public Service Employee Benefits Division pertaining specifically to your pensionable service records. This information will be utilized to prepare your individual pension estimates for retirement purposes only.

Deafness Studies Education Investing in the Futures of Children with Hearing Loss

by Educating Today's Professionals in Current Research & Applied Practices

North America is currently facing a shortage of classroom teachers and consultants who have specialized training in working with deaf and hard-of-hearing children. The Deafness Studies Education program at the University of Alberta, (Edmonton, Alberta, Canada) has undertaken the challenge of meeting this shortage by actively recruiting students from various regions of North America.

For 22 years, the University of Alberta has offered a dynamic Master's Degree Program in Deafness Studies Education (DSE) catering to experienced teachers and related human services professionals. The academic schedule has been designed so individuals can complete program requirements within 14 months, involving only 10 months of full time enrollment. Both American Sign Language and Auditory/verbal routes are available.

The University of Alberta is also the proud home to the Western Canadian Centre for Studies in Deafness and the Piekoff Chair of Deafness Studies. Together, we serve as a Centre of Excellence in both research and applied educational practices.



UNIVERSITY OF ALBERTA

Apply Now!

For more information please contact:
Dr MaryAnn Warwick Bibby 780.492.3697
6-102 Education North, University of Alberta
Edmonton, Alberta Canada T6G 2G5
maryann.bibby@ualberta.ca



Reading is Wild!

The Moncton Wildcats and the Royal Bank are pleased to announce the selection of Lou MacNairn School and Ecole Vanier as the 2002-2003 *Reading is Wild* schools.

The *Reading is Wild* program, launched during the 1998-1999 season, was created to put to use the massive popularity of the Moncton Wildcats as a motivational tool to help kids to read.

Over the past 4 years, over 3000 students in 8 schools (Edith Cavell,

Sainte-Bernadette, Beausejour, Queen Elizabeth, Claude D. Taylor, Sainte-Therese, Amirault, Birchmount) have combined to read over 200,000 books!

To motivate students, the Moncton Wildcats and Royal Bank provide weekly Wildcats prizes to each school. For students to qualify, they must first read a book and have mom or dad sign their book entry ballots before they can qualify for a chance to win a prize in the weekly draws.

Each week, a student at each school is selected as the Wildcats Reader of the Week by a panel of teachers. The Reader of the Week then has his/her achievement recognized on C-103 and CJSE radio as well as receiving his/her very own Wildcats T-Shirt.

For more information on the program, please contact Joey Parent, Director of Communications for the Moncton Wildcats at 506-858-2257.



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FOR MORE INFORMATION, PLEASE CONTACT:
LANA TAYLOR
DEPARTMENT OF EDUCATION
PROVINCE OF NEW BRUNSWICK
LANA.TAYLOR@GNB.CA
506-856-3046

Canada Book Week 2003

In response to the overwhelming success of Canada Book Day, held annually on World Book Day (April 23), The Writers' Trust of Canada is pleased to announce that we have expanded the celebration of Canadian authors and books to an entire week! Canada Book Week runs from April 21 to 27, 2003, with national and local events already developing across the country.

This year's theme, "Literary Landscapes and Literary Sites," highlights the importance that particular places have played, and continue to play, in the development of our national literature. We've commissioned William Bell, George Elliot Clarke, Hiromi Goto, Sheila Heti, Jean Little, Janet Lunn, Kevin Major, Leon Rooke, and Paul Yee to write about some of the unique places that have inspired Canadian letters. The pieces will appear in our 2003 booklets, distributed to elementary schools, high schools, and libraries throughout Canada.

As in past years, Canada Book Week automatically distributes posters, booklets and bookmark/-coupons to individual schools across the country.

Other events during Canada Book Week include the second season of CBC Canada Reads, National Poetry Month, BC Book and Magazine Week, and Manitoba Book Week. Obviously, there are more reasons than ever to celebrate Canadian authors and books!

Watch www.canadabookweek.com for more information and ideas as Canada Book Week draws closer. For further information, contact Lindsey Love, Canada Book Week Coordinator at (416) 504-8222 Ext. 241 or llove@writerstrust.com.



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Announcements

Teacher Exchange

Science, chemistry teacher from a rural southern Manitoba high school seeks an exchange for the 2002-2003 school year with a Maritime school science teacher. For details, tel. 204-747-2128, Dale McKinnon.

Shad — Developing Innovative Leaders

Shad Valley is an innovative leadership program for outstanding senior high school students focusing on science, technology and entrepreneurship that'll push creative and intellectual capacity to terminal velocity. The program runs in July at 10 Canadian host universities. An expanded bursary program and 10 full scholarships of \$3,000 are available.

Application deadline is December 6, but applications will be accepted after that date. Information packages have been sent to schools. For an application, ask a guidance counsellor or visit www.shad.ca.

Graduate Courses Online

Four graduate level online courses are designed for students wanting advanced study in family studies/home economics education. The University of British Columbia and The University of Western Ontario have formed a partnership to offer these courses. The courses are planned in sequence to study and investigate issues and questions of curriculum and pedagogy and how they relate to and shape educational practices.

For further course information at UBC, Tel. 604-822-5367, Fax 604-822-4714, e-mail: cust.grad@ubc.ca www.cust.educ.ubc.ca; at UWO, fax 519-661-3029, e-mail: graded@uwo.ca, www.edu-uwo.ca

Congress on Rural Education

The Eighth National Congress on Rural Education will be held April 2-4, 2003 in Saskatoon. The theme of the Congress is "Designing Our Future: Making the Right Decisions", and will cover such topics as Safe and Peaceful Place to Learn,

Diversity - Learning for All Students, Restructuring Schools - School Plus, Accountability, and much more.

For further information, contact: Joe Zolkavich, University of Saskatchewan, Tel. (306) 966-7634, E-mail: selu.info@usask.ca

Focus 2003: Leaders and Healers Conference

This conference is scheduled for April 27-29 in Victoria, B.C. It deals with the strengthening of communities and schools. For further information, contact Barbara Smith: Tel (250) 598-1039, Email: barbarasmith@focusconferences.com website: www.focusconferences.com



Which Book Will Head the Next Chapter of Canada Reads?



Recently, CBC Radio revealed the details of the second edition of CANADA READS. Five books will be championed by a brand new panel who will discuss, debate and deliberate their selections of Canadian fiction. Their conversation will be heard between April 21 and 25, 2003, during Canada Book Week.

Leading the panelists through this year's title fight is host Bill Richardson, CBC Radio broadcaster and an author in his own right. The panelists are former teacher, now student Justin Trudeau; authors Nancy Lee and Will Ferguson; actor, writer and building contractor Mag Ruffman; and writer, broadcaster and journalist Denise Bombardier.

The short list of books is: • *The Colony of Unrequited Dreams* by Wayne Johnston - chosen by Justin

Trudeau • *Life of Pi* by Yann Martel - chosen by Nancy Lee • *The Lost Garden* by Helen Humphreys - chosen by Mag Ruffman • *Next Episode (Prochain Épisode)* by Hubert Aquin (translated by Sheila Fischman) - chosen by Denise Bombardier • *Sarah Binks* by Paul Hiebert - chosen by Will Ferguson

CANADA READS senior producer Talin Vartanian says, "We're thrilled to have such a provocative short list of books and such an intriguing group of panelists. It's a great way to celebrate the joys of reading. I hope all Canadians will take part in the Canada Reads debate."

CBC Radio One will broadcast the discussion twice daily, April 21 through 25. It will be heard during the first half-hour of SOUNDS LIKE CANADA, 10 a.m. (10:30 NT), and

the last half-hour of *As It Happens*, 7:30 p.m. (8 NT). The final title will be announced on Friday, April 25. *Between the Covers* - 2:30 and 10:40 p.m. (3 and 11:10 NT) - will be broadcasting excerpts from each book in the weeks before CANADA READS is heard.

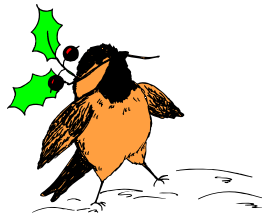
For more details, go to www.cbc.ca/canadareads. Special features include profiles of the books, authors, panelists and the host.

CANADA READS showcases the CBC tradition of developing radio programming that enlightens, reflects and connects Canadians.

For further information, contact: David Barnard, CBC Radio Communications, (416) 205-5913 david_barnard@cbc



As another year draws to a close, we pause to remember those whose friendship and goodwill mean so much to us.



Thank You



And Best Wishes for the Holidays
And a Happy New Year.



Holiday Season Hours

December 23rd - 9:00 a.m. - 4:00 p.m.
December 24th - 9:00 a.m. - 12:00 noon
December 25th - 26th - Closed
December 27th - 9:30 a.m. - 4:00 p.m.
December 30th - 9:30 a.m. - 4:00 p.m.
December 31st - 9:30 a.m. - 12:00 noon
January 1st - Closed
January 2nd & 3rd, 2003 - 9:00 a.m. - 4:00 p.m.



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