

September 2020
Vol. LXIII No. 1



NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION

Education Leaves 2021-2022

Board of Directors 2020-2021

NBTA Registration Information



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:

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

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Message from the President



Although the theme of this article is “New Beginnings”, it seems strange to use the term because it implies the work ended in June. Your NBTA staff has been providing feedback to and seeking clarifications from EECD throughout the summer months. Senior Leadership of the NBTA, AEF-NB, and NBTf met with the Department of Public Health and WorkSafeNB to get answers to numerous health and safety

questions. Further, your provincial Executive Committee has met throughout the summer in their role of supervising and advising on the affairs of the Association between board meetings, which added teacher voices from across this province to our work. School administrators, undoubtedly, may share this feeling of work continuity, as the work on operational planning and scheduling has likely consumed much of their summer break.

What will certainly feel new for all teachers and administrators will be the numerous changes to safety procedures, operational processes, curriculum and pedagogy, as well as how we will interact with our students, colleagues, and parents. This is the first time in our lives we have started instruction during a pandemic, working hard to prepare for changes that might arise if/when a second wave of the virus arrives.

At the time of writing, it is impossible to say how our “new beginning” will unfold, but it is sure to be a September like no other! However, there is one absolute certainty: the teachers of this province will continue to do everything in their power to assure the safety of their students and they will provide a high-quality education to all learners. Your dedication to the youth of New Brunswick is to be commended, and is certainly not new.

A number of your colleagues have families who will be experiencing some new beginnings as well. Some will have young children starting kindergarten, others may have children who are scared to return to school, or some may have older children moving on to post-secondary education and the uncertainty of what that transition will bring. More than a few will have family members who are part of the vulnerable population. Some of your colleagues, themselves, may be nervous about their return to school with students. In all of these scenarios, it is crucial that we are there to support each other, to lend an ear or a hand, as we all experience the beginning of this “new normal” together.

At the NBTA, we have a few new beginnings with the return of Deputy Executive Director, Ardith Shirley, from her Educational Leave, meaning that we have our full complement of permanent administrative staff in place, and on August 1st NBTA Vice President/President-Elect, Connie Keating (Branch 0216), assumed her seat at the Executive and Board tables.

Your Board of Directors started a new practice in June that will carry forward into this school year. The Board traditionally meets only 3 times per year in October, February and April, but we were able to utilize web-conferencing apps to hold informal meetings via teleconference. While these platforms have their limitations, they also provide an opportunity to further engage your elected leaders in the work of the Association.

Another new beginning to highlight is that initial phases of the process to modernize the NBTA website is underway. Staff are conducting an extensive audit on the current pages and this work will support the eventual redesign and reorganization of content.

As you look through this issue of the *NBTA News*, you might notice that some of our delivery models for member services are shifting in order to respect health and safety protocols as established by Public Health. For example, the annual face-to-face Compass conference for early career teachers will now be a virtual event that will be hosted between September 2020 and February 2021. This multi-platform conference, rebranded as “Uncharted”, will provide more flexibility for registered participants, as they can now attend during real-time or asynchronously. This is but one example of how the Association will adapt its service model as we continue to work together to stay safe. There most certainly will be other adjustments to services and NBTA events as the year unfolds, and I encourage you to stay tuned for details.

Lastly, despite the uncertainty of these times, I know for a fact that the important work we do as professionals must continue to shine brightly. The contributions that you make to public education in New Brunswick matter, especially given your role in supporting some of the most vulnerable members of our school communities who are disproportionately impacted by the pandemic. The “Great News” Facebook initiative will continue this year, and the *NBTA News* will continue to publish teacher-written articles chronicling your experiences from your classrooms and schools. I invite you to share your stories of resilience, courage and “new beginnings” as we all embrace what’s yet to come.

A handwritten signature in black ink, appearing to read 'Rick Cumming'. The signature is fluid and cursive, written over a white background.

Educational Leaves: 2021-2022

Deadline for Applications:
November 6, 2020

Application Forms:
Use Only Forms Marked
“For 2021-2022”

General

In order to advise teacher applicants by the end of January 2021, the deadline date for applications has been established as November 6, 2020.

Special Information

- teachers who have a Schedule B contract and who have completed five (5) years of teaching in New Brunswick by the application deadline are eligible for an educational leave up to one full year. Please note that both short-term and full-year leaves are for the 2021-2022 school year only; leaves for January-June, 2021 cannot be considered.
- in keeping with the Collective Agreement, a teacher on an educational leave shall receive seventy per cent of the salary he/she would have received had he/she been employed during the period of the educational leave in the position which he/she held at the time his/her application was submitted.
- a teacher who is granted an educational leave of six (6) months or more shall agree in writing to return to the field of public education in New Brunswick for a period of at least one year.
- no teacher shall be eligible for a subsequent educational leave until he/she has been employed as a teacher in New Brunswick for a further one (1) year for each two (2) months of an educational leave previously taken.
- the purpose of the leave is stated as follows: “Educational Leave may be granted to a teacher wishing to devote up to a year’s study or study/travel for purposes of retraining, specialization or professional growth.”

Administrative Information

- Application forms and detailed regulations may be obtained from the NBTA website (www.nbta.ca).
- Teachers who have questions regarding an educational leave should direct them to:

Larry Jamieson,
Secretary, Educational Leave Committee
NBTA, P.O. Box 752,
Fredericton, N.B. E3B 5R6
Tel: (506) 452-1721
or email: larry.jamieson@nbta.ca

- Interested teachers should apply to the Secretary, Educational Leave Committee, and forward one copy to the District Superintendent and one copy to

the School Principal. *No applications for educational leave will be accepted by the Committee if post-marked or emailed after November 6, 2020.*

- Applicants shall be advised of the decisions of the Committee by the end of January 2021.

Factors Affecting Selection

Although an educational leave must fall into one of three purposes — retraining, specialization or professional growth — the Committee considers confidential comments and recommendations from principals and superintendents. These comments are usually directed to the benefits of the leave to the school and district and are an important source of information to the Committee.

Other factors that are considered are:

- distribution by district;
- position distribution (teachers, SPRs, vice principals and principals, etc.);
- grade levels;
- past professional involvement;
- years of experience;
- number of times teacher has applied;
- benefit to the school/district of the proposed education leave;
- certificate level of the teacher;
- previous educational leave (see note below).

Note: Some priority will be given to members who have not previously been granted an educational leave without automatically excluding members who have. Other factors such as the number of years since the previous leave, the total number of applications, the experience of the other applicants, and the other criteria listed above shall be considered.

The composition of the Educational Leave Committee is as follows:

Department of Education: two representatives;
New Brunswick Teachers’ Association: Rick Cuming;
Association des enseignantes et des enseignants francophones du Nouveau Brunswick: Gérald Arsenaault;
New Brunswick School Districts: two representatives;
New Brunswick Teachers’ Federation:
Gilles Saulnier; Larry Jamieson – Secretary

This notice is designed to give information to teachers as early as possible. It is merely a synopsis of the more detailed regulations. Interested teachers should read carefully both Article 37 of the Collective Agreement and the regulations established by the Education Leave Committee prior to applying.

NBTA Board of Directors 2020-2021



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0820



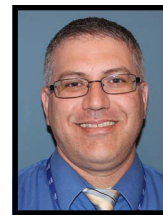
Dan Patterson
0820



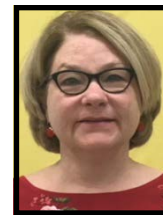
Aldena
Higgins-Harris
1021



Joey Lee
1022



Robert Barrett (alt)
1023



Nancy
Patterson-Hargrove (alt)
1428



Trudy Stiles
1429



Robina Sharkey
1430



Jason Green
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1450



Shelly Lutes
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Curry Winchester
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1538



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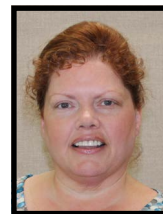
Shelley Ward-Cain
1608



Barbara Brown
1610



Christa Gallivan
1640



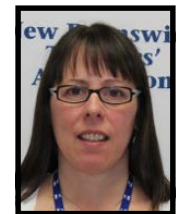
Kynda Bryant
1724



Wendy Peters
1725



Jonathan Hunter
1809



Karla Roy
1826



Greg Peters
1826



Michael Fletcher
1827



NBTA Membership Registration 2020-2021

All teachers* must register electronically at
www.nbta.ca each school year.

This also registers you with the NBTF.

*including Certified and Local Permit Supply Teachers (after working their first day)

Your updated information allows you to:

- access NBTA & NBTF Services & Members-Only Websites
- register for NBTA Seminars, Workshops & Council Day
- vote in NBTA Elections** & NBTF Collective Agreement

**some exceptions apply

**Draws on Sept. 18th & Oct. 2nd for an iPad
+ supplemental prizes**



The names of the teachers who have registered go into each draw.
Register early for more chances to win!



If you are experiencing difficulty registering, contact Carlene Parker at
(506) 452-1833 or carlene.parker@nbta.ca.

All Supply Teachers must register each school year at www.nbta.ca *(after working their first day)*

Visit these websites for more information on rights, responsibilities, and benefits:

www.nbta.ca

Early Career Teachers Services
Supply Teachers ← Legal
Calendars Pension
NBTA Deadlines and Important Dates Teacher Certification
School Calendar Counselling
2020-2021 NBTA Planning Calendar Wellness
Johnson Insurance NBTA Credit

click on:
Supply Teachers



www.nbtffeb.ca

NEW BRUNSWICK TEACHERS' FEDERATION Sign in FR

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Category Year

- Annual Report
- Collective Agreement
- Communiqués
- Focus Express
- Group Insurance
- Negotiations
- Newsletter
- Pension
- Regulations and Policies
- Uncategorized

June 4, 2020 / Group Insurance

Group Insurance Trustees' Newsletter – June 2020

Keeping Well-Being a Top Priority What a challenging time this has been! I never would have believed back in January [...]

Learn more

click on: Publications > Category > Collective Agreement



Members' dues are deducted automatically, whether registered or not.

Registering with the NBTA means you have also registered with the NBTF

If you are experiencing difficulty registering, contact Carlene Parker at
(506) 452-1833 or carlene.parker@nbta.ca.

When balance and exercise is not enough: Understanding and responding to moral distress

by Tina Estabrooks,
NBTA Staff Officer



Welcome to The Leadership Corner, a shared space intended to support the work of New Brunswick school leaders.

Each September, a flurry of school activity creates a buzz that reverberates through the hallways and offers solace to the sorrow of summer's end. The fresh start generates a heightened sense of optimism where teachers and students can embrace all the pleasant possibilities of the new school year. The 2020-2021 start will be different. The uncharted educational terrain will likely create a host of unfamiliar fears, frustrations and emotions. In turn, school leaders are already anticipating an increase in necessary support for teachers, particularly in the area of mental health.

This article provides insight into the concept of moral distress, a phenomenon first identified in the nursing profession in 1984. There is growing understanding that this phenomenon is also apparent in teaching and, if discounted, contributes to a decline in teacher well-being and an increase in teacher burnout. This commentary explains the concept by differentiating it from other understandings of stress and offers a strategy that may prove beneficial for school leaders navigating the unprecedented year of COVID.

Foundational research defines moral distress as *the phenomenon that occurs when one knows the right thing to do but institutional constraints make it nearly impossible to pursue the right course of action* (Burston & Tuckett, 2012). Early research identified moral distress by critiquing the emotions of nurses who, as part of their responsibility, administered treatment which conflicted with their moral beliefs. For example, a nurse could be ordered to provide medication to a terminally ill patient that alleviates pain but expedites death. If the nurse has a strong moral code, believing their sole purpose is to preserve life and has no recourse to challenge the order of the presiding physician, they will undoubtedly experience moral distress. It is not difficult to apply this concept to education. It is inevitable that a multitude of new distressing circumstances will erupt as we return to an unusual and uncharted environment. Unless schools create systems that acknowledge and attend to this phenomenon, employee health will diminish.

It is important to understand that moral distress has two phases. The *initial* stage occurs while the event is active. It is that distinct moment when the teacher must do something they feel is wrong. The second stage is considered reactive, also known as "moral residue", and if not addressed, creates a crescendo effect where the painful feeling remains long after and strengthens as new similar situations arise.

To differentiate moral distress from other concepts such as moral dilemma and emotional stress, consider that moral distress is not a self-centered experience; there is a perceived harm to another person (Dudzinski, 2016). Moral dilemma is when an event creates conflict between two moral core values. For example, a moral dilemma occurs when a teacher struggles with the desire to be involved in extra-curricular events, knowing that it comes at a cost of lost family time. In circumstances of moral dilemma, it does not matter which choice the teacher makes because it is a lose-lose situation. Report card writing and parent teacher interviews serve to explain the concept of emotional distress. Here, a person experiences a stressful or distressing situation but core values are not at stake. The research indicates that remedies commonly employed to reduce "regular" stress such as exercise, time off, and counselling are not as effective when tackling moral distress.

Burston and Tuckett (2012) warn that if left unaddressed, moral distress leads to a host of negative consequences. Understandably, teachers will become angry with the system which may result in a deterioration in the quality of their work, feelings of helplessness/depression and, perhaps, a loss of personal confidence. Failure to create a model of response will also increase predispositions to illness, and eventually lead to teacher burnout.

When attempting to address moral distress, one must first acknowledge that people have unique *lived* experiences that influence personal core values. In turn, what creates moral distress for one teacher may have little or no effect on another. Additionally, education serves a diverse population of students, is governed by policy, and is often influenced by political agendas. It would be impossible to implement a systemic approach to satisfy everyone. School leaders who are inclined to tackle this phenomenon must, therefore, create a school-based culture where moral distress is recognized as something requiring a response, develop a process to deconstruct the factors involved and have a process that charts a course of action.

With their work in nursing, Karakachian and Colbert (2017) provide a model to address the phenomenon which has practicality for the teaching profession. Their approach is not rocket science, but it does provide the framework that improves workplace wellness by illustrating an intentional approach to resolve issues. They present *The 4 A's to Rise Above Moral*

“It is inevitable that a multitude of new distressing circumstances will erupt as we return to an unusual and uncharted environment.”

Distress as a responsive and collaborative process that does not compromise core values. Here is a brief overview:

During the first step, **Ask**, the teacher self-reflects to identify whether or not the situation is in fact moral distress. Dudzinski (2016) would profess that, during this stage, it is important to discuss the emotions involved as this honours the suffering and demonstrates concern which improves the engagement necessary to move towards resolution and/or teacher resilience.

In step two, **Affirm**, the leader must accept the personal obligation to resolve the issue. This is not to suggest that the leader can or must prevent further similar situations (remember we cannot always change the system), but a leader must commit to improving circumstances.

The third A, **Assess**, is the step where the source of the distress is identified (i.e. what exactly is it that creates the inner and perhaps long-lasting turmoil), interventions are then proposed and risks associated with any possible action are considered.

Finally, **Act**, is the commitment to a tangible response. It is important to remember that intrinsically teachers benefit from being moral agents and their involvement in the action is

imperative, therefore, school leaders must make the teacher part of the solution.

It goes without saying that improving workplace wellness leads to improved performance. Pondering the inimitable year ahead and the possibility of many uncertainties, one can anticipate high degrees of moral conflict. We “tip our hats” to our school leaders who are tasked with creating a learning environment during this confusing and concerning time.

Remember that “insight into moral distress...assists teachers not only in identifying sources of stress...but in developing their voice as defenders of the best interests of students and public education” (Dudzinski, 2016). As you embark upon the school year, consider the many challenges to arise, the high degree of patience required, and the importance of gathering the collective teacher voice. Remember, wellness is not bestowed but the culture can be created.

We hope you find value in this addition to the NBTA News. We invite you to contribute to The Leadership Corner by sharing your own research and reflection that may serve colleagues across the province. If you have questions or work for consideration, please email Tina Estabrooks (tina.estabrooks@nbta.ca)

“When attempting to address moral distress, one must first acknowledge that people have unique lived experiences that influence personal core values. In turn, what creates moral distress for one teacher may have little or no effect on another.”

Works Consulted:

- Benninga, J., & Sparks, R. (2011). Enhancing teacher moral judgement in difficult political times: Swimming upstream. *International Journal of Educational Research*, 50, 177-183.
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GROWING, LEARNING & LIVING

How Can We Keep Doing Hard Things?

by Ardith Shirley,
NBTA Staff Officer



“Researchers (Cooperrider et al. 1995; Gergen 2009; Orem et al. 2011) have found that we live in a world our questions create because what we ask people determines what they discover and shapes their ability to imagine, plan and create their future reality.”

~Michelle McQuaid (July 2017)

As some of you may be aware, I am fresh back off a six month (January to June) Educational Leave. During my time off, I explored, talked and wrote on several themes – human and organizational growth & development, leadership, positive psychology, formative assessment, executive coaching, governance, human motivation, communication, equity, teaching & leadership standards, and standards for effective teacher organizations. As part of my UNB programme, I acted as a teaching assistant to Dr. Lyle Hamm (aka Steamer) for an MEd course ‘ED 6009: Responsive Leadership for Culturally Diverse Schools and Communities’. My world as a student researcher and teaching assistant caused me to surround myself with many questions. As McQuaid’s quote above suggests, my greatest challenge came in finding the question(s) that could possibly create a future reality I was interested enough to pursue.

So many questions, so little time...

Like many a PhD student before me, time was both my friend and enemy as the sands of six months sifted quickly through the hour glass. Eventually, the kaleidoscope of topics and themes became clearer and several questions I was curious about began to emerge...

As NB teachers, how do we know when we are doing a ‘good’ job? How do others know? What measures do we use?

How do ‘we’ (teachers & administrators, students, parents, district & provincial leadership, elected representatives, the media and public) define what educational ‘success’ looks like? How do we evaluate our public education system?

Defining the undefinable...what makes us great?

In an effort to improve education for all students, several jurisdictions have been trying to identify the characteristics of good teaching and then design policies to promote them for years now. Developing teaching standards – or a description of what teachers, as professionals, are required to know and be able to do – has become a popular pastime. New Brunswick is no exception.

As a new teacher, I was met with teacher standards à la Charlotte Danielson’s *Framework for Enhancing Professional Practice* (1996). As a new staff member of NBTA I was tasked with providing input on *New Brunswick Standards for Beginning Teachers* (2007), *CAMET Leadership Standards* (2010), *Standards for the Renewal of Principals and Vice Principals in New Brunswick*. In my Executive Coaching Certification, I became aware of the *Standards for the International Coaching Federation*. I am sure my standards list could go on...

In some of these contexts the ‘standard’ discussion was couched in an aspirational tone. It was about defining the work in order to self-assess. The goal was to develop a common language so that those who are part of the profession could build a personal professional development plan and be supported. In other contexts, it was about support and training from a source provider point of view. For example, what courses should we assure universities offer in their B.Ed. programs.

Regardless of the intended start point, most of the conversations I’ve encountered stray to the ‘measure’ of an individual compared to the job. Essentially, how do we ‘know’ or ‘prove’ when someone is doing a ‘good’ job?

The reality is, our work as teachers is exceedingly complex at the best of times. Defining it is rather like trying to pin Jell-O to the wall...a messy endeavour and no two attempts will result in quite the same experience.

The missing standard in a profession of heart...

All this thinking about educational standards led me to explore standards of other professions – especially those that were ‘teacher-like’- professions of the heart if you will. I looked at standards for social workers, health care workers, counsellors, coaches, and even those who are called to ministry. It was during this activity that I had an epiphany - almost every other ‘helping’ or ‘heart-full’ profession has a set of standards with self-care at its foundation. The message is therefore clear - if I am to do my job well, **maintaining my health and wellness is a key professional responsibility.**

I see your fear and it's big. I also see your courage and it's bigger. We can do hard things.

~ Glennon Doyle

Once I came to this awareness, I have asked myself more questions...

- *Why is it that we seem to celebrate the teacher that is so 'committed' they never take a break?*
- *Would knowing that looking after ourselves and maintaining balance in our lives was a job requirement and professional expectation of our work change this martyr mentality?*
- *What if the health of students and teachers were a measure of educational success in our system?*

Setting reasonable standards for ourselves...

After a lifetime of living and working with and for teachers there is one thing of which I am confident...no one can set a higher standard for teachers than they will set for themselves. Even when it is to their own detriment. Perhaps it is this knowledge that has led me to propose to you perhaps the most important question to consider: **'How will I maintain my health and wellbeing so that I can be up for all of the challenges this school year will bring?'**

Negotiating our 'New Normal'

Speaking of the challenges, I've avoided using the word COVID until now. I will confess that for someone who thrives on human connection and is a hugger, this pandemic has been a struggle. It has removed or minimized my favorite parts of the work and amplified my least favorite. That leads me to this question: *As school begins during a pandemic, how do we as teacher leaders negotiate this 'new normal'?*

While I can't pretend to have the answers, I will end as I began, on the theme of asking the right questions. The following is an excerpt from Michelle McQuaid, a best-selling author on workplace wellbeing, recent Instagram post:

Lately, our team has been asking some messy questions, with even messier answers.

Works Consulted:

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- *How do we make space for pain, without falling into despair?*
- *How do we continue to experience joy, when so many of us are suffering?*
- *How do we make and measure progress when our targets shift with every news cycle?*
- *How do we keep showing up when we really don't feel like it?*
- *How do we know when we shouldn't show up?*
- *How do we balance our courage and fear?*
- ***How can we keep doing hard things?***

Perhaps this last question is the only for which I will offer any response:

"We can do hard things.

We humans have an uncanny ability to learn. We grow. We overcome. We adapt. We rest.

We change our minds. Make amends. Laugh. Blow milk out our noses when laughing. We plan. We cease. We strive.

There is no end to what we can do."

by Glennon Doyle from Carry on, Warrior

I believe in you! I believe in us!

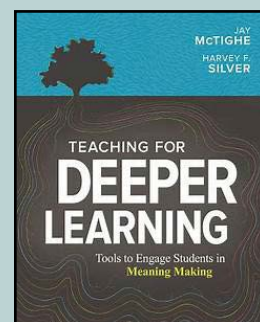
Virtual hug,



Book Give Away:

Tweak your interest?

Drop me an email (ardith.shirley@nbta.ca) with the subject line 'Book Giveaway' and you will be entered to win a copy of *Tools to Engage Students in Meaning Making* by Jay McTighe & Harry Silver!



Uncharted *when there is no compass*



September 2020 - February 2021

Virtual Conference Goal: Support for early career NBTA members as they develop their professional identity and practice in uncharted educational times.

Target Audience: Any NBTA contract or supply teacher member within the first five years of teaching.

Conference Format: Virtual interactive sessions will be hosted between September 2020 and February 2021. A monthly calendar with session topics and dates will be available beginning September 1st. Sessions will be recorded for members unable to participate in live events.

Conference Fees and Registration: There will be no cost to participate in virtual conference sessions. However, members will be required to register in advance for sessions.

Further details will be available at www.nbta.ca after September 1st.

Supply Teachers



Proud members of the New Brunswick Teachers' Association

WELCOME

The NBTA welcomes hundreds of new certified supply teacher members to the profession every year. As a member of a professional association, you have access to a variety of products and services designed to support and complement your needs at every phase of your teaching career. Professional association benefits for certified members (not on a local permit) include:

- Advice on certification, professional obligations, pension and legal issues
- Access to provincial and local professional learning opportunities organized by your Association
- Funding support for professional learning opportunities
- Membership and participation benefits in your NBTA local Branch
- Voting rights

Activating your membership

Don't want to miss out on a day of the advantages named above?

REGISTER

You are eligible to register as soon as you teach your first day. Registration must be done each year. Please go to www.nbta.ca to register and contact Carlene Parker (carlene.parker@nbta.ca) if you have questions about registration.

5 Grants Valued at \$1500 each to be awarded to teams of NB teachers!

Teacher Designed Professional Learning Grants 2021

What is a Teacher Designed Professional Learning Grant?

TDPLG is an annual school-based professional learning opportunity funded by the New Brunswick Teachers' Association. NBTA will award five \$1500 grants for the calendar year January 2021 – December 2021. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online beginning November 9, 2020. The November edition of the *NBTA News* will provide further details concerning selection criteria and grant requirements.

Deadline to apply is December 9, 2020

Uncharted: When there is no compass

by Kim McKay,
NBTA Staff Officer



What do you do when you are in uncharted territory and you do not have a compass?

Navigating the professional world of education in an era of COVID-19 is complex, and no doubt disorienting, for all educators. Fortunately, as years of experience accumulate, a teacher's skill level and strategy set evolve as well. While many seasoned teachers will return to New Brunswick classrooms in September and draw upon that experience, NBTA's newest members, our early career teachers, are truly in new, uncharted territory.

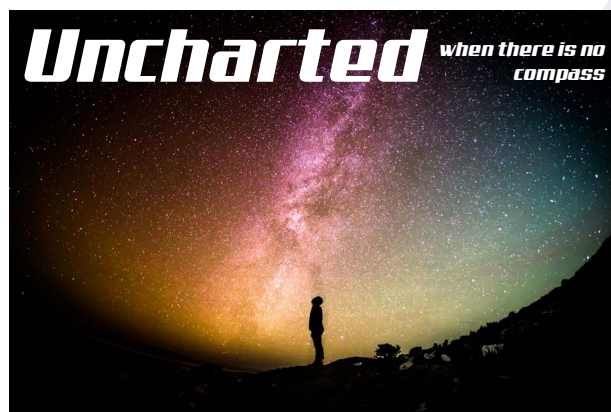
My thirty-year journey in New Brunswick public education has afforded me the great opportunity of working in a variety of roles with early career teachers and I have spent a significant amount of time considering the elements required to develop a professional identity. The answer is complex, and more so in a time of COVID-19. What will have meaning, relevance and resonance for an early career teacher?

NBTA takes pride in providing support to our early career teachers. POINT (Professional Orientation and Induction of New Teachers) has been in existence for nine years and it is the banner name for any activity or event that NBTA funds in support of new teachers. Each NBTA Branch has a

POINT liaison who takes the lead in organizing a welcome contact as well as a follow up event mid-year. The signature provincial event for the last seven years has been the COMPASS CONFERENCE: Early Career Teachers Navigating the Professional World of Education.

When the NBTA offices re-opened in May, planning for Compass 2020 began with a Zoom meeting of provincial POINT Representatives. These tireless and determined volunteers proposed that the annual conference become virtual. NBTA has never hosted a virtual conference and it quickly became apparent that, as an organization, we were entering our own uncharted territory. Thus, as early career members chart their course in a new profession, and as NBTA turns new ground on the conference format, the theme "Uncharted - when there is no compass" evolved.

Further details about the conference are provided elsewhere in this edition of the *NBTA News*. However, as we grapple with Return to School requirements, plan for the academic needs of students, and protect the precious mental and physical health of all who work and learn in our schools, it is worthwhile asking of all: what's meaningful, resonating, and relevant? The answers will be the guide to charting this unknown territory.



Welcome to the teaching Profession!

NBTA, as the Professional Association, is pleased to offer support specific to the needs of our early career teachers. Part of that support comes through POINT - Professional Orientation and Induction for New Teachers. Each NBTA Branch has a POINT

Liaison (pictured below) who takes the lead in organizing a Branch welcome, as well as a mid-year follow-up. Thank you to our POINT teacher volunteers who help make new teacher support possible.



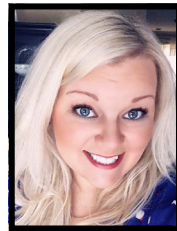
Debbi Sloan
0214



Joanne Jardine
0215



Melissa Steeves
0216



Kerri Ryder
0217



Shane Tremblay
0618



Jillian Kiervin
0619



Stacey Wood
0820



Jordan Hovey
1021



Sally Cogswell
1022



Heidi Brown
1023



Anne Forestell Wilson
1428



Andrea MacInnis
1429



Beth Corey-McCreedy
1430



Danielle Fillmore
1431



Harmien Dionne
1450



Parise Plourde
1454



Tammy Oakes
1536



Mae Cameron
1538



Sonya McLean
1542



Kelly Sisk Matchett
1608



Elizabeth Price
1610



Ginny Richard
1640



Kelly Harris
1724



Jocelyn Doucet
1725



Angela Lardner
1809



Derek Taggart
1826



Tina Noble
1827

Elementary Council: President's Message

by Paula Smith, Elementary Council President

Welcome to a shiny new school year! As a summer like none other wraps up, I hope you have found opportunities to rest and revitalize, visit with family and friends, and find joy in the little things. Last year in my President's message I wrote about how I have trouble sleeping the night before school begins in anticipation of what will unfold throughout the year. When I wrote that message, I couldn't have possibly imagined a year like the last. As I think about the upcoming year, like most of you, I have so many questions. Some will be answered as the year begins, while others will remain a mystery for some time. This school year will be unique as we face challenges and uncertainties. One thing that will remain constant is the creativity, flexibility, and resilience of teachers across our amazing province. While your September start may well look different than in previous years, I hope that there will be many opportunities for laughs with students and colleagues, and a bubbling excitement for the year to come.

Plans were well underway for Council Day 2020 when Covid-19 forced its cancellation. Your council executive has continued to work hard in preparation for Council Day 2021. They have planned a varied and balanced program to meet the needs of teachers across the province and look forward to welcoming you in Moncton, along with the PE Specialist strand, provided we are able to do so. We continue to welcome suggestions

from our members and encourage them to share their talents when the "call for presenters" is announced. Please reach out to Council members with suggestions for speakers or topics you would like included in Council Day. As you know, there are still many unknowns regarding gatherings for the upcoming school year and as such, some of the activities to support your professional development (such as Institutes) are uncertain at present. Please continue to watch for updates through the NBTA news and website.

New Brunswick is filled with remarkable teachers that work incredibly hard to support their students, families, and colleagues. Each year we recognize some of these teachers at the Elementary Council AGM with Teacher Recognition Awards. I encourage you to nominate a teacher you know who has made positive contributions to school environment, school spirit, student learning opportunities, teacher morale or wellness, individual student development and professional development. Please continue to monitor the NBTA website for information on nominations.

I wish you all a wonderful school year creating connections and making memories with your students. May your year be filled with learning, laughter and many, many adventures!

Ear Savers for Front Line Workers

by Tracey Comeau, Elementary Council

When schools closed in March, on a whim, Venessa Poirier-LeBlanc, a grade 5 French Immersion teacher in Moncton, packed up her 3D printer and brought it home hoping to have some time to learn how to use it. While in quarantine, she noticed what members of a Facebook group with the same printer were making, so she tinkered with her machine to make a prototype to help mask wearers protect their ears.

Her mother worked in a nursing home and was required to wear a mask at all times. Venessa offered to make her some ear savers with her 3D printer, and her mother was the first one to test the creation. Her mother's colleagues started to notice the ear savers and wanted some as well, so Venessa started making more and more every day. Venessa contacted her principal, Nick Mattatall, to ask if she could make more. He was very supportive and encouraged her to make more for the frontline workers in the Bessborough School community.

At the same time, a challenge was sent to students to make their own ear savers. Some students were very creative and used hot glue sticks and pipe cleaners. A first-grade student had a 3D printer at home and began making ear savers to help too. Mr. Mattatall asked for teachers' help by providing names of students whose parents worked on the frontline. Together, he,

Venessa, and Bessborough students made enough ear savers for all those on the list.

In total, more than one thousand ear savers were given to health care professionals in New Brunswick. Teachers and students might have been stuck at home, but they worked hard to offer support to those who were helping our province during the pandemic.



Middle Level Council: President's Message

by Sarah Brooks, Middle Level Council President

Welcome back to what promises to be an exciting school year. I hope that you all had the time to recharge and relax with family and friends. I know that I have enjoyed the weather and I am looking forward to getting back into the swing of things, whatever that may look like this year.

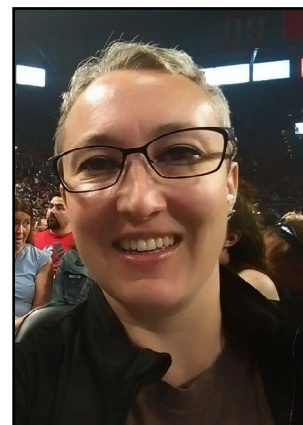
Last academic year was definitely "one for the books". It was a year of unprecedented challenges and upsets to all of our lives here in New Brunswick. Our teachers rose to the occasion when asked to isolate at home and continue their students' education outside of the classroom setting. Since the pandemic began, all those working in the field of education were asked to take on a variety of tasks to ensure the continued education of all students in grades K through 12. You all kept in touch with your students on a consistent basis, sourced out professional learning and educational connections, continually sent out learning opportunities to students while maintaining your own and your family's and mental/physical well-being. I congratulate you all on the admirable job that you did in balancing your quality lessons with the virtual classroom in this new-normal.

As I look back on all of the years I have been on Council, I feel very blessed to have worked with many volunteer teachers who gave their time, energy and expertise to providing us all with exciting professional learning opportunities. These teachers contributed to the growth of our members as educators and leaders and have participated in committees that have helped mold the decisions of our professional association. As my last year as President begins, I wish to thank each of them for

their inspirational guidance and support they have given me over the years.

Tentatively, Middle Level Council will be heading back to the Fredericton area for Council Day 2021. Currently MLC is in the early stages of planning and will be consulting with the other councils and the NBTA on the structure of the day. Please make sure to check out upcoming issues of the *NBTA News* and the NBTA's Facebook and Twitter pages for the latest updates on Council Day 2021 and the format in which the day will be presented. If the opportunity for individual sessions is viable, I would encourage you to consider presenting in May – we have all seen many amazing projects and creative teaching strategies here within our own membership (there is a lot of expertise here within our province).

As we settle down into a new style of routine this year, I wish you all a fantastic and adventurous school year as you build strong relationships with new students, parents and colleagues. Remember to also make time for yourself – while it is important to create/source out new resources and teaching tools that you would like to use in your classrooms, your own self-care and healthy mindset are a key in learning too.



High School Council: President's Message

by Trudy Stiles, High School Council President



On behalf of our High School Council I would like to welcome you to a new school year. While we could have never imagined our current situation and the impact it is having on the education system and teachers, I know you are all happy to be back in your classroom, with your kids, and working through the challenges that come with it. Although Council Day was cancelled, you council members are still working to provide new online professional learning opportunities and plan for the year ahead. We do hope you take advantage of them as they come along.

I wish you well during the upcoming year and remind you to take care of yourself and your family.

High School Council Science Institute

by Alice Walker, High School Council

As with everyone else, your NBTA High School Council Executive has found that they have had to do things a little bit differently this year. However, even with the postponement of our Council Day last May, your Council members have not been idle. Along with planning a bigger and better Council Day for 2021, we have also been putting together Institutes to provide professional learning for our members around the province.

The last institute, Incorporating Inquiry-Based Lab Activities for Science in an Online Classroom, occurred on August 25-26, and in keeping with how a lot of us are now conducting our business, it was held online. Through discussion with high school science teachers it was determined that one of the greatest challenges during our online teaching last spring was the inclusion of meaningful activities to keep our students engaged that they could do at home. Although we are all excited to see our students in person this coming year, at least part of the time, it is hoped that the tips and tricks given in this institute can be useful both virtually and in the classroom.

The Institute ran from 10:00 am until approximately 1:30 pm on the two days using ZOOM and was conducted by a number of professors and scientists from around the Maritimes and Canada who are volunteering their time and expertise. Topics included discussions on the importance of Inquiry Based Science, Virtual labs and real-world examples of activities that can be conducted by the students and teachers. The presenters come from Earth Science and Physics backgrounds but many of the topics can be adapted to fit into a variety of science classrooms. We are pleased to report that 50 teachers registered to take part in this meaningful opportunity.

If there are any other suggestions for Institute topics that you would like to see offered in the future, please do not hesitate to contact our Institute Chair at alice.walker@nbed.nb.ca



Professional Development Workshop for NB High School Teachers
Presented by the NBTA High School Council

INCORPORATING INQUIRY-BASED LAB ACTIVITIES FOR SCIENCE IN AN ONLINE CLASSROOM

To Register, please email Alice.walker@nbed.nb.ca by June 19

Tuesday, Aug 25 and Wednesday, Aug 26 at 10:00 am

OBJECTIVE: One of the biggest challenges to teaching science online is the effective integration of lab activities. How can teachers make the online lab exercises as meaningful as students would experience from face-to-face instruction?

ORGANIZERS: **Alice Walker**, NBTA High School Council Committee, Teacher, Bathurst High School (alice.walker@nbed.nb.ca)
Ann C. Timmermans, Instructor and Curator, Department of Earth Sciences, UNB (ann.timmermans@unb.ca)
Dan Trojand, Teaching Support and Outreach Coordinator, Department of Physics, UNB (dtrojand@unb.ca)

LOCATION: ZOOM (this is a virtual workshop)

COST: \$FREE
Registration is Required
Prize Draws!



Council Day 2021: May 7

Elementary Council Day
+ Physical Education Specialists Strand in Moncton

Middle Level Council Day
+ Art Specialists Strand in Fredericton

High School Council Day
+ Music Specialists Strand in Saint John

The Canadian Teachers' Federation: Project Overseas



Project Overseas (PO) is a joint endeavour of the Canadian Teachers' Federation (CTF/FCE), its provincial and territorial Member Organizations (including the NBTA), and partner organizations in developing countries. Fifty-nine years ago, the CTF/FCE's Project Overseas began when Penny Banks and Clark MacDonald, two experienced teachers from Canada, stepped off of an airplane in Nigeria.

On that day in 1962, Banks and MacDonald would have had no notion of the development cooperation program that was beginning. They could not have imagined that, over the many decades that followed, thousands of teachers from all corners of Canada would collaborate and learn with colleagues from developing countries around the world. They could not have envisioned the tens of thousands of local teachers who would be trained in instructional strategies, gender equality, health and wellness, and labour rights. They could not have foreseen the professional and personal relationships that would bridge cultures and time zones and years. In short, they could not have had any idea of the impact that PO would have on educators and schools and communities and nations.

Each July over these past fifty-nine years, educators from Canada who are participating in PO travel and collaborate closely with colleagues throughout the developing world. Together, they co-plan and co-deliver professional development workshops for local teachers. PO seeks to improve teaching and learning around the world and to promote equitable, high quality, publicly funded education for all.

Over the decades, the program has had an immeasurably positive impact on local teachers who – without PO – would receive no professional development at all. Just as all children deserve a quality education, the CTF/FCE firmly believes that all teachers deserve to have the opportunity for quality



professional development. By participating in PO, Canadian educators become part of something much bigger than themselves. They become part of a movement that strives for quality education and for gender equality and for human rights in general throughout the world. When these educators return to their homes and their schools, they are transformed both personally and professionally.

For the first time since 1962, PO did not take place in 2020. Although COVID-19 made this year's program impossible, the CTF/FCE looks forward to building a better PO for 2021. PO 2021 may be the most important program in its 59-year history. After the pandemic, the political, economic, and social structures of countries around the world will need years to recover and reform. Only through education – for this generation of both teachers and their students – can nations hope to rebuild successfully in a post-COVID-19 world. Along with all of its partner organizations, the CTF/FCE seeks to help create societies that are more equitable, more prosperous, more peaceful. Education is at the foundation of these societies, and teachers are the ones who will lay these foundations. Canadian educators, working and learning in solidarity with their international colleagues, will contribute to the training of those teachers through PO. The impact will be enormous.

Penny Banks and Clark MacDonald, those first two PO participants in 1962, showed courage and vision in helping to establish a program that has benefited so many. The CTF/FCE is honoured and humbled to continue to work closely with the NBTA, with its other Member Organizations, and with educators from coast to coast to coast on international programs. Together, through PO and other programs, we promote quality education, advocate for gender equality, and strengthen the capacities of teacher organizations around the world.



The CTF/FCE celebrates its 100th anniversary in 2020. For more information on the CTF/FCE, please see www.ctf-fce.ca. More details on Project Overseas is available at www.ctf-fce.ca/what-we-do/international-development-cooperation/project-overseas.

Deciding to Retire during a Pandemic

by Michael Ketchum,
NBTA Staff Officer



COVID-19 has changed our world. This virus has changed how we live our lives even here in our small towns and villages of New Brunswick. Teachers are not immune to this virus, both literally and figuratively. Some teachers in our province have lost loved ones, others have experienced isolation for 14 days or longer, their wedding plans have been changed, and their summer holiday plans may have changed as travel outside the Atlantic region has been mostly nonexistent. The virus continues to influence most of what we do, including decisions about retirement.

The 2020-2021 school year will be the last year of teaching for some teachers. A year of COVID is quite a way to end a career! How does one decide if this is indeed the year to retire or not? This is often a very difficult question for a teacher who has lived the routines of school life for possibly 30 years or longer. The decision to retire is actually more of an evolution rather than deciding to go for a walk or figuring out what to have for supper.

There are many factors to be considered when a teacher is trying to decide if this is their last year of teaching or not. A few of these

include personal expenditures, mortgage payments, children in university, aging parental care, retirement of spouse, personal health, and job satisfaction. One should also have a retirement plan, which could include traveling or working part time, etc. Retirees have consistently shared that having a plan for the first year of retirement is important and that things will evolve in the years to follow. Many also say they wonder how they worked as they are so busy being retired. Teachers normally begin considering retirement a number of years prior to their final year of teaching. Eventually, all of these factors lead to a retirement date. Sometimes this date fluctuates, but eventually teachers know/feel that it is time to retire. The final decision is a very personal one that is often made in consultation with those who are close, but ultimately it is an individual decision.

The teacher welfare team at the NBTA can advise and assist with the pension numbers and the retirement process, which in most cases is actually quite simple. Until it is time to retire, remember to enjoy the students and the excitement they bring as they return to school.

Pension Information

2020-2021 Pension Seminars suspended until further notice due to Covid-19.

For individual pension information contact
Michael Ketchum, NBTA Teacher Welfare Services
(506) 452-1722 michael.ketchum@nbta.ca

Information for supply teachers
Purchase of service process

Pre-retirement vacation
Retirement eligibility



“Great News Stories”

on NBTA’s Facebook

There is always something newsworthy happening in the schools of New Brunswick!
Share it with us and we will spread the word about these wonderful initiatives.
We know you are busy, but even a good photo and a three-line caption is all it takes.



**Belleisle Elementary
Literacy Week Dress-up**



**Sussex Elementary
Free Turkey Dinner**



WIN MONTHLY AND ANNUAL PRIZES for the most shares

Send your NBTA Facebook page submissions to
nbta.communications@nbta.ca and once you see that it has been posted, start sharing!

A Year (and then some) of Learning

by Greg Peters,
NBTA Staff Officer



In April 2019, the NBTA Board of Directors hired me for a 16.5-month term as a staff officer which launched a year of learning unlike any other I have experienced. As I wrap up my work at the NBTA and prepare to return to the classroom this September, I am thankful for the opportunity to serve our members and to work with such a strong group of consummate professionals.

If you are a regular reader of these pages, you will know that the last 18 months have brought significant changes to our association. Recent permanent hires (Tina Estabrooks and Chantal Lafargue) filled permanent vacancies when Melinda Cook and Blake Robichaud retired. I was hired to cover sequential Educational Leaves by Ardith Shirley and Kimberly McKay. These changes have meant that we have all had to quickly learn new things in order to keep up. There will be more changes in the future as other retirements loom and these transitions will require planning in order to ensure that members receive the services they need and that teachers' voices continue to be heard.

With several years on the NBTA Board and Executive Committee I thought I knew a lot about the organization before arriving for my first day of work, but every month presented new challenges and opportunities to learn about our profession. There are several lessons that have been reinforced for me over my time at NBTA.

Lesson number 1

Teacher volunteers are the backbone of the organization.

Coming from the Board, I had always understood the importance of ensuring that the voice of our members was foremost in our minds when we discussed the issues of the day. Those voices are paramount in the minds of the NBTA's staff, as well. The NBTA does not exist independently of its members, and without teachers there is no association. All told, there are nearly 400 teachers who are involved in a formal arm of the organization (branches, provincial committees, and/or councils) and that kind of involvement is critical for the NBTA to function. There are, however, a myriad of other ways that teachers can contribute to the work of their Association.

The most important work is what thousands of teachers do daily in their interactions with students, parents, the community at large, and among our colleagues. Modelling the Code of Professional Conduct, mentoring early career teachers, supporting a colleague in their professional practice, becoming "connoisseurs of teaching", and staying engaged with the issues facing public

education in New Brunswick are critical to raising the status of the teaching profession. Being intentional about doing these things makes a difference, and there is as much responsibility available as someone wants to take on.

Lesson number 2

Most members never see how much work gets done to advance the cause of public education.

Supporting early career teachers, supply teachers, and professional learning for our members was what I expected to do, and that encompassed much of the workload. A significant amount of time was also spent representing teachers' voices at the EECD as they developed a variety of initiatives. This work is often done quietly, behind the scenes, and requires developing good relationships with the people who run the education system. The job of staff is to say what teachers would say if they were in the room, and to never leave the discussion table. One of NBTA's Objects is to cooperate with all those with a stake in public education and, to that end, staff will continually advocate for the needs of teachers and the education system at every meeting they attend. Very often, the version of a document that teachers see has gone through many drafts that NBTA staff officers comment on, raising concerns and making suggestions before the final version is released. While the NBTA is not always successful in getting the changes they would like to see made, staff continue to diligently engage in the process.

Lesson number 3

We are partners in the public education system.

The NBTA partners with numerous organizations in the advancement of public education and staff are always happy to talk with anyone with an interest in the system. The NBTA's obvious partners are other teacher organizations in NB and beyond, including the Federation and AEFNB, as well as other provincial and regional associations and the Canadian Teachers' Federation. Less obvious, but no less important, are New Brunswick's universities and community organizations with a stake in what happens in public schools.

A regular partner that NBTA checks in with almost daily in one way or another is the EECD. This partnership manifests itself in regular conversations and meetings at all levels of the department on an ongoing basis. The NBTA's relationship with the EECD is one of 'critical friend' in which dialogue and honest feedback are provided about important issues. The NBTA staff begin with

“...I thought I knew a lot about the organization before arriving for my first day of work, but every month presented new challenges and opportunities to learn about our profession.”

the belief that everyone wants schools and the public education system to be successful and that all are working diligently to the best of their ability to make that happen. Those relationships were never more important than during the first few months of the pandemic when conversations were occurring almost daily and continue now.

Lesson number 4

The administrative support staff are integral to the work NBTA does. I have had the opportunity to work alongside of some incredibly talented, knowledgeable, and dedicated individuals throughout my career, but the support staff at NBTA are second-

to-none. They are often the first people you see or the first voices you hear when you contact NBTA. They create most of the things you see and read, and keep the Association functioning on a daily basis. Staff Officers simply could not do their jobs without the support provided by this enthusiastic group of professionals. They care about our members, work hard to ensure that they receive services in a timely manner, and make coming to work here an absolute pleasure.

As my time on NBTA staff comes to an end, and I return to my classroom at FHS, my attachment to and involvement with the organization will certainly continue for many years to come.

NBTA Board of Directors met in February 2020.



Fostering Wellness This Fall



Ronna Gauthier

ASD-South
1-888-563-3938
(506) 634-2901

ronna.gauthier@teacherwellness.ca



Michael LeBlanc

ASD-West
1-800-561-1727
(506) 462-0208

michael.leblanc@teacherwellness.ca



Lisa Calhoun

ASD-North and ASD-East
1-888-763-5050
(506) 855-5243

lisa.calhoun@teacherwellness.ca

For those of us in education it has been a roller coaster ride for the past seven months and perhaps it feels like we are still on it.

There have been so many changes and challenges that we have had to navigate. Teachers are routine oriented by nature and there is so much change to deal with these days in all areas of our lives. This constant adjusting, re-adjusting, and uncertainty increases the stress response in the body - it is draining both physically and emotionally.

As we are ebbing and flowing through the ups and downs of returning to school, fostering self-care is more important than

ever. Make a commitment to yourself and your well-being. Take a moment to assess your current self-care practices. Which ones can you keep and which ones should you let go? Continue self-care practices that have worked for you in the past 7 months - safeguard these and transfer them to your school year as best you can. Consider letting go of practices that do not contribute to you being your best self.

You have made it this far - and you will get through this next stage by taking care of yourself along the way. If you need some ideas, on the next page you will find tried-and-true self-care practices you can use.

“You have made it this far - and you will get through this next stage by taking care of yourself along the way.”

Self-Care Checklist

- Reach out for support if needed - contact your ‘teacher counsellor’, utilize your EFAP program
- Know who in your life you can reach out to for support when you are struggling
- Know the people / places / things you should avoid because they are draining
- Utilize your Johnson Group Insurance by booking self-care appointments like massage, chiro, physio, reflexology (at least 1 per month) - many of you may still have a lot of coverage left this year
- Recognize when things are tough and be gentle and kind to yourself
- Maintain your social connections with family and friends whether in person or by video
- Focus on your own state of mind and body - remember the mind/body connection!
- Do not check emails during the evening
- Practice good sleep hygiene
- Boost your immune system with healthy food choices
- Figure out the top 5 go-to activities that add to your self-care

Things you can do at school for your Wellness

- While showing care and compassion for your students, make sure to save some of that for yourself throughout the day
- Learn one breathing technique to calm your anxiety and get / stay grounded
- Teach your students a breathing technique that works for you- you will both reap the benefits
- Create a transition routine before you leave school / on your way from work to be present when you arrive home
- Take time to eat a healthy lunch
- Take a 5 minute walk to clear your head
- Partake in school-based wellness initiatives / activities
- Do a quick 10 minute workout / stretch / yoga / meditation in your classroom at lunch and / or after school
- Leave school at a reasonable time
- Let go of the things you can’t control

*Well-Being:
It's within your reach...*



@wellteacher235



NB Teacher Wellness

www.teacherwellness.ca

The **Loran Award** is Canada's largest and most comprehensive four-year undergraduate merit-based award. The award is unique in that **it's not a reward for past accomplishments, but an investment in a potential future path of high impact.** We do not provide a scholarship in the traditional sense of simply providing funds to pay for school. While Loran Scholars do receive annual living stipends and tuition waivers at partner universities across the country, it is its enrichment opportunities that set it apart, including one-on-one mentorship with Canadian leaders; funding to access summer experiences in Canada and abroad; the opportunity to connect with other high-potential youth through scholar gatherings; and an engaged and supportive alumni network. Our mission is to support these students in realizing their potential and promote their growth as leaders who are committed to giving back.

We look for qualities that a transcript alone cannot show—strength of character, a deep commitment to service, courage, compassion, and an entrepreneurial spirit. Sometimes this comes through in the student who shines in the conventional high school pursuits, but just as often it is found in the student who flies under the radar.

We are interested in the students who see problems as challenges to be addressed and have the inner-directedness to tackle them. They are humble with big hearts, they shun the status quo, and are meaningful risk-takers, team builders, and believers in a brighter tomorrow. They ask interesting questions and listen thoughtfully to the answers.

The students this program seeks may not see anything special about what they are doing—they just do what needs to be done. **This is where you come in.** These students may need you to tap them on the shoulder, hold up the mirror to who they are, and encourage them to apply for the Loran Award. Educators play a critical role in connecting these students with a community that will continue to encourage them to realize their full potential, for their benefit and the benefit of our collective future.

A vote of confidence from an educator can propel a student to do great things. Your faith in them matters. Encourage a student with exceptional potential to apply for the Loran Award.

The application period typically opens in early September and runs until mid-October. For the most up to date information and application details, please visit our website www.loranscholar.ca.

submitted by Loran Scholars Foundation

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& BE ENTERED
FOR A CHANCE TO

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1 OF 6
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As we all adapt to the changes necessary due to COVID-19, car and home insurance should be the last thing you have to worry about.

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Mindfulness in Schools Conference

Join renowned teachers and founders of Yoga in Schools, Jenny Kierstead and Blair Abbass, for two days of mindfulness training that will calm, balance and enrich your life.

Learn how to help your students deal with these challenging times with evidence-based stress reduction techniques, self-regulation exercises and mindfulness practices. This all levels training will provide cross-curricular yoga and mindfulness tools that address students' mental and physical health. Piloted within the school system, Mindfulness in Schools is changing the lives of teachers and students every day.

These 2 days can be applied to the optional 200hr certification, which enables graduates to teach Yoga Grade 11, Yoga for Special Needs, Yoga for Autism and Mindfulness. Graduates of the full 200hr training will receive all Yoga in Schools manuals. With over 1,200 educators certified from across Canada, this is your chance to join this vibrant community and bring yoga and mindfulness to students.

"This program changed my life personally and professionally!"
Daneen Dymond,
Yoga in Schools Graduate, NB

"This course is one of the top two things I have done in my life!"
April Wallace,
Teacher

Program offered on-line and in-person!

Who can attend: all teachers/ specialists & educational assistants.

Dates & Time: February 20 and 21, 2021, 9:00-3:30pm

Location: Delta Beausejour, Moncton

Fee: \$350.00 + HST

"Thank you for giving me access to a new, deeper tool-set for being a better person, parent, and teacher."
Beth W, Yoga in Schools graduate

Double certification of 200hr. Yoga in Schools/Studio dates:
March 27th and 28th, April 24th and 25th, May 29th and 30th, June 26th and 27th, August 9th to the 13th,

Visit YogainSchools.ca for more info.
To register: 902-444-9642 or info@BreathingSpaceYogaStudio.ca

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New Brunswick Teachers' Association
650 Montgomery Street
P.O. Box 752, Fredericton, NB
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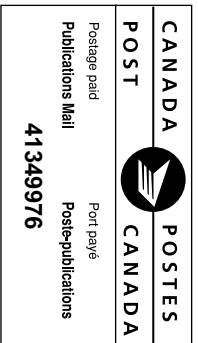
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