



NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



Connie Keating Elected NBTA Vice President/ President-Elect

NBTA Executive Director's Report

In Memoriam: Joe Breen

Education Leaves



Your NBTA, Your Magazine

Have you ever thought about writing something for the *NBTA News*? If so, we would love to hear from you! We are always looking for interesting articles, stories or information about the amazing activities taking place in your schools. This magazine belongs to you, the members of the NBTA. Your submissions are essential in making this the best publication possible.

For more information about the *NBTA News* or to submit an article, contact Chantal Lafargue, editor of the *NBTA News* by email at chantal.lafargue@nbta.ca or nbtanews@nbta.ca.

We look forward to hearing from you!

Upcoming Deadlines:

September 2020 Issue: August 15th
November 2020 Issue: October 15th
February 2021 Issue: January 15th
April 2021 Issue: March 15th
June 2021 Issue: May 15th

ISSN 0317-5227

NBTA News is published five times a year. Opinions expressed are those of the authors, not necessarily the NBTA.

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Message from the President



Each year, at the provincial annual general meeting (AGM), the NBTA President and the Executive Director share a summary of notable initiatives from the current year and provide a preview of the direction for the upcoming year. Due to the unique circumstances imposed by the COVID-19 pandemic, the May 2020 AGM

was indefinitely postponed. In the lines that follow, I highlight information that I would have otherwise conveyed during my address to the AGM.

The Year at a Glance

The first year of a president's term is often about settling into the role, learning and growing. This year certainly started that way, because I had the opportunity to hone my media skills and establish and maintain relationships between elected officials and various teacher organizations. As we moved from fall to winter, the focus also encompassed answering questions about the Green Paper, advocating for teachers at the Education Summit, and attending the Minister's consultation sessions with teachers. These activities certainly made for a full and interesting first half year of the presidency!

In mid-March everyone's lives were turned upside down when the State of Emergency was declared in New Brunswick. Dealing with this pandemic and continuing to advocate for teachers during this period of uncertainty has certainly provided a number of unforeseen challenges and changes that I never would have imagined addressing as your president.

Your NBTA staff and elected local leaders have risen to the occasion and have shown resilience and flexibility that should be applauded. As such, there are a number of positives that have come from this unprecedented situation. For example, the Board of Directors, Executive Committee, and NBTA committee members are all extending their mandates by one (1) year, resulting in an extra year of collective experience which will certainly be a boon in this trying time. NBTA Staff transitioned from the office to their homes and back again, spending countless hours communicating, advocating on your behalf

and strategic planning. All of this work was, and continues to be, facilitated by video conferencing platforms. Although not ideal, and certainly not a replacement for human connection, we capitalized upon this opportunity to experiment with new modes of interacting as an association.

Looking Ahead

Charting the course that lies ahead has its challenges, as at the time of writing this article, we remain uncertain of what September may bring. That being said, we have seen that teachers have shown themselves to be a versatile and nimble group of professionals who continue to go above and beyond for their students. The expertise of our Teacher Counsellors and Wellness Reps will be a tremendous asset to help promote health and wellness for ourselves.

The Association also has a number of opportunities ahead in the final year of my presidency. We had some structure and services recommendations to turn our heads to and other initiatives may need to be placed on pause for obvious reasons. The opportunity to enhance our information technology plan has certainly been prioritized! Your Board of Directors has identified member engagement as being an issue to be addressed. As we collectively navigate the complexities of this shifting landscape caused by the pandemic, we will explore new ways to engage with members.

I would like to express gratitude to our outgoing Vice President, Barry Snider, who volunteered as an NBTA Board of Director and Executive Committee member for over six (6) years. I also extend our welcome to the new Vice President/President-Elect, Connie Keating, who starts in her role in August. I look forward to her support as we continue to advocate for the hard-working teachers of New Brunswick.

I look forward to working with all our teacher volunteers on the Board of Directors, the Executive, and our NBTA committees to ensure the voices of teachers are heard by the Department of Education and Early Childhood Development and school districts. We will continue to advocate on your behalf, as we move forward through this "new normal" together.

A handwritten signature in black ink, appearing to read 'Rick Cuming'. The signature is stylized and fluid.

NBTA Executive Director's Report 2019-2020

by Larry Jamieson, NBTA Executive Director



This is the eleventh (11th) Annual Report on the work of NBTA that I have prepared as Executive Director. Normally, this report is delivered on Saturday morning of the Annual General Meeting. However, the effect of the Covid-19 pandemic caused the cancellation of numerous NBTA events this spring, including the AGM. Therefore, the Executive Director's report is in the form of this article and I will report on a year in the life of your professional association that has been very different from all others.

The 2019-20 year began with a new NBTA President - Rick Cuming assumed the office on August 1st. Our biennial Leadership Workshop followed in mid-August, and that event set the foundation for an updated Strategic Action Plan to guide the work of the Association through the next two (2) years. In addition, work continued on the recommendations of the Structure and Services Report and the system prepared for an Education Summit on the future of New Brunswick public education. Although we had a relatively smooth start to the year, it wasn't long before significant change started to impact the organization.

In early November, Past President, George Daley, was named Deputy Minister of Education and Early Childhood Development. These changes continued into the new year with the following major changes to the admin and support staff that occurred over the Christmas Break:

- a) Kim McKay assumed the role of Acting Deputy Executive Director, and both Kim and Eileen Anderson, Graphic Artist, returned to work from leaves;
- b) Chantal Lafargue, Staff Officer (Communications), and Amy Gow, Executive Admin Assistant, started their work with NBTA;
- c) Ardith Shirley, Deputy Executive Director (6-month Education Leave), and Karen Vautour, Executive Admin Assistant (3-month Deferred Salary Leave), started leaves; and
- d) Blake Robichaud, former Staff Officer (Communications), completed his active work and started his transition to retirement.

In addition, Tina Estabrooks, Staff Officer (Finance), and Greg Peters, Staff Officer (Professional Issues), had spent less than one year in their current roles. The NBTA staff are all strong professionals, who care deeply about the work and members of the Association, however they all have been on a steep learning

curve in their new roles and routines, which takes time and perseverance and patience.

You will also be aware that in early February I signaled my intention to retire. However, the Covid-19 pandemic began to unfold just as this process was starting, which led me to determine that the time was neither right for the Association, nor for me. Therefore, the hiring process was halted and I will continue in this role and enjoy working for our members for the foreseeable future.

In mid-March, the Association began to deal with the impact of the Covid-19 pandemic. On Monday, March 16th, NBTA offices closed as the province shutdown, staff transitioned to work from home, and the world as we knew it changed. For the next seven (7) weeks, NBTA staff continued to provide service to our members, developed contingency plans in conjunction with the Executive Committee and Board of Directors. Meetings of our branches, committees, the Executive and Board were held virtually. Major events, such as Council Day workshops, Branch and Provincial AGMs, Retiring Teachers Luncheon, along with summer professional learning events, DSS and CONTACT, were cancelled.

In early May, Executive Directors and Deputies returned to the NBTF Building. During the following two (2) weeks, staff transitioned back to the office so that all NBTA staff were back to work from the office by May 25th. Although we have made much progress in dealing with the effects of the pandemic, as a precaution, the NBTF Building offices will remain closed to non-staff until the beginning of the new school year.

Through all of these changes and challenges, NBTA staff continued to provide an exemplary level of service to our members through five (5) key teams:

i) the **Professional Issues** team of Ardith Shirley (prior to Christmas), Kim McKay (since Christmas), Greg Peters, Tina Estabrooks, Judy Deveau and Janet Peabody have delivered numerous workshops and professional learning opportunities on a variety of topics prior to the Covid shutdown. They have also lobbied and advocated on issues such as the Green Paper and Education Summit, Future Ready Learners, high school renewal, inclusion, and class composition. They also established a set of principles for learning that helped guide our continuity of learning, and return to the school advocacy through the pandemic period.

ii) the **Teacher Welfare** team of Michael Ketchum, Tammy Boon and I have delivered pension and teacher welfare advice and guidance throughout the year. Five (5) pension seminars were delivered prior to March Break and 150 members will retire by the end of the current school year. In addition, Michael has continued to lead the Teacher Counsellors (Michael LeBlanc, Lisa Calhoun and Ronna Gauthier) in providing high quality counselling and wellness services, including a seamless transition to on-line service, to NBTA members.

NBTA Executive Director's Report 2019-2020

iii) the **Communications** team of Blake Robichaud (prior to Christmas), Chantal Lafargue (since Christmas), Carlene Parker, Morgan Sinstadt (until mid-October), Zoë Chessie-Gay (November/December) and Eileen Anderson (since Christmas) spearheaded the Association work to promote and support the teaching profession. This team has focused their efforts on a promotional campaign highlighting the contribution of teachers and the continued enhancement of our digital communications. For example, a major revision to the NBTA website is underway and various communication technologies have been employed to reach our members in different ways. The Staff Officer assigned to this portfolio also supports the President in being the public spokesperson for the NBTA.

iv) the **Finance** team of Tina Estabrooks and Margaret Mott have continued to manage organizational finances. The NBTA budget has been modernized and restructured, and a new format and presentation for members was developed. The Covid-19 pandemic will have a positive impact on the 2019-20 budget and dues will remain unchanged for the 11th consecutive year in 2020-21.

v) the **Governance** team of the President, Rick Cuming, Karen Vautour, Amy Gow (Jan-April), Ardith Shirley (prior to Christmas), Kim McKay (since Christmas), and I provided support to the Executive Committee, Board of Directors and Branch operations along with various Committees, including Nominating and Education Leave. Numerous policies have been reviewed, a contingency plan regarding Covid-19 was developed and implemented, and a new by-law on Emergency Circumstances was approved. Lobbying and advocacy efforts

with EECD staff and public education stakeholders have focused on numerous issues, such as class composition and education financing, throughout the year.

President Rick Cuming has quickly settled into the role and has become a strong, articulate voice for teachers and public education. I also want to thank Barry Snider for his work as Vice-President through the year. Congratulations are extended to Connie Keating on being elected to the office of NBTA Vice President/President-Elect for 2020-21. I look forward to working with her as she assumes this new table officer role on August 1st.

Teachers in New Brunswick are members of two of three teacher organizations, and as staff, we devote significant efforts to make the relationships between the organizations work for all members of NBTA, AEFNB and NBTF. Despite our professional and syndical lenses, we work together to represent and support the members we serve. I particularly want to thank Marcel Larocque, AEFNB Directeur général par interim, for his friendship over many years, and congratulate him on his retirement as of June 30, 2020.

Although 2019-20 has been a unique and challenging year, it continues to be a pleasure for the NBTA staff to work for the members of this Association. We value the relationships we have been able to build and the progress that we have been able to make on numerous fronts. I am proud to lead this team of professional admin and support staff and of the work we have accomplished this year on behalf of members. I look forward to continuing this work through the unprecedented times ahead.



Connie Keating Elected NBTA Vice President/President-Elect



For the first time in the history of the organization, this year's NBTA election became an online campaign due to the prolonged school closure caused by the pandemic. Connie Keating was elected on April 24, 2020, to the role of NBTA Vice President/President-Elect. She will serve one year as vice president effective August 1, 2020, and she will succeed Rick Cuming as the NBTA President on August 1, 2021.

Keating, an educator with over 25 years experience, currently teaches English Language Arts and is the SPR for Instruction and Assessment at Petitcodiac Regional School.

Connie has spent six years as NBTA Branch Director (0216), including two years as an NBTA Executive Committee Member. She has also served two non-consecutive terms as President of Branch 0216. In addition to serving on various NBTA committees, Keating has supported NBTA Council initiatives, including serving as co-chair of Combined Council 2014. From 2017-19, she was the representative for the Maritimes on the Canadian Teachers' Federation's (CTF) Advisory Committee on the Status of Women and CTF's New Brunswick Representative for the Daughters of the Vote at Parliament Committee. According to Keating, this work — both in the classroom and beyond — has informed her perspective on the working conditions of teachers in New Brunswick and throughout Canada.

Connie welcomes her transition to vice president for the coming school year and extends this message to NBTA members: "I am sincerely appreciative and humbled by your support. I look forward to serving all teachers of New Brunswick in this new capacity. As we move forward as educators into the unknown of the post pandemic, it is vital that we unite and partner with decision-makers. We need to ensure our voice is heard and influences decisions to be made with the best interest of teachers' and students' working and learning conditions in mind."

Election Results

Branch	Connie Keating	Barry Snider	Abst.	Totals
0214	38	31	0	69
0215	269	248	0	517
0216	77	21	1	99
0217	11	25	0	36
0618	44	45	0	89
0619	83	58	0	141
0820	146	101	3	250
1021	15	6	0	21
1022	15	3	0	18
1023	33	29	1	63
1428	13	29	0	42
1429	58	30	1	89
1430	38	23	0	61
1431	24	30	0	54
1450	18	18	0	36

Branch	Connie Keating	Barry Snider	Abst.	Totals
1454	7	0	0	7
1536	11	13	0	24
1538	21	10	0	31
1542	17	25	0	42
1608	58	84	0	172
1610	14	75	0	89
1640	27	21	0	48
1724	21	16	1	38
1725	55	49	0	104
1809	13	20	0	33
1826	109	121	5	235
1827	15	12	2	29
Total	1250	1143	14	2407
%	51.9	47.5	0.6	100%

In Memoriam: Joe Breen

*"May the road rise up to meet you
May the wind be always at your back
May God hold you in the hollow of his hand"
(Gaelic Blessing)*



These words were Joseph Breen's opening lines from his inaugural presidential message in the September 1991 issue of the NBTA News. As we reflect on his words, we also celebrate his life and his many contributions to the profession.

Joe Breen was born in Chatham in 1943 and was a long-time teacher at Miramichi Valley High School in Newcastle. In fact, prior to his NBTA presidency, Joe taught for 25 years while also volunteering for his branch and serving various terms on the NBTA and NBTf Board of Directors. During his tenure as NBTA President (1991-1993), he provided leadership in contract negotiations and in welcoming Kindergarten teachers into the Association as members.

Bob Fitzpatrick, former NBTA Executive Director (1993-2009) and NBTA President (1989-1991), who knew Joe since the early '80s, recalls him fondly, "Joe was just a really good guy. He was full of life and humour. You knew whenever you ran into him there would be some laughs and maybe some teasing delivered with his trademark grin and a mischievous glint in his eye. He could use his humour and his remarkable wit to defuse even the most heated debate which made him a master at building consensus. Teachers in this province were very well-served by Joe's dedication to them."

After his retirement from teaching in June 1999, Joe became an Honourary Life Member of the NBTA. He loved to travel the world, especially to Ireland. Joe enjoyed reading his favourite books

on Middle Island, golfing in the summer months, and chatting with friends regularly at the local coffee shop. He spent countless hours volunteering for the 597 Air Cadet Squadron, the Miramichi Sports Hall of Fame, the Miramichi Regional Hospital Board, and the Miramichi Area Retired Teachers' Association (MARTA), to name but a few of his community contributions.

On January 15, 2020, Joe left behind many loved ones, friends and former colleagues after a prolonged battle with cancer. He will be missed by his former students and the teachers of this province whose lives he touched through his service to education.

Fare thee well, dear Joe. May you rest in peace.

2020-2021 Education Leaves

Education Minister, Dominic Cardy, and Federation Co-Presidents, Rick Cuning and Gérald Arseneault, have released the names of the Education Leave recipients for the 2020-2021 school year. In all, forty-five (45) NBTA and eighteen (18) AEFNB members received leaves for the purpose of retraining, specialization, or professional growth.

Education Leaves awarded to NBTA members amounted to approximately \$2,146,328. Because of the mix of full- and part-time leaves, the Committee was able to grant 45 leaves. As a result of the COVID-19 pandemic, nine (9) recipients have elected to defer their education leave until the 2021-22 school year.

During the past five (5) years, leaves to NBTA members have been awarded, as outlined below:

2019-2020 — 44 leaves at \$2,032,533
2018-2019 — 46 leaves at \$1,897,732
2017-2018 — 40 leaves at \$1,897,455
2016-2017 — 47 leaves at \$1,972,484
2015-2016 — 54 leaves at \$1,961,375

Education Leave Committee

The Education Leave Committee, established under Article 37 of the Collective Agreement, met on January 20, 2020, to complete the difficult task of selecting the educational leave recipients for 2020-21. The Collective Agreement specifies that the Committee will be comprised of eight (8) members representing the Department of Education and Early Childhood Development (EECD), the Superintendents, the NBTA, AEFNB, and NBTF. The composition of the Committee this year was the following:

Julie Mason	MEDPE (Chair)
Tammy Strong	EECD
Gérald Arseneault	AEFNB
Rick Cuning	NBTA
Marcel Larocque	AEFNB
Larry Jamieson	NBTA
Marc Pelletier	DSF-NE
Dianne Kay	ASD-W
Monique Caissie	NBTF (Observer)

Process

The full Committee met for a short time to review the reports on the 2018-19 cohort, confirm the criteria to be applied in

the selection process, and to verify the amount of money available pursuant to Article 37. The Committee then divided into two sub-committees to consider applications from NBTA and AEFNB members.

Criteria

Although an educational leave must fall into one of the three accepted purposes — retraining, specialization, or professional growth — the Committee receives confidential comments and recommendations from principals and superintendents regarding the value of the leave to the school and district.

In considering applications from NBTA members, the sub-committee must consider the total funds available and the number of NBTA members in each district, so that the funds can be allocated fairly throughout the province. This means that, while larger areas may be allocated multiple full and/or partial leaves, some smaller areas may get a leave every second or third year, and, in some cases, an even longer period of time might elapse between leaves. Although the Committee is not bound to award leaves on a direct total numbers/leaves available ratio, it is a factor that must be considered. Other factors that must be considered are:

- program to be followed
- benefit of leave to school and school district
- position distribution (teacher, S.P.R., vice principal, principal)
- grade levels (elementary, middle, high school)
- past professional involvement
- years of experience
- number of times teacher has applied
- certificate level
- subject speciality

*There is also the expectation that Education Leave recipients will share their knowledge and expertise through professional learning sessions in their school, district and/or province with interested colleagues.

Leave Statistics for 2020-2021

There were 62 applications from NBTA members. Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective Agreement, were \$3,110,621; the AEFNB share was approximately \$964,293.

Forty-five (45) leaves (full and part-time) were granted to NBTA members.

Leaves Awarded		Areas of Study	
K-8	27	Administration	9
Grades 9-12	18	Curriculum Studies	9
		Exceptional Learners/ Spec Ed/Spec. Needs	8
To Achieve		Guidance/M&R/ Resource/Counselling	7
CERT VI	4	Literacy	2
Masters	32	Technology	4
Princ. CERT	2	Other	6
Other	7	Total	45

Conclusion

When all is said and done, forty-five (45) NBTA members will be happy to be receiving an Education Leave, while seventeen (17) members will be disappointed, and at least some of these members will feel frustrated by the process. The one thing that can be said is that the Committee did its best to weigh all of the criteria, consider all of the factors and award the leaves as fairly as possible.

To those teachers who received leaves, the Committee extends its best wishes for a successful and productive year of study and learning. And, to those who were not successful, the Committee thanks you for your interest and encourages you to apply again next year.

The NBTA recipients for the 2020-2021 school year are listed by district – the nine (9) deferred leaves will be reported as part of the 2021-22 cohort. The length of the leaves varies from four months to a full academic year.

Education Leaves for 2020-2021

District	Name	Duration
ASD-E	Gabrielle Boucher	Year
ASD-E	Laura Tingley	4 months
ASD-E	Terrie Dekker	Year
ASD-E	Stacey Garland	Year
ASD-E	Jill Holman	Year
ASD-E	Carole McLaughlin	Year
ASD-E	Blake Morin	Year
ASD-E	Andra Phillips	Year
ASD-E	Elizabeth Rempe	Year
ASD-E	Christa Robichaud	5 months
ASD-E	Monica Shaw	Year
ASD-E	Margaret Stead	Year
ASD-N	Ashley Hallihan	Year
ASD-S	Serge Bernier	4 months
ASD-S	Michelle Ward	6 months
ASD-S	Janice Chowdhry	Year
ASD-S	Janelle LeBlanc	Year
ASD-S	Bertis Sutton	5 months

District	Name	Duration
ASD-S	Mary Ellen Veale	Year
ASD-S	Mary Kennedy Fulton	Year
ASD-S	Therese Trofimencoff	Year
ASD-S	Janet Wilson	5 months
ASD-S	Mireille Conley	Year
ASD-S	Lori Anne Pellerin	Year
ASD-S	Alison Van Guelpen	Year
ASD-S	Jeffery Gregor	Year
ASD-W	Meg King	Year
ASD-W	Leslie Melvin	Year
ASD-W	Joy Belyea	5 months
ASD-W	Luc Bergeron	Year
ASD-W	Heather-Lynne Cairns	6 months
ASD-W	Kimberly Kertson	Year
ASD-W	Gary McDonald	Year
ASD-W	Linda Ryan	6 months
ASD-W	Dawn Wiseman	Year
ASD-W	Sandra Melanson	6 months

Retiring Teachers of 2020

The NBTA congratulates all teachers retiring as of June 2020! We wish you well as you begin new adventures away from school and teaching. Given the current restrictions on large gatherings, this is not the end of a career that anyone could have predicted.

The Provincial Retiring Teachers' Luncheon that the NBTA hosts has been cancelled for this year. However, all 2020 retirees will be invited to the celebration next year. You will receive an invitation from our office as we approach the Retirement Luncheon on May 29, 2021.

0618 Lori A. Aiton (Alexander)	0215 Kimberly A. Downey (Wood)	0215 James A. Mosher
1826 Robyn L. Allaby (Sharpe)	1827 Cynthia D. Drummond (Strongman)	0619 Thomas O. Mueller
1826 Laura B. Allen (Coleman)	0820 Karen L. Dunlop (Lavigne)	1429 Tami L. Mutch-Ketch
1725 Joan L. Allison (Daley)	0215 Jodi V. Dupuis (Swift)	1610 Chris G. Noel
1428 Kathy S. Anderson (Wright)	0820 Susan Ellis-Loparco	0820 Debra L. Noel (Fox)
1826 J. Heather Appleton (MacLean)	1023 Pattianne M. Erskine (McGaw)	1809 Jeanne D. Norrad
1542 Norma J. Aucoin (Scott)	0820 Christina M. Farmakoulas Walker	0619 Anne I. O'Brien (MacGillivray)
1826 Karen L. Balloch-Tremblay	1826 Jacqueline M. Fortner (Daigle)	1827 Karen L. Palmer (McIntyre)
0215 Kimberly E. Barrieau (Lowe)	1826 Anthony J. Fournier	1430 Karen E. Phippen (Brewer)
0820 M. Francine Baxter (Howlett)	1431 Gina A. Fournier	1725 Janet L. Polegato (Deceased)
0619 Trena G. Beauchamp (Richard)	0820 Michael A. Gallagher	0619 Barry J. Power
0820 Jo-Anne M. Belyea (Oliver)	1827 L. Joelle Gillespie (Brown)	0215 Kathy L. Prosser
1826 Kelly P. Bidlake-Jamieson	1610 Richard A. Gionet	0215 M. Lee Purves (Odell)
0619 Judith A. Blanchard (Brown)	0619 Kimberley D. Golding (Christopher)	1021 M. Francine Roy-Charron
0215 Doreen M. Bonsant (Bastarache)	1538 Connie J. Graham (Webster)	1809 Nancy L. Ryan (Sparkes)
1725 Brenda L. Bourque (Allison)	1023 Marilyn M. Gullison (Pomeroy)	0820 P. Nancy Ryan-Henderson
1640 Kimberley A. Bowes (Doncaster)	1640 Janice M. Hall-Short	1725 E. Elizabeth Ryder (Hewey)
0820 Michael T. Boyle	0820 Sandra L. Harrington	1429 Sharon L. Saunders (McDavid)
0619 E. Susan Boyle	1430 Jane Hawketts	0215 Julie E. Schell
1826 Lucie D. Brown (Lockhart)	1021 Carolyn A. Healy (Logan)	0820 Paula M. Scott
1725 Heather A. Bryenton-Cripps	1826 Sally A. Hirst	0214 Debbi A. Sloan
0215 H. Stewart Buchanan	1428 Pamela J. Hudson (Price)	1826 Cheryl A. Smith (Howe)
0215 Janice A. Bueno (Arsenault)	0215 Gregory P. Hughes	1725 Corie L. Smith (Boulter)
082 Leslie Burgess (Stackhouse)	1826 Richard J. Hull	1021 Deborah L. Smith
0215 Lori Ann Burns (McKinnon)	1430 Tracey A. Johnston (Watson)	1827 Kelly E. Smith-Lunn
0619 Dennis E. Butler	0215 Catherine J. Kieley (Barnes)	0820 Linda P. St. Coeur-Vautour
0619 M. Rolyne Butler	1608 Patsy D. Kingston (Murphy)	1429 Lisa A. Stairs (Berry)
0216 Ewen J. Cameron	0619 Nancy L. Knappe (McGarrigle)	0214 Lisa J. Steeves (Hopper)
1826 Karen A. Cameron (Urquhart)	0820 Louise Landry	0215 Scott G. Steeves
1429 Carolyn R. Campbell	0619 Stephanie L. Lawson	1430 Heidi L. Stephenson (Arnand)
0215 Marie S. Caron Letourneau	0215 Anne R. LeBlanc	1827 Rhonda C. Targett (MacDonald)
1809 B. Marlene Carrier	0215 Chantal F. LeBlanc-Parlee	1429 Arthur F. Taylor
1826 Ellen T. Casey-Kidd	1430 M. Dianne Lord (O'Keefe)	0215 Sherry L. Theriault (Deware)
1431 Kelly R. Christensen (McCluskey)	0214 Nancy M. MacKinnon (Lutz)	1450 Marcelle M. Theriault-Michaud
0820 Françoise A. Cochenec	1023 Theresa M. Macknight (Baldwin)	1826 Shane M. Thomas
0217 Terry L. Collier	1826 Valerie L. Mallett	0618 Sandra F. Tingley
NBTA Melinda A. Cook	1023 E. Holly Matthews (Bartlett)	1430 Pamela J. Tompkins (Lamoreau)
0820 Edmonde Cormier	0820 Isabelle McGraw-Sisk	1608 Janice E. Travis-Mutch
0618 Joanne M. Cormier (Healey)	1538 Theresa McIntyre (Furlong)	0820 Jane E. Tunney (Rogers)
1640 Stephen A. Cosman	1725 Susanne McKay (Deceased)	0215 Lynne M. Vienneau (Landry)
0215 Sylvia J. Curry (Ball)	0619 Claire McLaughlin (Roussel)	0820 Lynn E. Wagg (Stevens)
1826 Heather G. Darrach	1542 John J. McLaughlin	1725 Denise L. Watson
0820 Mary-Therese Davis (Horgan)	0619 Ronny McLaughlin	1826 Peter E. Wiggins
0820 Sylvia M. Dell'Olio (Spragg)	1021 Jill E. McMullin (Crowell)	1826 Brian D. Wilkins
0619 Arlene L. DesRoches (Burgess)	1431 S. Michele McPhail (Gounce)	0215 Darren M. Wong
1429 Margaret A. Dickinson (Hemphill)	1826 Tonë Meeg	1725 Wendy M. Wood (Hunter)
0619 Alvin S. Donovan	0820 Pamela A. Melanson (Rodgers)	1725 Mary E. Wright (McCaffrey)
0215 Brian B. Donovan	0619 Stephen L. Melanson	
1826 Timothy S. Dow	0820 Irene M. Michaelsen (Pitre)	

The New Brunswick Society of Retired Teachers Congratulates Members of The NBTA Who Are Retiring



*Thank You For Your Service To The
Students Of New Brunswick*

“Retirement Means That It Is Time For A New Adventure”

www.nbsrt.ca



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EACH

Applications can be found
by going to nbsrt.ca



CONTEST

GRAND PRIZE MAGNETIC HILL SCHOOL



"There was a different initiative each month: **September** - Survivor Pool (to generate wellness money) running, walking and work out group after school and at lunch. **October** - Guess the first snow day (to generate wellness money); Running, walking and work out group after school and at lunch. **November** - Tire Shack Brewing Company; Free coffee & tea in staffroom – provided by wellness committee. **December** - Paint Night; Christmas Staff party. **January** - Yoga, cardio workout, snowshoeing. **February** - Survivor Pool (to generate wellness money); Started an activity this week after staff appreciation called, "You have been Mugged". Survivor Idol contest, Zumba class and going out for dinner."

WINNERS!



CREATIVE/FUN LORD BEAVERBROOK SCHOOL



"Our Grade 4 students are becoming Leaders at our school. When they realized that we fell off of the wagon and ate more than usual during Christmas time, the students decided to organize different physical activities for our staff. We, the Wellness Wagon Ladies, accepted the challenge. We were able to participate with them on rotations for Phys. Ed. activities. Everyone involved had a blast! The students and the staff had a memorable Friday afternoon!"

This month we decided to focus on Mental Health with a focus on nutrition. We decided to compose a song and name it, "Say No to Junk FOOD". We had a lot of fun these past 2 weeks singing it during lunch time. This promoted much laughing and giggling in our staff room. The goal was to invite as many staff members as possible to join in with this initiative."

Visit the NBTA Facebook page to see a performance of this song.



POSITIVE MINDSET SEASIDE PARK SCHOOL

"**Monthly Mindfulness Secret Mission.** All staff are invited to wear something similar on one day of the month. We don't tell the students. We take note of the students who are being mindful and comment on the similarities. Those names go into a prize draw. Here we are on Plaid Day!"

We have snack **potlucks** hosted by different teams in the school K/1, 2/3, 4/5 and non-classroom based staff. Here's a sampling of a recent snack spread.

We are fortunate to have a trained **yoga** instructor on staff. Sarah Aucoin has led our staff in Yoga this year. She also hosts yoga club for grade 4 and 5 students.

Our staff **Wednesday Walking club** keeps us active during these cold months by walking after school to some music in the gym!

This year we started **A Little Lending Library** in the staffroom and it has been so successful! Lots of books are being shared among the staff."



CONTEST V

NUTRITION **BATHURST HIGH SCHOOL**

“Staff enjoy a wellness sandwich bar while celebrating Pink Shirt Day, Feb. 26th.”



PHYSICAL ACTIVITY **GIBSON-NEILL MEMORIAL ELEMENTARY SCHOOL**

“Our staff had a Wellness Wednesday lunch hour which involved snowshoeing, hiking, sliding, & skating. We had a great time with our coworkers getting outdoors and being active.”



WINNERS!



HONORABLE MENTIONS ELSIPOGTOG SCHOOL



“Yoga classes were given after school every Wednesday for 5 weeks. We also had a Weight Loss Challenge where people were given eight weeks to lose 5% of their body weight. This was amazing due to the fact that not all met their 5% but still lost pounds. A total of 193lbs was lost among 21 people. Wow! A staff member gave a demonstration on juicing and its benefits along with information on intermittent fasting. A staff social was given on Valentine’s Day at a beautiful chalet. Music was played and snacks were offered. Prizes were given and the staff enjoyed just being able to mingle. Private spin classes were given every Tuesday after school for 6 weeks. The Health and Wellness team organized many different events to reach all areas of wellness. A social gathering offered coffee, tea and snacks to give staff an opportunity to talk and laugh!”

ISLAND VIEW SCHOOL



“The staff at Island View School like to have fun and keep active. Some of our healthy living wellness events have been snowshoeing, boot camp/work out group, and staff vs students basketball game.”

STEMpathy Program Receives International Recognition

By Benjamin Kelly, Caledonia Regional High School

Did you know a New Brunswick school has been judged to offer the single best high school STEM program in North America for 2020? This article explains the win and “the why” for NBTA teachers.

The Future of Education Technology Conference (FETC) just celebrated its 40th anniversary in Miami, Florida. Each year, FETC judges examine hundreds of North American science, technology, engineering, and math (STEM) programs and announce the top three finalists for the elementary, middle and high school divisions. Caledonia Regional High School (CRHS) was selected as a High School Finalist and invited to attend the anniversary event in Miami. Caledonia Regional, along with high schools from New York and Florida, were asked to present their programs live at the conference. Later, on the main stage of the Grand Ballroom, Caledonia Regional was announced as the Top North American STEM Excellence Program for 2020 on the final day of the conference. This represents the first time a Canadian school has achieved the top recognition.

Caledonia Regional offers a program called “STEMpathy.” The program is much more than a fancy name and represents what is felt to be the two most important skills that New Brunswick students can take with them at graduation. New Brunswick has the oldest population in Canada, with a growing demographic of citizens who are aged 65 years or older. Far fewer New Brunswick citizens are under the age of 14. With this imbalance, empathy skills will be essential for students to understand the challenges that people face late in life.

New Brunswick also has a concerning child poverty rate with approximately 31,000 of our 97,000 students living below the poverty line, according to the Human Development Council in Saint John. When supporting citizens who are struggling daily, empathy shines through as the skill students will need now and in the future. By combining STEM skills with an empathy focus, the innovative Caledonia Regional program is not only

preparing students to create a better New Brunswick, but also giving those students a competitive advantage both here at home, and anywhere in the world, with similar challenges ahead. “The world has enough flashlight apps” rings true as the program’s slogan. With growing numbers of STEM initiatives embracing an empathy focus, Caledonia Regional High School and New Brunswick will remain in the spotlight for a long time, for the right reasons! Consider adding empathy education to your programming, and join us in graduating empathetic and future-ready New Brunswickers.



Cupboards to Careers Program: A Pre-vocational, Job Readiness Initiative

By Lori Thompson, Fredericton High School

High school transition plans can be a stressful and difficult process for most students and families. For students with intellectual and physical disabilities, this process involves a plan that has been a couple of years in the making and is supported by several community partners. Part of their transition planning can include providing job experiences in grades 11 and 12, possibly translating into permanent employment after graduation. How can we help ensure these job experiences have the best chance to become employment opportunities for students with physical and intellectual disabilities after high school?

Today, a high school student with an intellectual and physical disability can generally rely on two work experiences through the career exploration and cooperative education programs. This is often supported by our Resource department as many students require additional supports in class or on-site for work experience. With no pre-vocational training in their respective employment interest, students arrive at their work experience in a “fingers crossed” scenario, potentially losing the opportunity due to behavior, anxiety or refusal. Often, these short four (4) months of employment experience in grades 11/12 before transitioning to partners like Jobs Unlimited, is simply not enough. We need to give these students more opportunities to practice, break down tasks, learn a variety of social and customer service skills, and build routines (etc.) before placing them in a work experience. The key has always been to do our best to ensure it is an experience that is successful for future opportunities.

This year, our department decided to provide our students with more time to participate in “ready for work” learning. With the help of a grant received through the Economic Social Inclusion Corporation, I was able to purchase the resources needed to create pre-employment cupboards and to begin creating the program, Cupboards to Careers. The goal of this program is to partner with three employment sectors (hotel, retail, and grocery) in our business community to help students with disabilities acquire essential work skills before arriving at their grade 11/12 work experiences. I have been fortunate to find partners who agreed to fill the cupboards with items and tools for learning the various skills that are essential for these sectors. These amazing businesses immediately understood the goal of the program and fully supported the training of future workers in grades 9-10, long before they arrive at employment electives in grades 11/12. Through this program, students with physical and intellectual disabilities will now increase their pre-employment experience and training to a maximum of 40 months (with approximately 4-months on-site training through their career exploration electives), giving them a chance at gaining and keeping real employment opportunities after graduation.

“The Cupboards to Careers Program has provided my student with a sense of purpose and a growing sense of his potential. These skills will have limitless possibilities for his future.”

– Jenna Eslihar, EST-R

We have many students working in the Cupboards program. One student on my caseload is a bright and capable young man. Through the focus of pre-vocational training of the Cupboards, he is starting to develop a worker identity and a sense of what he can do on his own and with help. He can take direction with fewer prompts and knows when he’s done a great job! What could be better? His educational assistant, Kim Granter, is also feeling excited about the skills he is acquiring and his sense of purpose that is starting to show, “He knows that we are going to clean tables and push in chairs. He grabs the cleaning kit and we’re off! We are getting to a point where he knows what’s expected of him through routine and reinforcement. He’s beginning to correct himself in little ways and he loves receiving praise for a job well done!”

Another student in our department is supported by his educational assistants, Kim Dymond and Nicole Spillman. He’s started using the Cupboards in a variety of ways, but most notably is his skill development of sweeping. His focus and attention to completing the task is improving every day. Kim says, “When we began with sweeping, he was unfocused and didn’t want to complete the task at all. Through making the task manageable and breaking it down, he now has the confidence to complete it using simple direction, point prompting and reinforcers. He’s come a long way!”

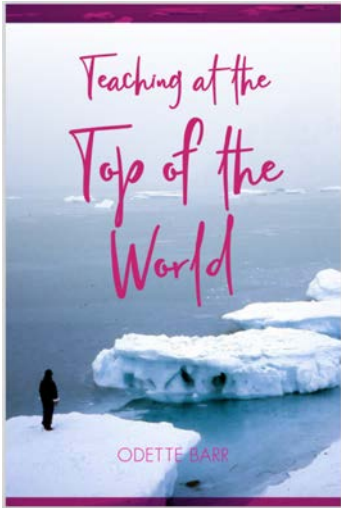
The Cupboards to Careers Program is in its pilot year. We are still uncovering the many ways we can utilize the tools in the cupboards for a variety of learners. Our team is seeing students have a newfound sense of pride and engagement, whether they are completing work tasks with help or on their own. There is a real sense of purpose around readying for work and igniting their future ready goals!

Author’s note: I would like to send a BIG thank to Mr. Paul Cudmore (Sobeys Prospect) and Ms. Janet Pratt (Hampton Inn and Suites) for their support, kindness and partnership in the development of this program. I extend many thanks to Beth Henderson with the Essential Skills Program at the Department of Education and Early Childhood Development for her support and program direction.



Teaching at the Top of the World

By Odette Barr, Course Developer and Teacher, NB Virtual Learning Centre



I have spent the last two decades teaching in New Brunswick, mostly as an online teacher for the Department of Education. However, many years ago I was a classroom teacher, vice principal and then principal in Canada's Eastern Arctic. Having written and illustrated a series of children's books since 2016, I wanted to try my hand at the creative nonfiction genre. I resurrected some writing I did as part of a Master of Education thesis at UPEI some time ago. Long story short? I pitched my idea at a publisher's panel for the *Word on the Street* (Halifax) literary event in September 2018. After

being encouraged by the panel members, I then submitted my manuscript to the Pottersfield Press Prize for Creative Nonfiction the following March. To my delight, I placed second in this national competition and was awarded a publishing contract. The result is my memoir, *Teaching at the Top of the World*.

My partner, YoAnne, and I spent nearly 10 years completely immersed in Inuit culture during the years 1989 to 1999 – the decade prior to the official birth of the new Nunavut Territory. *Teaching at the Top of the World* is the account of our arrival and subsequent experiences as teachers and community members in three different Inuit settlements – Pangnirtung, Hall Beach and Grise Fiord. The majority of the writing centres on Grise Fiord, Canada's most northern permanently-inhabited community, nestled on the south shore of Ellesmere Island. Grise Fiord is a stunningly beautiful hamlet of about 150 people (at that time).

"Someone inside the (Resolute) airport directed us to a poster tacked on the wall near the luggage belt. The poster showed a silhouetted mountain against a midnight blue sky with a few scattered, lit-from-within buildings in the foreground. Grise Fiord, apparently, at noon in January. The man was dumbfounded as to why we were moving there. Gazing at that poster in absolute wonder, YoAnne and I thought it simply beautiful and we were even more anxious to arrive in our newly adopted home."

This memoir is a love story of sorts that expresses great admiration and respect for Inuit people, their culture and the magnificent Arctic landscape in which they live. We learned quickly that to be successful northern teachers, you must enter into the lives of your students and their rich culture in meaningful and significant ways.

"YoAnne ventured into the crowd. Some brave young children edged closer and closer..." "Ilsaiji? Are you the new teachers?" we were asked repeatedly. "Yes! Ilsaiji!" we echoed back with enthusiasm. "What's your name?" Off in the distance, several older students caught my

attention. They walked near the perimeter of the group of people corraling us toward the village's Suburban van. These teenagers appeared more shy and reserved than did the younger children who had approached us earlier. I thought to myself, These must be my students—the new high school class! I smiled at them through the crowd."

This narrative details numerous cultural activities and events within the school context, and celebrates all Northern people, young and old. I reminisce with great fondness about my students and their fascinating lives. I reveal the surprises, challenges and delights facing qallunaaq (non-Inuit) who move to the Arctic.

"The most significant words I had to say that first morning was that I promised to stay with them until the first students graduated with a high school certificate. The room fell silent for several long seconds before one brave soul inquired, "What if it takes a long time?" I replied I was sure that some of them could finish in three or four years. Without realizing it at the time I had announced two critically important pieces of information to that group of students. First, I had shown confidence in them, believing that they could graduate. And secondly, perhaps most importantly, I had promised to stick it out with them for as long as it took to see a high school graduate in Grise Fiord."

YoAnne and I were warmly welcomed into these communities; we were deeply touched by our complete acceptance as a same-sex couple in these remote places. Outside of our regular school day, we enthusiastically participated in any and all community activities; we tried and even developed a taste for Northern foods; we eagerly snowmobiled out onto the land, to take part in camping, fishing and hunting activities; we learned as much Inuktitut language as we could.

"A wide variety of land-based activities was offered to students throughout the years we lived in Grise Fiord: how to build snow shelters and igloos; how to light a qulliq (seal oil lamp) and to maintain its flame; how to pack a qamoutik (sled); how to command and lead a dog team; how to locate animals for the hunt; skinning techniques for ptarmigan, seal, caribou, polar bear and muskox; how to predict weather and read the stars, and where to find fresh drinking water; how to use a Coleman stove and how to prepare boxes of food for camping trips; how to smoke meat; how to cook simple meals while camping; how to make canvas tents, ulus (women's knives), and harpoons; and more."

Teaching at the Top of the World is for anyone interested in Indigenous cultures —Inuit in particular— and the teaching and education of minority cultural groups anywhere in the world. After reading this story, readers will have a realistic picture of what it was like for me to teach Inuit students during this particular period of time in Canada's High Arctic. No doubt, readers will want to experience the North for themselves!

GROWING, LEARNING & LIVING

What's Your Story?

by Greg Peters,
NBTA Staff Officer



NBTA President, Rick Cuming, has often noted that “you can’t do the Bloom stuff until you’ve done the Maslow stuff first.” In other words, we cannot get students to a point of higher-level learning until their basic needs are met. He is right, of course, and the situation we have been facing since Friday the 13th of March is a good reminder that emergency response teaching (and learning!) is inevitably and markedly different than what we do in our classrooms. Returning to school will require some different practices, beyond wearing masks and applying hand sanitizer.

Early on in my career, my mentors said that the most important component of a successful classroom practice was getting to know my students. Seeing them and understanding their lives as three-dimensional people, whose worlds include more than just my history class, has been critical to engaging them in learning. Hearing the stories they tell about their lives and experiences, the things that are important to them, is going to be at least as important in the post-COVID-19 world.

Telling and hearing stories supports the human connection we make with others, and allows us to process and make sense of the things we have experienced. It is therefore important for learning, and is appropriate at all grade levels and in all subject areas. The practice of telling stories allows students to work through their own thoughts and feelings related to a topic and to practice self-expression.

Everyone has a story to tell. They can be long or short, oral or written, funny, sad, happy, or something else entirely. They need not be deeply personal, unless that is the story the teller wants to recount. Consider for a moment what we have all experienced, particularly students: being away from friends and family, routines, and from school which, like it or not, is an important part of our lives. Some will have experienced significant stressors at home including: parents with reduced work and income, the death of a loved one for which there was no funeral or gathering, carrying extra responsibilities at home, on top of the constant barrage of news media broadcasting daily death and infection counts. Adults have a hard time dealing with this, so we can reasonably expect that young people will experience difficulty as they process it too.

It is important to note that not everyone found this time difficult. Some people thrived knowing that they did not have to endure

in-person social interaction on a daily basis, and may mourn the end of family bubbles. Others found that they got more sleep, more exercise, and more quality time with their family. Some stories are funny - pandemic haircuts and ‘basement-casual’ attire come to mind. Those stories are important to tell, too.

Reflective storytelling, where we are encouraged to consider what was learned through an experience we’ve had, could prove to be helpful. Some prompts might include:

How were you able to stay safe during the pandemic?

What did you find most difficult (and not) during the pandemic?

If you could go back to mid-March and start again, what would you do differently and why?

What problems or surprises did you encounter? How did you resolve them?

What were the high points and low points for you?

Did you need help with anything or from anyone during the pandemic? Did you get the help you needed?

These prompts are but a few of the story-starters that we can draw upon. The way they will vary depends on ages and needs of your learners. Having a trauma-informed lens and setting up the conditions for safe sharing can help the storytelling process unfold.

Is there any wonder why we are drawn to stories? It is not just small children at bedtime that need them. Remember to share your own to model the process. My high school students have routinely said that they like it when I tell them stories related to whatever we are studying, and I’m willing to bet your students feel the same, too.

As we begin to think about what September might look like, much remains unknown as of this writing. What we do know is that society will have come through a significant period and everyone will have a story to tell. There is a large and growing body of work on the power of storytelling as a vehicle to support recovery. What’s your story?

TAKING YOUR WORK HOME WITH YOU

by Ronna Gauthier,
Teacher Counsellor

*Professional Counselling
Service for Teachers*

Authors' Note: At the time this article was submitted we learned that teachers were returning to schools during the first week of June. The decision was made to keep the article as written to acknowledge how challenging working from home has been/can be and to provide strategies in the event that we find ourselves in this type of situation again.



The common phrase, “taking your work home with you” has a whole new meaning and a whole new set of challenges that no one could have ever anticipated. The COVID-19 pandemic of 2020 will certainly be one of those defining moments in our history and the teachers of NB are playing a vital role in the shaping that history.

So now, over two months into COVID-19, one of the challenges include managing work from home. The irony of this article is not lost on us, your NBTA Counsellors, who consistently spread the message about “taking work home with you” and how it should be limited. An even deeper layer of this message surrounds the idea of taking work home with you in your “mind”, “emotions” and “body”. We consistently encourage teachers to leave work, and all of the pressures and struggles of the job, at work. Many of you have great strategies to do just this: you set intentions, practice mindfulness, meditate, exercise, refrain from checking emails, focus on your loved ones, spend time with your pets, or make hobbies a priority. You have a myriad of skills and practices that help you maintain that much-sought-after “work-life balance”.

Now, however, work has truly COME HOME! It has unpacked its bag and moved in! So what now? Where is the separation? How do we make this work? What are the expectations? There is no one true, exact or perfect answer to these questions. The fact of the matter is, this “teaching from home” looks different for each and every educator. Consider the following scenarios:

- The educator who has an ill and aging loved one who recently went into a special care home. The loved one is confused and the family is helpless and worried sick;
- The educator who has young children at home that require all of their time and attention because maybe their partner works away or maybe they are a single parent;
- The educator who struggles with mental illness, and the fears of getting sick or the impact of the isolation is significantly activating their symptoms;

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- The educator who has a family or partner dynamic that is very challenging and their “school life” was their sanctuary;
- The educator who has one or more school-aged children in their home so they have the responsibility of making sure their “schooling from home” is taken care of;
- The educator who lives alone and is really feeling the negative effects of the isolation;
- The educator whose family members live elsewhere;
- The educator who lives in rural NB and has limited or no internet access;
- The educator who has a serious illness and they are scared with limited supports and resources;
- The educator who gets energized by being at school, with colleagues and students, who is now feeling exhausted and drained of energy;
- The educator who is worried sick about certain students who are vulnerable;
- The educator whose partner or family member is an essential worker;
- The educator whose partner has lost their income;
- The educator that has a graduate in their family or who planned to retire.

Many educators are struggling right now. The opposite is also true, that many educators are doing quite well during the pandemic. Some are getting more exercise and eating healthier. Some enjoyed the autonomy of scheduling their work day at home and taking advantage of the opportunity to sit down for lunch, taking walk breaks, cooking meals during the day and even peeing when they need to! Some teachers even reported that their levels of stress, as

well as anxiety and depression symptoms, were reduced. The fact of the matter is...no two educators are having the same experience.. Therefore, trying to find a model of "working from home" that is a "one size fits all" is next to impossible.

The good news is, the wellness messaging from our leadership; the districts, the EECD, and the NBTA and NBTf has been consistent! They acknowledge and recognize the unique circumstances of each educator and have stated repeatedly that your health, well-being, safety and family are the priority and of the utmost importance.

So how do we do this? How do we make working from home work if we must return home? Below are a list of strategies and recommendations that educators may consider to help managing the challenges of working from home.

- **SPACE** - Only allow work in pre-determined spaces (home office, den, basement or dining table). It is very important to set up boundaries for where you allow work to exist in your home.
- **SPACE** - DO NOT permit work to enter sacred spaces like the bedroom, bathroom, children's areas, outside during play time or a family BBQ, on the evening hike with a loved one, etc.
- **SPACE** - If you do not adhere to the above, then your "head space" will be consumed by work as you will have no downtime or escape from it. It is in the best interest of your health and well-being to limit where work "lives" in your home so that it is not constantly living in your mind.
- **TECHNOLOGY** - A key component to successful boundaries involves recognizing how work is able to access you. Do you check emails on your phone or tablet? If yes, perhaps you could only check on your computer, or only check at specific pre-determined times of the day. Do families contact you through text or FB Messenger? If yes, you might want to change that practice and use a more formal venue. It is hard to make your phone a personal item if it is also a mechanism that keeps you "on the job" at times when you should not be.
- **TIME** - Set reasonable and attainable work times for yourself and adhere to them. If occasional evening calls or messages work for you and your family, that's fine, but there is no

expectation of this. Evenings, weekends, holidays are sacred and you are not required to answer calls or emails outside of reasonable working hours. If you are "working" and "accessible" 24/7 then you are never "off the clock".

- **TIME** - Many teachers are setting specific "office hours" that they communicate to their students and families. This lets everyone know when they can expect a response from you so it lessens the pressure to respond immediately.
- **TIME** - Take advantage of the autonomy: sit down and eat lunch, go for a quick walk at noon or on your prep-time, do some light housework to keep your "workspace" neat and tidy, or do 10-20 minutes of yoga or playing your favourite musical instrument during the day.

We encourage you to take a few moments and examine how working from home has impacted your life and if adjustments need to be made, make it a priority.

As the school year draws to a close we want to wish each and every one of you a peaceful, healthy and happy summer vacation. Thank you for all that you do to support your students, their families and each other. A special SHOUT OUT to our NBTA School Wellness Reps and Facilitators who work hard to bring wellness activities into your lives. We are not sure what the next school year will look like, but we can be sure that by supporting and caring for one another, we can get through it.

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NBTA Mens' Curling Bonspiel: Jan. 17-19, 2020

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A Cons.		Frank McNeill Mike O'Neill Mark Crowley Maurice Chevarie	Terry Dickson Josh Taylor Owen Dunn Ray Sheehan	Skip Mate 2 nd Lead
B	Johnson Inc.	Peter Taylor Patrice Robichaud Al Bartreaux Ron Badger	Ron Caines Daryl Caines Gary Caines Paul Arsenaault	Skip Mate 2 nd Lead
C	NBTA Credit Union	Ivan Keirstead Leo Sheehy Peter Fullerton Barry Snider	George Burchill Ray Quan Terry Langille Neil White	Skip Mate 2 nd Lead
D		Terry Kilfoil Gary Marsh Mike Bishop Ernie McNeill	Roger Nason John Jamer Brad Douglas Chris Leger	Skip Mate 2 nd Lead



Winners of the NBTA Trophy



Winners of the NBTA Cons. Trophy



Winners of the Johnson Inc. Trophy



Winners of the NBTA Credit Union Trophy



Winners of the D Trophy



CRISIS & TRAUMA RESOURCE INSTITUTE

The Crisis and Trauma Resource Institute has a very active blog with a variety of helpful and interesting articles. Below are links to two blogs that may be of interest to NBTA members.

5 Tips for Supporting Anxious Children:

<https://ca.ctrinstitute.com/blog/5-tips-supporting-anxious-children/>

Supporting Your Family During COVID-19:

<https://ca.ctrinstitute.com/blog/supporting-your-family-during-covid-19/>

We also have a **COVID-19 Resources** page on our website that includes free webinars, videos, audio recordings and handouts.

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