

NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



**NBTA Structure and Services Review Committee:
What You Said in Their Survey (p. 4-5)**

NBTA AGM Resolutions Checklist

Riverview High Hosts "Day of Gratitude"

\$1500 NBTA PL Grant Recipients



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 Blake Robichaud, editor of the *NBTA News* by email at blake.robichaud@nbta.ca or nbtanews@nbta.ca.

We look forward to hearing from you!

Deadlines for 2018:

April 2018 Issue: March 15th

June 2018 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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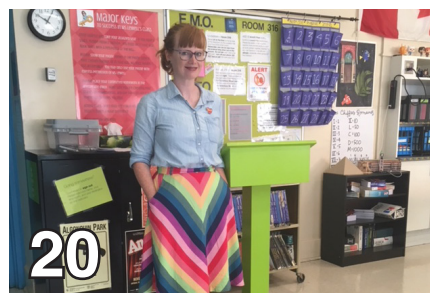
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Time waits for no person! Certainly, this old saying seems more poignant to me as each year passes. I hope you had a wonderful break allowing you to return to your schools fully recharged. The arrival of the New Year so often brings with it resolutions or hopes of personal improvements. I have never been a resolution maker, however,

I do think the changing of the calendar provides us all with a chance to reflect on our lives and personal health. I really do encourage you all to not only think, but also act in making your own situations better in 2018.

Our profession, as we all know well, continues to grow in demands and stress levels. I think this only further reinforces the importance that we all take the time for our own personal health and try to find that work life balance. I know it is difficult, but no one else is going to do it for you. It really is up to each one of us to decide that our own health and well-being is a priority.

Changes in one's life can be major or minor, however the ultimate goal is to put ourselves in a better physical or mental place. We all know what it takes; get more rest, eat better, get more exercise, etc., but many of us fail to really know where to start or how to stick with it. My advice is to pick one goal and write it down somewhere you are going to see it often. My eldest son, from a young age, really bought into goal setting. We would find sticky notes stuck on his bedroom walls and the ceiling over his bed, and we still have a bedroom door with a full list of goals written in marker on the backside of it! A quick paint job can always fix it, although I somehow think it may stay there for many years to come. The bottom line is, set goals, put them somewhere you will see them often, and make them happen!

Some simple things are, get a check-up, take a daily vitamin, find something that makes you laugh daily, and get a massage! Did you know we have massage coverage in our health plan?

Make yourselves a priority in 2018!

Other priorities update:

Policy 322/Inclusive Education – This continues to be our organization's priority with staff and the Executive Committee being actively engaged on this file. While I feel we are beginning to make some incremental steps forward, we must continue to build a coalition of voices to press for improvements in this area. A major step is our shared NBTA/EECD Forum on Inclusive Education scheduled for February 6th.

Integrated Service Delivery (ISD) – In early January, I reached out to all Principals in the province for feedback on ISD and the Child and Youth teams. The essence of that feedback, plus that which I gathered while visiting schools, is being used in my ongoing meetings with EECD officials on potential system improvements.

Copy Right Review - On December 13, a motion was agreed to in the House of Commons to send the review of the Copyright Act to the Standing Committee of Industry, Science and Technology. This motion sets into play the long anticipated parliamentary copyright review. I have been and will continue to lobby our NB Members of Parliament about our significant concern over this issue. We will also continue to work closely with CTF to ensure that the national teachers' voice is heard in Ottawa.

Psychologists – I continue to work with the College of Psychologists, Association of School Psychologists, along with government officials to find solutions to our recruitment issues. I remain hopeful that our combined efforts will result in positive outcomes.

A handwritten signature in cursive script that reads "George". The signature is written in black ink on a white background.

Thank you for Responding NBTA Survey on Structure and Services

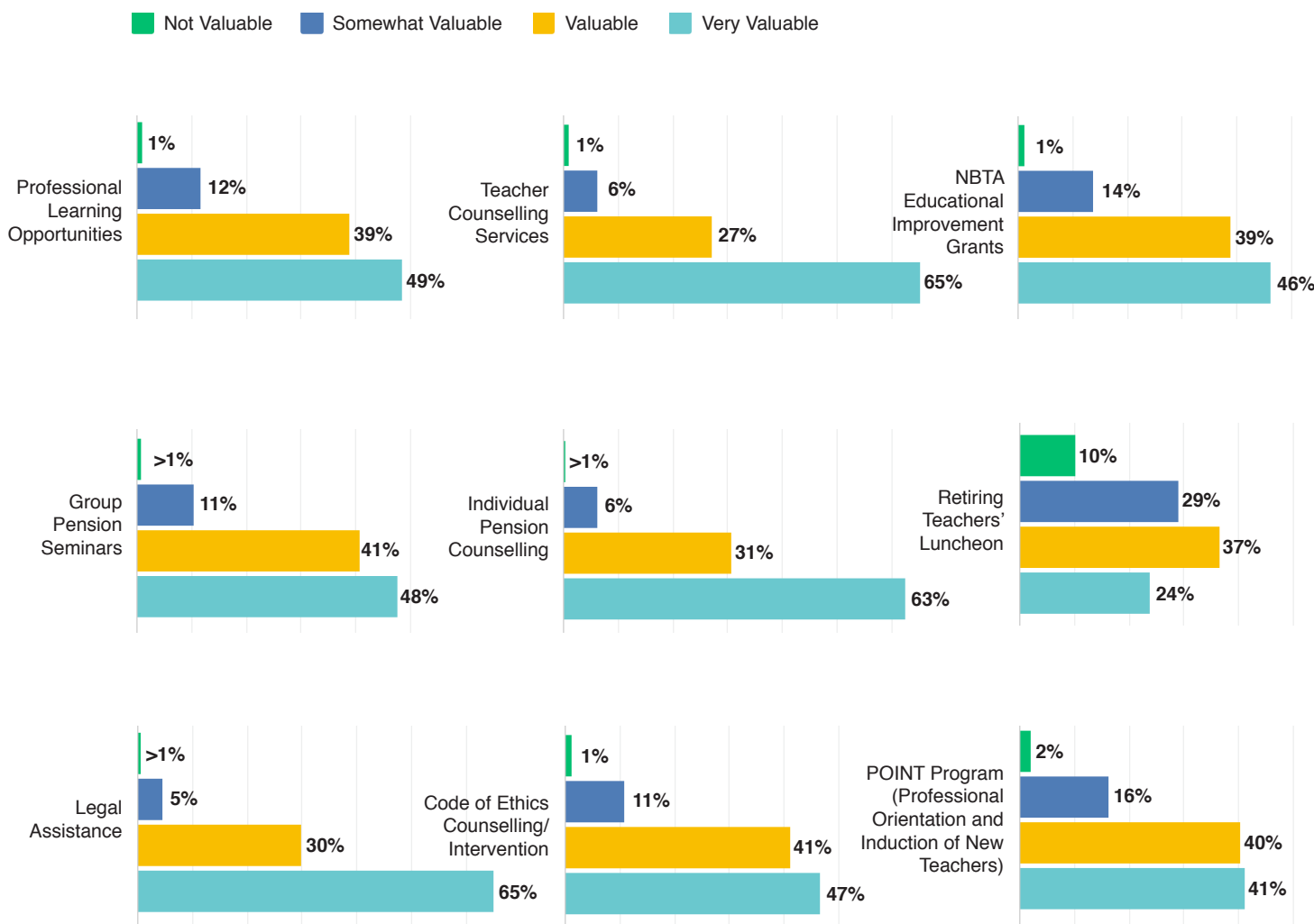
In October 2017, 1220 members spent approximately six minutes of their time completing a survey developed by the NBTA Structure and Services Review Committee. This Committee, comprised of full-time teachers who will volunteer six days of their time over a two-year period, are assisted by former Association staff members Bob Fitzpatrick and Nancy Roach, and will make recommendations to the Board of Directors later this year. The survey was an essential part of their research, and a response rate of around 20% has been helpful. As teachers gave time from their busy schedules to answer the questions, we felt it was important to share at least some of the results. Space limitations, however, do prevent publicizing all of the data.

Questions 12 and 15 relate to the perceived value of various NBTA services, and there appears to be a significant amount

of support. At the same time, it is useful to know areas where improvements might be warranted. Question 24 has been shared here because, of the teachers who responded, almost 20% said they had served on a provincial NBTA Committee. That is a staggering level of participation and contribution. Their input is vital in aligning the work and positions of the NBTA with the realities of our schools. Question 25 is about as basic as it gets. Ten times as many teachers reported a high level of trust in the NBTA compared to those expressing that their level of trust is low. This is a positive response, but 32% stating they only have moderate trust is certainly something that needs to be improved.

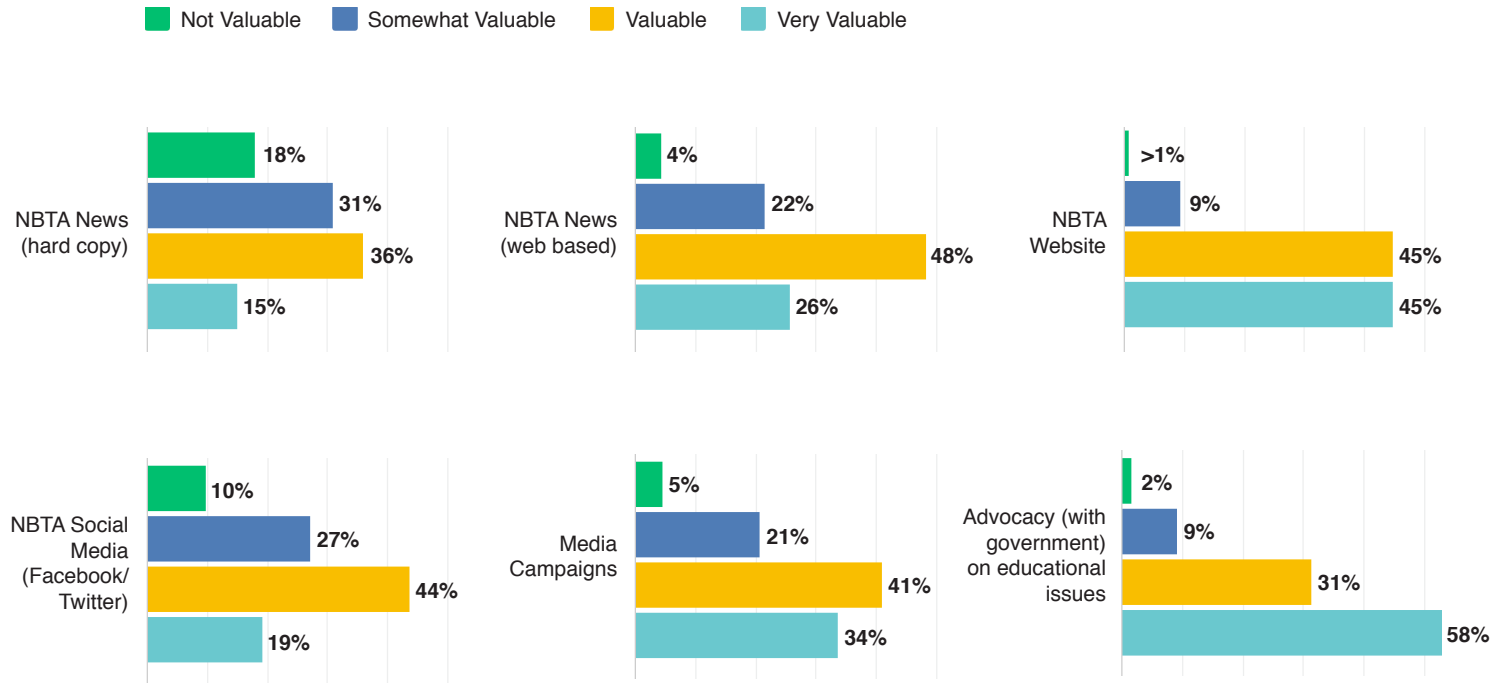
The NBTA Board of Directors will have full access to the survey data, although, of course, individual responses are completely confidential.

Q12. How valuable do you consider each service to be to NBTA members?

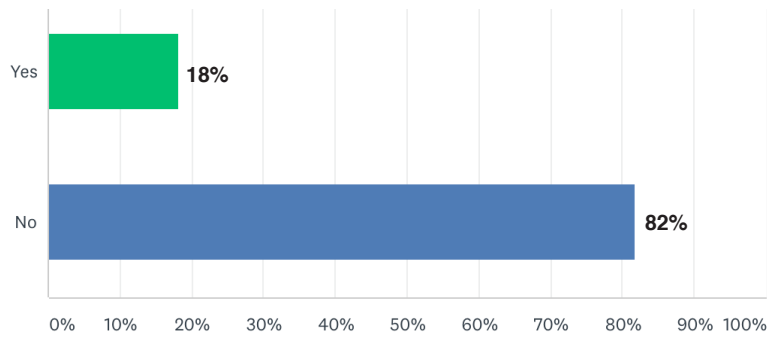


percentages have been rounded to the nearest integer

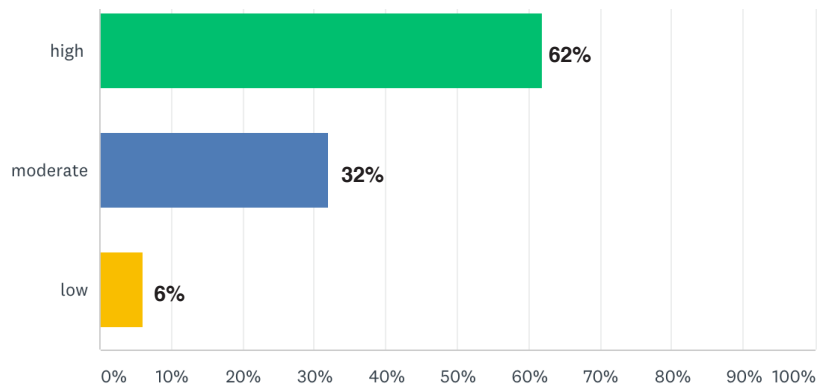
Q15. How valuable do you consider these services to be to NBTA members?



Q24. I am now, or was previously, on a Provincial NBTA Committee?



Q25. My personal level of trust in the NBTA as my professional organization is:



percentages have been rounded to the nearest integer

Doing Your Homework on Branch Resolutions

Branch Resolutions to the NBTA Annual General Meeting must be passed by an NBTA Branch and submitted by April 1 each year. This allows time for them to be reviewed, clarified and adjusted, if necessary, by an NBTA committee and then printed and shared with members before local Branch AGMs in May. Well-researched resolutions can bring forward essential issues for consideration by the Association's highest decision-making body, our AGM in late-May. The following checklist can help members create the best resolutions possible. If you have an idea for a resolution please contact your NBTA Branch President.



Branch Resolutions to the NBTA AGM Key Questions to Consider



While individuals can submit or propose resolutions to their own NBTA Branch, they are truly "Branch Resolutions to the NBTA AGM." There are no individual ones. Branches, have full authority on whether they pass/endorse resolutions and forward them to the NBTA through the decisions of their Rep Councils or General Meetings. They also have complete control of wording. Branch Resolutions to the NBTA AGM must be submitted on the proper form by April 1st each year.

Below are some key questions that should assist Branches in their considerations of potential resolutions.

Does it identify **1 Specific Action**?

Is the issue **Provincial** in Scope (not school, district or individual)?

Should it be a **Priority** for the Association?

Does it ask NBTA to **Change/Lobby/Study/Address** or the NBTF to **Negotiate**?

Does it respect **Word Count** Limits?

Is the wording **Concise & Clear**?

Does it **Stand On Its Own**? (the Rationale is eventually discarded)

Have **Other Avenues** to address the issue already been tried or don't apply?

Is it based on **Accurate Information**?

Is it **Already Being Done**? (past resolution, policy, NBTA Strategic Action Plan)

Is it **Practical**? Could it **Reasonably be Accomplished**?

Does it suggest **Taking Rights Away** from other members?

Has it been **Submitted Early** to allow for research, consideration & decision-making?

Is it **On Time**? (None accepted after April 1st deadline)



EECD: “We Heard You!”

Update on 10-Year Education Plan Objectives and Provincial Improvement Framework Development

by Francis Bennett on behalf of the EECD Provincial Improvement Framework Committee

Who are we and what are we doing?

The Provincial Improvement Planning committee would like to thank our colleagues working on the front lines supporting our students. The committee is working to establish a provincial improvement framework. The framework will be a process document which can be used to assist schools to self-assess, help inform their planning processes, and guide us towards accomplishing the objectives in the 10-Year Education Plan. The committee, consisting of teachers, principals, parents, early childhood educators, First Nations representatives, and the NBTA was established in 2016.

The consultative process

Members have worked to consult with educators throughout the process and have met to review feedback, examine student data, and analyze survey findings. Prior to the Engagement sessions held November 24th and December 1st, 4802 individuals have been directly consulted on next steps in implementing the Education Plan. During the Engagement sessions, we received over 2500 submissions with recommendations for ongoing consultation and preferred components for the improvement framework.

What you said

Due to the large numbers of submissions, there were huge variations on the preferred components of a framework. Educators did note they would like a clear and concise improvement planning process which allows for autonomy and accountability at the school-level. We are continuing to consult with front line educators and are working with our committee to ensure that the draft framework is effective. The purpose of the framework is to assist schools to plan for ongoing improvement, while also supporting the objectives and conditions for success in the 10-year Education Plan. We will have a draft framework to share with educators and pilot, later in the 2017-18 school year.

Of the recommendations for ongoing consultation, educators indicated a strong preference for focus groups. Surveys were also identified, but the information indicated a degree of survey fatigue. This is understandable, given the time of year as well as the numerous other duties school personnel take on. It is our intention to honour the feedback, therefore, support was offered for districts to facilitate focus groups in January to allow for direct dialogue with those working in classes and schools.

Hearing your voice!

One concern raised during the engagement sessions is that the consultation will have no influence on the establishment of a framework. In fact, during the consultation one ingenious individual was able to cobble a sentence out by putting singular words in each field. It read in part “cute as a bugs ear” and “whisper this back to me”. We have heard you and we are whispering it back to you. As one of the individuals examining the feedback provided, I assure you that we are looking at all the feedback. This being said, while examining that much data, we found widely differing opinions. If the framework does not look exactly as you identified, it is not because you weren’t heard. It was because the plurality of interest was elsewhere. Rest assured, we value your input, and will continue to seek it as we develop this framework. Thank you for the work that you do and for the efforts you have made to provide input on the provincial improvement framework for schools.

New NBTA Video Explains Pre-Retirement Leave

NBTA Two Minute Video: Pre-Retirement Vacation



Input from members indicates the popularity of short videos, less than three minutes each, on various topics. The latest of these explains the basics of Pre-Retirement Leaves and can be found on the website both in the “Pension” area and under “NBTA YouTube Videos.” It is our intent to create a series of videos on pension or leave related topics, hopefully, by the end of this school year.

Are You Thinking About Retiring this Year?

The New Brunswick Society of Retired Teachers (NBSRT) represents over 2700 retired teachers. We are affiliated with our Francophone counterpart, SERFNB, the Canadian Association of Retired Teachers and have representation on the Coalition for Seniors and Nursing Home Residents Rights.

Throughout the year local branches provide varied opportunities - lunches, dinners, games afternoons, interest groups, speakers, workshops, outings – for enjoying the camaraderie and conversation of fellow retirees and former colleagues.

As an association NBSRT also

- advocates on matters of importance to retirees – present and future
- maintains a website (www.nbsrt.ca) with a members only section

- publishes *Reflections* magazine (3 issues a year)
- promotes the School Days Museum
- monitors and reports on the Group Insurance Plan relative to benefits for retirees
- monitors and reports on pension plan developments

In meeting the needs of our members we value support from the NBTA and Group Insurance Trustees. For membership information, visit our website or contact:

Dale MacRae, Membership Secretary
04-840 King George Highway
Miramichi, NB
E1V 1P8
macradar@gmail.com



Saint John School Receives National Recognition Certificate for Inclusion



The Canadian Association for Community Living has chosen Forest Hills School staff (Teachers, EAs, Custodians, and Admin. Assistants) as one of the successful candidates for the National Recognition Certificate for Inclusion to be awarded in February during National Inclusive Education Month. Staff is thrilled to be acknowledged for our commitment to inclusive education. Although we still have our challenges, with our staff's hard work and dedication we are making a difference!

Winter Wellness Wonderland Contest

Getting the Winter Blues? Suffering from Light Deprivation?

We know it's a challenge to find the time, but the NBTA hopes teachers can get outside this winter and not just when on duty.

To promote wellness in schools we are holding our third Winter Wellness Wonderland Contest!

Simply organize an outdoor event in January or February 2018, designed to improve wellness and involve as many staff as possible.

Great news about the rules...there really aren't any!
There is a pretty broad definition for wellness.

Our goal is to have as many schools as possible participate.

To help you warm up (coffee/hot chocolate), there will be 20 prizes of \$50 drawn from all participating schools. Also, we will feature some of the most entertaining entries in our annual report presented to branches and on NBTA Social Media.

The deadline for entries is March 1, 2018.

To enter, simply send your information (photos, details, simple video — nothing fancy) showing or describing the activity to Blake Robichaud, NBTA Staff (blake.robichaud@nbta.ca)



“Oh the Places the NBTA News Will Go!”

Photo Contest

Again this year teachers will be asked to submit fun and interesting photos that incorporate an image of the *NBTA News*. For example, someone could be reading the *News* in an interesting place. The parameters for the submissions are broad in order to encourage creativity.

Teachers can submit their photos to *NBTA News* Editor Blake Robichaud (blake.robichaud@nbta.ca) before March 15th, the deadline for our next issue.

The winning photo(s) will receive a \$25 iTunes card and will be published in the *NBTA News*.

Last year's winner depicted an unsuccessful attempt to improve the levels of avian literacy.



Classroom Management 101

— A Workshop for Early Career Teachers —

Friday, March 23, 2018 — 9:30 am - 3:00 pm, Fredericton

or

Friday April 27, 2018 — 9:30 am - 3:00 pm, Miramichi

Session Description: Classroom management includes a wide range of variables and strategies that we will discuss in our workshop along with various resources that you will find useful in your planning and organizing. Routines, procedures, behaviours and communication impact how our classrooms run as well as how we feel as educators. There will be time to share ideas, strategies and tools for a successful school year.

Facilitator

Tina Estabrooks, NBTA Staff Officer

Session Fees/Expenses

There is no registration fee for this workshop and lunch/nutrition breaks will be provided. NBTA will cover release time for those teachers requiring a supply teacher. All other expenses (travel, accommodations, additional meals, etc.) are the responsibility of the participant.

Target Audience: Teachers in their first five years of teaching (including supply teachers)

Maximum Participants: 28

Registration: www.nbta.ca (registration opens February 26, 2018 and closes March 16, 2018 - or when registration is full)

For more information: contact Janet Peabody (452-1828 / janet.peabody@nbta.ca)

Note: This workshop is being funded by the NBTA provincial office therefore participants are not eligible for NBTA/DOE Educational Improvement Grants. You may, however, apply to your local Branch for PD funds (if they are available) to assist with expenses.

Note: You will receive a letter confirming your participation. The letter will provide details for applying for your supply teacher release time.



Public Workshops coming to
New Brunswick Winter-Summer 2018

EXCEPTIONAL TRAINING AND RESOURCES-Mental Health, Counselling and Violence Prevention

CHALLENGING BEHAVIOURS IN YOUTH - Issues & Strategies

Fredericton: March 15

ATTACHMENT AND FAMILIES - Strategies for Engaging & Helping

Moncton: March 22-23

ANXIETY - Practical Intervention Strategies

Fredericton: April 9

DEPRESSION - Practical Intervention Strategies

Fredericton: April 10

CRITICAL INCIDENT GROUP DEBRIEFING

Moncton: April 25

SELF-INJURY BEHAVIOUR IN YOUTH - Issues & Strategies

Moncton: May 9-10

COGNITIVE BEHAVIOURAL THERAPY - Tools for Thinking Differently

Fredericton: May 30

VICARIOUS TRAUMA - Strategies for Resilience

Moncton: June 12

LIVE STREAM WORKSHOPS

Participate in full-day, live workshops from any location.

For a list of workshops being streamed in 2018, visit our website at www.ctrinstitute.com.



CHARLOTTETOWN WORKSHOP MARCH 20-21

Autism - Strategies for Self-Regulation, Learning, and Challenging Behaviours.

HALIFAX WORKSHOP MAY 1-2

Fetal Alcohol Spectrum Disorder
-Strategies for Supporting



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Teacher Designed Professional Learning Grant 2018 Grant Recipients

By Kimberley McKay, NBTA Staff Officer

The New Brunswick Teachers' Association recognizes that teacher professional learning occurs within a broad spectrum of experiences and processes that lead to deepened understanding and improvement of practice. Effective professional learning strongly links teacher and student learning and is guided by evidence. Further, research highlights that effective professional learning must be personalized and responsive to the complex and unique needs and context of the learner.

Allowing teachers multiple chances over several weeks to experiment with the new strategies in a low-risk environment, such as their own regular teaching settings, is important

(Nelsen & Cudeiro, 2009)

As adult learners, teacher motivation for professional learning is linked to relevance, meaning and choice. Developing competence and a sense of self-efficacy by directing one's efforts to meet student needs is key to teachers undertaking professional learning. An integrated design that focuses on student and teacher learning activities within a job-embedded context and supported by both time and resources is the ideal professional learning context.

In support of teacher designed professional learning, the NBTA is pleased to sponsor five grants valued at \$1500.00 each. The grants are intended to support teacher professional learning within the context of improving student learning, fostering teacher leadership, and facilitating the sharing of exemplary best practices. Each team has autonomy to spend the grant as they see fit. Provision for release time for team collaboration, purchase of equipment, or production of materials for sharing represent some of the most common uses of grant funding in previous years.

Grant applications were received from several teams representing 2 districts and representing 2 levels (elementary and high). Grants for 2018 were awarded to 5 teams – 1 elementary and 4 high school. Successful team applications were designed within the context of best practices and required grant criteria. The successful applications were clearly linked to teacher professional learning and projects of importance to the local school circumstances. The teams also gave thoughtful consideration to how to make the work sustainable once the grant funding was depleted. Finally, the project proposals awarded grants clearly explained the potential impact on student development as well as describing a practical and realistic approach to measuring team goals.

Recognition must be given to all teams who submitted an application. It is hoped that all who submitted an application benefited from this collaborative experience of developing a professional learning project to improve both teaching and learning.

The grant recipients will receive their cheques, as well as the TDPL manual containing information to support record keeping requirements and current research pertaining to professional learning. Teams may extend their work until December 2018.

The grant criteria require that each project include a sharing component. We look forward to learning more about the successes and challenges teams experience as they go through a personalized learning process designed to deepen teacher understanding and, ultimately, enhance student learning.

GRANT RECIPIENTS 2018

Oromocto High School

Project: *Practical Formative Assessment for High School Classrooms*
Team Leader: Erma Appleby

Woodstock High School

Project: *We See, We Share, We Grow*
Team Leader: Trudy Stiles

Moncton High School

Project: *EAL Student Tutoring Project*
Team Leader: Ron Furlotte

Carleton North High School

Project: *Identifying Essential and Extension Outcomes in Grade 9 Math*
Team Leader: Shelley Hunter

Cambridge Narrows Community School

Project: *Cultural Celebrations: Encouraging Diversity in a Rural Community School*
Team Leader: Melissa Creighton

Works Cited

Nelsen, J. & Cudeiro, A. (2009, December). Lasting Impression. *Journal of Staff Development*, 30(5), 32-35.

Riverview High Hosts “Day of Gratitude”

By Michael Flinn, Riverview High School

On December 15, Riverview High School hosted its first ever “Day of Gratitude”. On this day, we celebrated the art, culture and language of Canada’s Indigenous Peoples. A team of teachers organized school-wide sessions for classes to attend that included how to make a canoe, Indigenous dancing, Indigenous history, the Secret Path, Indigenous food preparation, and many more exciting opportunities to learn and appreciate our Indigenous Peoples. The event was attended by many local and Provincial dignitaries, including Walter Paul from St. Mary’s. Five local First Nations were represented and a genuine spirit of gratitude and reconciliation was felt throughout the day. Thanks to all who participated in making this special day a success. We cannot wait to organize the next one!



The Mi’kmaq, or People of the Dawn, enjoyed this beautiful stage to jingle dance, share journeys, drum and receive a Mi’kmaq flag to add to the International collection in our mall area.



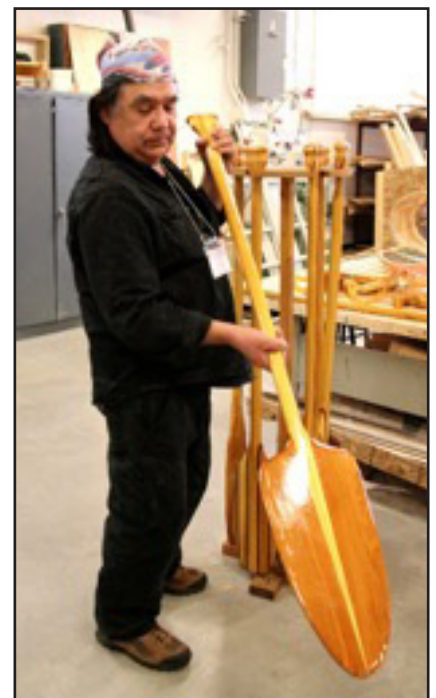
Elder Joe John Sanipas engages a class with the magic in the black ash tree and the beauty it creates when woven into a basket.



*Team “Project Citizen”
Melissa Nicholson, Kathy Gray, Kevin Foster, Pamela Fowler,
Mike Flinn and Rob Glenen.*



Millbrook First Nations participated in our Day of Gratitude by sharing the tradition of the Jingle Dance.



Kevin Augustine spends an afternoon with a wood-working class and teaches them the art of paddle-making

Rexton Teacher recognized with Senate 150th Anniversary Medal

by Christa Gallivant, Bonar Law Memorial School

It is with great pride that the staff and students of Bonar Law Memorial School announce that our fellow Bengal, and physical education teacher, Julie Hudson, has been recognized for her commitment to citizenship and volunteerism both in and outside of our school community, with the Senate 150th Anniversary Medal. Ms. Hudson was invited to Ottawa by Senator Rose-May Poirier to receive her award in a ceremony held on Parliament Hill. Awards were given "to Canadians or permanent residents actively involved in their communities who, through generosity, dedication, volunteerism and hard work, make their hometowns, communities, regions, provinces or territories a better place to live." Ms. Hudson's many volunteer roles, over the years, as listed below, highlight the very generosity and dedication that this prestigious award seeks to recognize:

Active Chairperson of the Rexton Area Health Care Foundation
Active Santa's Helpers committee member;
Active BLMS track coach (17 years) NBIAA champions for 12 straight years;
Contributes to cat and kitten rescue and placement programs in Kent County;
Many years of organizing student volunteers for community functions;
Continual EF educational tours with community youth;
Coached various sports over many years, at numerous schools.

Ms. Hudson, we are so proud to call you a Bengal and want to sincerely thank you for all you do to make our school and community a better place!



Share! Share! Share!

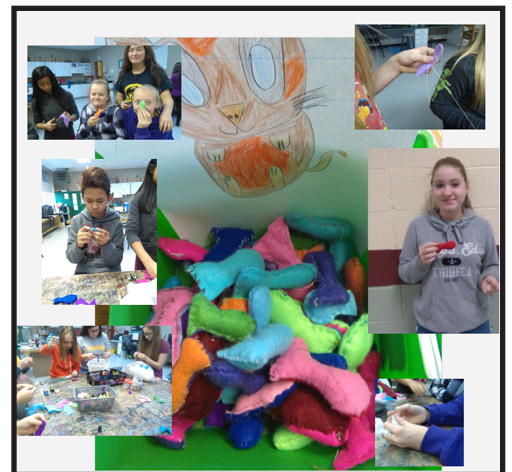
"Great Stories from your School"

December Winner

Our latest Facebook Share contest winner is Birchmount School in Moncton with their story about sewing and community.

Their "good news" story has been shared from the NBTA Facebook page 47 times and has reached more than 10,000 people!

Keep those stories coming in (send to blake.robichaud@nbta.ca).



ATTENTION TEACHERS!

Are YOU eligible for a pay RAISE?

Are you an early career teacher with previous work experience that is related to teaching?

Apply to have previous Work Experience count!

If you are a new teacher who has previous work experience that is related to teaching, you may apply to the Office of Teacher Certification to have it considered for an increase on your salary grid. The form you need is available from the NBTA website www.nbta.ca. Click the Certification button and download the form called **Application for Work-Related Experience for Salary Purposes**. You should also contact your district office to ensure that all supply teaching experience has been credited.

NOTE: The deadline is March 31 to have the increase back-dated to January 1!

Are you a teacher who has completed course work towards a certification upgrade?

Don't forget to apply for your certification increase!

The form you need is available from the NBTA website www.nbta.ca. Click the Certification button and look for the Application for Upgrading Teacher Certification Level at the bottom of the page with other forms.

NOTE: The deadline is March 31 to have the increase back-dated to January 1!

Don't forget to include the evaluation fee of \$70.00.

Learn how teaching yoga can bring joy to a school.

Inspire growth, inner peace and connection in your students. Be the change that changes your school.



YOGA

in schools

There's a new movement spreading throughout our schools in the Maritimes. It is being taught by teachers and brought to life by our students. **It is Yoga in Schools.**

The Breathing Space Yoga in Schools program has certified over 300 school teachers and reached over 50,000 students in the last 9 years throughout Atlantic Canada. Piloted within the school system by the pioneering work of the national award winning duo of Jenny Kierstead and Blair Abbass, the Yoga in Schools program is changing the lives of teachers and students every day.

"This program changed my life personally and professionally! I have learned the importance of taking time for myself."

- Daneen Dymond,
Yoga in Schools Graduate, NB


BreathingSpace
YOGA STUDIO

Join Breathing Space Yoga, the originators of the Yoga in Schools program, at our 6th Annual Winter Teacher Training Conference.

This all levels conference will provide teachers with an introduction to Yoga, Yoga 11, Yoga for Special Needs and Autism, Mindfulness and The Girl on Fire Empowerment Program with physical practice and experiential activities. These can be applied to the optional 200hr certification, which is required in some provinces to teach Yoga 11 in schools. Graduates of the 200hr certification program will receive all yoga programs designed by Jenny.

THIS PD WORKSHOP WILL LEAVE YOU FEELING REFRESHED, RENEWED AND INSPIRED.

Who can attend: All teachers/specialist especially Phys.Ed., support & guidance.
Date(s) & Time: February 24th, 25th, 2018; 9:00 a.m. - 3:30 p.m. each day.
Location: Moncton
Fee: \$ 275.00 + HST

Register early to secure your spot!
Call 902.444.YOGA or email info@BreathingSpaceYogaStudio.ca to register.

***200hr. certification begins in March**
For more programs and info visit - YogaInSchools.ca

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So, You Have Decided to Retire?

Below is a checklist of things you should do when you have decided to stop teaching and receive your pension:

Retirement Process

- Verify that you are Eligible to retire by contacting NBTA or Vestcor Pension Services.
- Notify your Superintendent, in writing, of your intention to retire:
Specify the date of retirement (always at end of the month - e.g., June 30, 2018)
- Make arrangements with a financial institution to have your Retirement Allowance placed in a RRSP account or any other registered investment mechanism.
- If you are age 60 or over, do not forget to apply for the Canada Pension (CPP).

Note: In the case of a disability pension, these steps will only occur once the teacher has received approval for his/her disability pension from the Vestcor Pension Administration Services (Pensions Branch).

Pension cheques are received on the 24th of each month, except December. For any additional information on the above process, please contact:

Michael Ketchum
NBTA, P.O. Box 752,
Fredericton, NB E3B 5R6
Tel. 452-1722

District Office will contact you to complete various forms and will require the following documents:

- Birth Certificate for you and, if applicable, your spouse/partner
- Blank/void cheque for direct deposit
- Name of financial organization to send your Retirement Allowance
- Your latest Income Tax Assessment

Vestcor Pensions Preliminary Retirement Statement will be forwarded to your home address. Choose the surviving spouse/partner percentage option on this document (if applicable).

Note: It is important that the Vestcor Pension Administration Services (Pensions Branch) receive the necessary forms properly filled out (notice of termination and TD1) at least **90 days** prior to the month you expect to receive your pension. The School District will look after sending these forms where appropriate.

Attention 2018 Retirees!

Teachers retiring in 2018 will be able to choose the option of having a donation made in their honour to the Children's Wish Foundation, rather than receiving the framed, inscribed print, featuring the NBTA stained-glass window. Those retirees wishing to choose the option of a donation must **contact Tammy Boon at the NBTA by April 23, 2018 (tammy.boon@nbta.ca)**.



*These donations are not individually tax-deductible as it is the organization making the payment.



Interest-Free Loans up to \$1500 for 2018-2019 School Year

Up to **\$1,500.00** in any one school year shall be made available to statutory NBTA members who are on leave and **improving their professional qualifications** through educational programs.

Application forms are available on the NBTA website (www.nbta.ca) under Resources > Forms.

Further information may be obtained by contacting Melinda Cook by email at: melinda.cook@nbta.ca or by phone **(506) 452-1839**.

The application deadline for 2018-2019 is: **March 29, 2018**

Deadline: March 29, 2018

Another NBTA Christmas for Tracey

Tracey Campbell (center) has been visiting the NBTA on a weekly basis for over three decades. She helps prepare folders, pads and envelopes for the Association. For many years, the NBTA has held a small Christmas party with Santa for Tracey. Staff members from the NBTF building (NBTA, AEFNB, NBTF) help provide the gifts.



Council News

Elementary Council Day - Saint John

Phys. Ed. Specialist Strand

The New Brunswick Physical Education Society (NBPES) has partnered with the Elementary Council to provide a P.E. Strand Professional Learning Day at Millidgeville North School in Saint John, N.B. on Friday, May 4, 2018. This P.L. conference is being planned and organized for Physical Education teachers for all Elementary, Middle and High School Levels.

The P.E. Strand Committee is planning to provide P.E. Sessions to teachers which will be based on “active practical P.E. lessons” and/or classroom P.E. theory sessions. Presenters for these sessions will consist of fellow teachers, local/provincial sport associations and activity-based community programs.

Session Highlights include the following:

- Keynote: Daryl Steeves (Engaging Life Coach whose focus is to motivate people to push beyond physical limitations)

- P.E. Buffet of Activities on Formative Assessment - Dennis May and various presenters
- Experiential Learning Full Day Session (Outdoor Education/Pursuits) - Shaun Gibbs
- Retweet (Popular P.E. lessons/activities from Social Media Sources) - Joe Crossland
- The New Elementary P.E. Curriculum Intensive - Heather Wade
- Breaking Out is Fun To Do - Sarah Kalemkiarian
- Goal Setting and Self-Assessment using “Plickers” - Alex Yachuk and Ross Calder
- Tabata Dance - Lori Lofstrom
- P.E. Inclusion: Sports and Games to assist students with Visual Impairments - Robin Buchanan

The NBPES P.E. Strand Committee’s goal is to be able to provide current and informative professional learning for New Brunswick P.E. Specialists to assist them with their daily P.E. Lessons.

Our Kids Need P.E. Programs

by Janice Bos, on behalf of the NB Physical Education Society

Most children are inherently active and for this reason some stakeholders in Education believe that organized Physical Education (P.E.) programs are not as important as other academic subjects. However, the need for P.E., as well as adequate recess time, in NB schools has never been greater!

The benefits of physical activity (any whole body, large muscle movement) for the developing child is ‘old’ news, but unfortunately, NB students aren’t getting enough of it. Fewer than half of Canadian children are active enough to ensure healthy growth and development (Active Health Kids Canada, 2007). This alarming reality has turned a spotlight toward PE and recess (unstructured play time) for its role in meeting the movement needs of children. Physical Education is a unique subject for many reasons: essential learning outcomes are taught through movement, often in an alternate setting (gymnasium, outdoors, etc.), with child safety and well-being constantly being considered.

Physical Education provides children with learning opportunities that improve fundamental motor skills, develop fitness, increase knowledge of movement concepts and stimulate the desire to remain physically active throughout life. Combined with these opportunities, children may come to possess the characteristics of a physically literate person. The benefits, to society and to the individual, are many. Weight control, improved physical fitness, reduced anxiety and stress, reduced risk of chronic disease, improved self-esteem are just a few of these benefits, and the list goes on.

Given the obvious health benefits as well as social-emotional, problem solving, and conflict resolution opportunities that a comprehensive P.E. program provides our children, the impact on learning is significant! Regardless of level or subject taught, the demands on ALL educators to teach the WHOLE child have never been greater. Fortunately, P.E. specialists are able to bridge the gap between simple low-organized play and preparing our youth to learn and strive academically. As John Ratey (2008, *Spark: The Revolutionary New Science of Exercise and the Brain*) suggests, the only way to grow brain cells (neurogenesis) is through physical activity. A quality P.E. program improves ability to focus and minimizes impulsive behaviors that can be a roadblock to learning, and enhances brain activity to improve memory and concentration during the learning cycle. Elementary physical educators are implementing a new P.E. curriculum for K-5, but it should be noted that classroom teachers also serve as movement educators. Familiarizing non-P.E. specialists with this curriculum is critical. Involvement with the provincial association of P.E. teachers, the NB Physical Education Society, can benefit all educators who teach P.E. The NBPES has delivered PL for over 30 years, primarily through a yearly fall conference and NBTA Council Day sessions.

By developing quality P.E. programs and providing adequate recess time, as well as encouraging families to be more active, we can all contribute directly to the development of our children at all ages. While P.E. specialists routinely advocate for the subject, having support from all stakeholders sends a direct and clear message to our youth. Physical Education matters!!

Council News

Middle Level Council Day - Moncton

Keynote Speaker
Kim Campbell
“Proud Middle School Teacher”



Kim Campbell crosses the continent energizing educational professionals as a dynamic presenter and self-proclaimed “Proud Middle School Teacher.” Building on the lessons learned and techniques developed as a middle level social studies teacher since 1991, Kim is in national demand as a keynote speaker, workshop facilitator and consultant for the Association of Middle Level Educators, Staff Development for Educators, and the Jack Berckmeyer Consulting Group.

Described by more than one observer as “a force of nature”, what makes Kim run? “It’s about building strong, positive relationships, having high expectations and creating lessons that are relevant, engaging and fun. I feel lucky every day to have chosen education as my lifelong career. There is no place I would rather be than to be working with middle school students.”

Kim is the co-author of *SOAR: A Handbook for Closing the Achievement Gap*, a guide for replicating the success of her revolutionary after-school program for disadvantaged students, and author of *If You Can’t Manage Them, You Can’t Teach Them*. She is in the process of completing her third book.

After twenty-three years of teaching, Kim says that she still loves it. Learn Kim’s tips and techniques to look forward to every day as she translates theory into best practices with a trove of personal experience. Kim’s direct and engaging style flavored with heart and humor make her a favorite with teachers, administrators and students alike.

Add a Little Spice

Ideas that energize your lessons and fuel students’ desire to learn

by Kim Campbell, Middle Level Council Day 2018 Keynote Speaker

The best compliment a teacher can ever receive from a student is when they look at you and say, “Class is over?” These three words let you know loud and clear that they were engaged, focused, and enjoying the lesson you have created. But how do we develop those types of lessons on a regular basis? How do we create an atmosphere in which students become so engrossed in what they are doing that your students are surprised when the class period comes to an end?

Engaging our students can definitely be challenging as we continue to compete with Snapchat, Instagram, spinners, drama, and any other fad that enters our classrooms. But I do believe there are simple things you can do to help add some spice to your lessons and fuel their desire to learn.

Enthusiasm Breeds Enthusiasm!

When you, as the teacher, are excited about being with your students then they are excited to be with you. When you show enthusiasm for the subject you are teaching kids to get energized about it too! Never underestimate the mindset you bring to your class. As the leader of the class it is you who sets the tone. This doesn’t mean you have to bounce off the walls to demonstrate your excitement. It could simply be that you greet each student at your door saying, “Hey, I’m so glad you’re

here.” Or you could start your class by telling them how much they are going to learn today. Or simply tell them how much you love your subject area and love being with them!

There are many times I say to my students, “I just love teaching this stuff ... don’t you love learning about it?” Remember, teaching middle school kids and making that comment could result in some of them looking you right in the eye and saying, “No, not so much!” Just look right back at them and say, “Seriously, I love it!” and move on.

Pacing

Pacing is critical for our students and critical to engagement. We know that brain research tells us that kids can only listen for as many minutes as their age. For example, if you teach a 50-minute class period to seventh graders who are 11 or 12 then you need to move your students at least 4-5 times per class period!

As we develop our lessons it’s important that the pace of the lesson moves at a decent speed. When I work with young teachers I say it this way: your lesson needs to be a little bit of you ... a little bit of them ... then back to you, etc. Pacing is a vital component to engagement.

Council News

Be Spontaneous!

I'll never forget this past spring when a student came to class and asked me if we could go outside for our brain booster today. My initial reaction was...heck no, that wasn't a part of my lesson plan. And then I thought, why not, it's a whopping 50 degrees (heat wave for those of us in Minnesota), so off we went. We simply walked to the soccer net and back for our brain booster. Being spontaneous shows kids that you are flexible and fun. So, don't hesitate to put the structured lesson plan aside for a few minutes and just be spontaneous with your kids. I have a feeling they, and you, will thoroughly enjoy it!

To read the rest of the article, please visit Kim's website:
www.motivatingthemiddle.org

Kim Campbell is a proud teacher at Hopkins West Junior High School in Minnetonka, Minnesota, as well as a speaker, workshop facilitator, and consultant.

Reminders from High School Council for Council Day in Moncton, May 4, 2018

- 1) Teachers are responsible for booking their own hotels as there will not be a host hotel this year.
- 2) There will be a Social on Thursday evening (May 3rd) at the Old Triangle from 9pm-12am.
- 3) Please register as early as possible for the Sandra Herbst session. Spaces are limited and preference will be given to High School Council members. Registration opens April 1.

Cultivating an Inviting Classroom

by Maryanne Lewell, Saint John High School



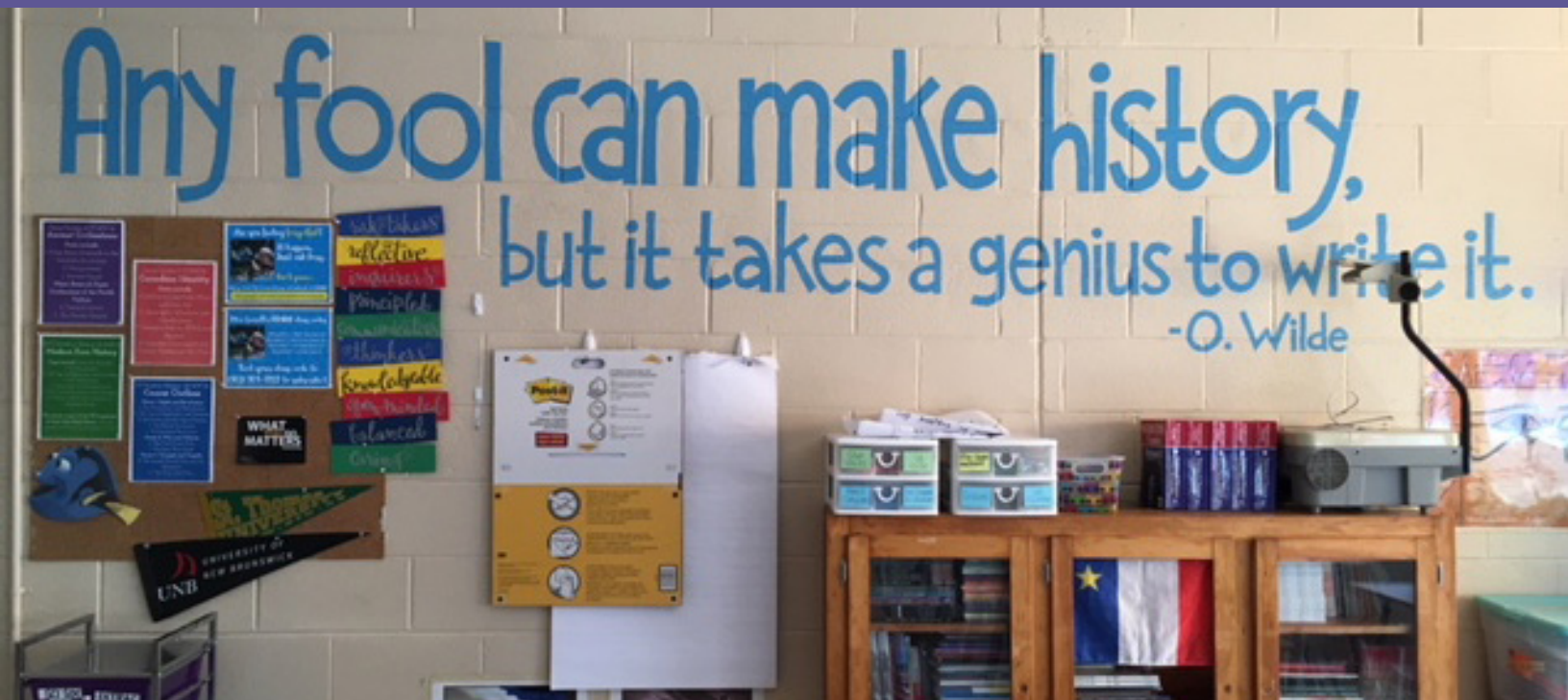
I don't know about you, but I have been known to dabble a bit in social media. When I was married last summer, I had my Pinterest boards, as one does, and I'm pretty active on Instagram and Twitter; I find the ideas I can get from other teachers' willingness to be open and to share their work online to be sometimes very inspiring. Have you ever looked on Pinterest to see classroom décor? Some teachers out there are doing AMAZING things. Colourful bunting, draped fabric, vinyl peelable wall décor, comfy chairs and poufs for reading, classes that feel like a coffeehouse... there is some inspiring stuff out there. It all gets so overwhelming. How do they make those rooms look so perfect? Do they not ACTUALLY teach in them?

But the thing with Pinterest, and I learned this from the wedding, is that for every good idea there are probably a dozen that are simply too fussy to implement into your real life. Who has time? Or that many glue guns in their home? Also, I do not own that much burlap or lace; that is just not how I roll.

When you come in to my classroom, you'll probably have one of two reactions. "Oh my goodness, this is so cheerful and stimulating" or "Oh my goodness, this is too busy." There is no in-between. It's kind of like walking into the inside of my brain. I've got maps (History Teachers, holler out!) and a collection of colourful quotation postcards that I accumulated over several trips. I have personal photographs that I blew up and made into posters. I have posters I made up about assessment; classroom expectations; and also the general routine administrivia of teaching. I use canva.com a lot – it's a free



Council News



site, and you can save the files and print them inexpensively at Costco (if you are near a Costco).

I have a big mural at the back of the Canadian Memorial at Vimy Ridge. I used to work there, so that site means a lot to me. Plus, I teach Modern History 112 every year, and it fits in with that content. With the free posters from Veterans' Affairs (the one this year is really nicely designed too!), one of my own photos blown up to poster size, and a rubbing of a name I took at Vimy of a SJHS alumnus who was killed in WWI and who is commemorated there... it has a real history feel.

From my trips overseas I was also able to add other historical periods in poster form: the Bayeux Tapestry, the Eye of Horus, and a poster of one of Michelangelo's Sybils at the Sistine Chapel.

Since I also teach the grade 9 Social Studies – Canadian Identity – very regularly, I covered the classroom windows with the flags of the Atlantic region (I was able to procure these from various generous sources – the Newfoundland flag was flown at Beaumont-Hamel Memorial Park in France). I also have a full-sized Canadian flag, which I have on the wall at the front of the room. And I downloaded the free UN Social Development Goals graphics package to make sure the Global Goals were represented as well.

That's all cool stuff I've done, the stuff that is directly relevant to the content I teach. But I think we should also try and give the students a window into the things we like. It humanizes us, gets the students to realize you're a person with interests outside the school too. This started for me when I brought in some personal books from my YA and comic book collection to start building up an in-class reading library. I added Funko pop figures for various shows and movies that I love – Harry

Potter, Star Wars, Adventure Time, and I even have a Doctor Who with his TARDIS (and dinosaurs, because why not). I was able to put a couple of pictures up from the wedding this summer, which was a big hit with the kids, and my new grade 9s had a big reaction to my photo with Alex Trebek. My current favourite is the picture of my husband and stepson walking on a South Carolina beach at sunset. My next thing to add is the Justin Trudeau comic cover from Marvel's CIVIL WAR 2. I'd love to get our PM to sign it.

I like to think of it as a curation of my life. I have edited and selected the glimpses I want them to see. It's your room, and your story. You're in the driver's seat!

If you want to add more personal style to your classroom, in the end, it doesn't have to be Pinterest-worthy. It should be an authentic reflection of who you are, so that if a student strikes up a conversation with you about such and such an action figure, they'll suddenly find you have something in common. Besides: being relatable isn't a bad thing.



Save the date!

Fierce Generations®

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

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

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

Date: March 23, 2018 (evening session, 6:00 - 9:00 pm)
(NBTF Building Fredericton)

Watch for complete registration details at
www.nbta.ca

Fierce Accountability®

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

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

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

Date: March 24, 2018 (morning session, 9:00 am - 12:00 pm)
(NBTF Building, Fredericton)

Watch for complete registration details at
www.nbta.ca

Outstanding Summer Professional Learning Opportunities

DSS 2018

Developing Successful Schools
Conference

July 3-6, 2018

Mount Allison University,
Sackville, NB

“This was an extremely practical session that will support our work with teachers and leads. Networking opportunities were very productive and I learned a lot from around Atlantic Canada.”

— DSS 2016 Attendee

CONTACT 2018

Conference on New Techniques
and Classroom Teaching

August 7-10, 2018

Newfoundland

This 3 ½ day conference explores educational trends as well as ‘simply great teaching techniques’ that stand the test of time. It includes sessions facilitated by classroom teachers from all four Atlantic Provinces.

LEAP: An Invitation to Share School Leadership Internationally



An Enriching Program for Principals/Vice-Principals/Supervisory Officials

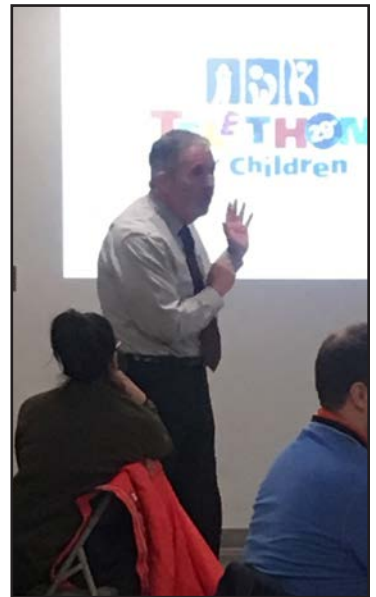
LEAP (Leading Educators Around the Planet) is a program designed by educators from New Brunswick and Australia to provide an opportunity for administrators to engage in strong professional dialogue about common and diverse issues facing school leaders around the world. The program is offered through NBTA and UNB.

Visit www.nbta.ca for further details.



NBTA POINT Participants and ASD-W Partner in Support of Early Career Teachers

Over 80 early career teachers met on November 29th in Woodstock for a day of professional learning. This day was a partnership between the NBTA POINT volunteers and the ASD-W staff. From technology to assessment to wellness, the sessions offered were relevant, timely and appreciated by group participants.



NBTA Sponsored Professional Course

NBTA Sponsored Professional Courses may be used towards Teacher Certification.
Contact teachercertification@gnb.ca to confirm if this is a fit for your certification path.

Enrichment Triad Training Course

Target Audience: Teachers (K-12)

Cost: Tuition **\$500 + \$25** material fee

Location:

**NBTF Building, 650 Montgomery Street
Fredericton, NB**

Registration Deadline: See below

(Please make cheques payable to NBTA)

Find registration form at www.nbta.ca and clicking on the Enrichment Triad Training Course.

Instructor: Barb Buckley
*(former District Supervisor/Coordinator
of K-12 Programming & Enrichment)*

Register Early - Limited Enrolment!

Spring:

Dates: April 7, 14, 21, 28, May 5
(9 am to 3:30 pm)
+7 hours outside of class

Summer:

Dates: July 16, 17, 18, 19, 20
(9 am to 3:30pm)
+7 hours outside of class

Reg. Deadline: March 26, 2018

Reg. Deadline: June 28, 2018

The Enrichment Triad Model is a literacy-rich, inclusive, cross-curricular, student-driven model. Its primary goal is to improve schools from within the classroom by differentiating and enriching the curriculum for ALL students in the regular classroom through interdisciplinary studies. It encourages the use of a wide variety of instructional strategies and styles while allowing students to experience self-directed, innovative learning based on their individual interests, strengths and learning styles. If thoroughly implemented, this model will offer the students three levels of enrichment.

Participants will be introduced to the work and philosophy of Joseph Renzulli and Margaret Beecher. This will be followed by an intensive, in-depth training of what the enrichment triad model is and how to implement it in the classroom. The training will include multiple handouts, activities, video clips of the model, discussion articles and actual practice. There will be lesson demonstrations of key skills to be taught and practice of each phase of the triad.

Participant Comments (2016)

"I liked that this is an AMAZING model which not only fits the 21st century, but prepares youth to become real problem-solvers, creative and independent thinkers."

"I liked the discussions, information and knowledge of the instructor, her caring and how comfortable I was made to feel"

PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS

Professional Courses: Fall

Name: _____

School: _____

Email: _____ Member Number: _____ Cell: _____

Fall (Sept. 23, 30, Oct. 7, 14, 21)

You will be emailed with a confirmation of your seat.

Please print and mail registration form with payment (cheques payable to NBTA) to:

**Judy Deveau, Executive Assistant, Professional Learning
NBTA, PO Box 752, Fredericton, NB E3B 5R6**

You are encouraged to apply well in advance because of limited enrollment.

Contest: “Staying in Touch with the NBTA” from November 2017 Issue

QUIZ ANSWERS

Congratulations to Andrea Pleadwell, Miramichi Valley High School, whose name was drawn from the list of correct submissions received. She received an iTunes card and NBTA Swag!

1. In this issue of the *NBTA News*, there are numerous photos of early career teachers who attended which NBTA conference? **A: Compass Conference**
2. In the September 2017 issue of the *NBTA News* on p.6 there was an article from a New Brunswick teacher who participated in CTF’s Project Overseas last summer. Where did he go? **A: Guyana**
3. “Find the Georges:” In this issue of the *NBTA News* there are three tiny images of NBTA President George Daley. What pages are they on? Note: There are not easy to find. **A: 5, 9, & 28**
4. The *NBTA News* is available in electronic format on the website (www.nbta.ca). On which side (left or right) of the main page is it found? **A: Right**
5. The NBTA has created several YouTube videos on “101” sorts of topics related to the Association. Find the link to them on the NBTA website and name two. **A: Teacher Pension Series: Pre-Retirement Vacation; The Role of the NBTA School Rep; NBTA Council Day - Rights, Responsibilities, and Alternate Proposals; NBTA Video of LGBTQ Issues in Schools; NBTA Video on Branch Resolutions to the NBTA AGM**
6. The NBTA Facebook Page can be linked to through the website. We share “Good News” stories from schools here. What posting won the prize for the most shares in September 2017. (Hint: We announced the winner on September 29) **A: OHS at Fredericton Pride Parade**
7. Also on the Facebook Page, we posted photos of the two winners of iPad Minis in our registration draws this year. What are their names? **A: Amanda Good and Harold Coughlan**
8. Every teacher receives an NBTA Planning Calendar (8.5X11). At the back of each is a document on two yellow sheets. What is the name of this document? **A: Professional Code of Conduct**
9. The NBTA produces large format (desk-sized) PrinciCal/Staffroom Calendars. On the November 2017 sheet of the calendar, what is the name of the final NBTA Professional Staff member listed? **A: Michael Ketchum**
10. Posters: Each fall the NBTA sends out several posters to schools. Name two of the NBTA posters sent to schools this year. **A: Credit Union Poster, Registration Poster, Supply Registration Poster, Pension Seminar Poster**
11. We try not to send too many e-mails to members, and when we do, they are fairly short. However, during the week of October 2, we sent e-mails reminding members to fill out what survey? **A: NBTA Structure and Services**

Find us Online!

www.nbta.ca



Facebook

(New Brunswick Teachers' Association)



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(@NBTeachersAssn)

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Paid Advertisement



Compression Socks - Not Just For Grandma and Grandpa Anymore!

*By Lisa Calhoun,
Teacher Counsellor*

Gone are the days of Grandma and Grandpa's ugly brown rubber compression stockings. Compression socks have changed and improved over the years and many men and women are choosing to wear them for healthy veins and as part of their wellness plan. Over half of the population over the age of 30 has venous disease - spider and varicose veins, but wearing compression stockings slows the progression of the disease and keeps your legs healthy.

As teachers, you are on your feet a lot and have to stand for long periods of time. Compression socks relieve pressure on your legs and promote circulation thereby reducing aches, pains and swelling. Sitting for long periods also puts a strain on the circulation in the legs and this can be significantly improved by wearing compression socks. The compression is highest at the ankle, gradually decreasing up the leg. By applying gentle pressure, it helps the veins pump oxygen-deficient blood toward the heart and thus prevents vein problems from occurring or worsening. The effective pressure on the leg veins stimulates the circulation which can help with fatigue and have an energizing effect.

Compression socks are used for medical related conditions, but there are also benefits of increased blood circulation throughout your body, which can boost your energy levels, and reduce swelling, tiredness, or soreness in your legs and feet. And in the teaching profession, who doesn't want those benefits?

You may have noticed that a lot of runners as well as basketball players and other athletes are now wearing compression socks. The sports socks are specially designed to improve circulation in the legs, reduce muscle vibrations and speed up recovery. They also have special functional zones with light compression

to provide protection for the Achilles tendon, and the taping zone helps to create a greater feeling of stability in the ankle.

Wearing compression socks during travel is also beneficial. It has been shown to help reduce the risk of developing blood clots as well as helping to lessen the feelings of fatigue, achiness, and soreness post-travel. I have found wearing my compression socks daily at the office and while driving has really made a positive difference. I also faithfully wear them while flying to avoid "Economy Class Syndrome"- heavy legs, swollen ankles and feet and overall fatigue.

Compression socks now come in great colours, fabrics, designs, and styles including sheer fabric, knee high business socks, sports socks, thigh high, and panty hose. There are popular colours like black, navy, and grey, but they also come in other fun colours such as red, turquoise, pink, and yellow.

So how can compression socks help you?

1. Sit and stand all day with energized legs.
2. Alleviate swelling, cramps and achiness during pregnancy.
3. Increase athletic performance and speed up muscle recovery.
4. Travel with less foot and leg discomfort and avoid a DVT (Deep Vein Thrombosis)
5. Overall leg health and vein health due to increased circulation and proper blood flow.



Mind, Body, Spirit...

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

How and where can you buy compression socks?

In general, if you have any medical condition, talk to your doctor or nurse practitioner before using compression stockings and to get a prescription. Johnson's will honour the prescription, up to 6 pair/year at 80%, of medical grade compression socks or stockings (20-30mmHg or 30-40mmHg). Have your doctor indicate 1 pair x6 and the information will be logged in your file. That way, if you don't want to buy all 6 pair at once, you can buy more later on without going back to your doctor for another prescription. Note that the low compression socks (15-20mmHg) also require a doctor's prescription and are limited to \$25 per year.

Lawton's Drugs in Moncton is my contact for this wellness initiative and you can call any of the locations below to make an appointment to be properly fitted. When you go for an evaluation and fitting, you will learn which is the best compression sock for your legs. They will also explain how to properly care for your compression socks and the best way to put them on and take them off.

Please let the fitter know that you are a teacher as they can do direct billing with Johnson's. You will be required to pay the 20% up front.

To purchase your compression socks you will need the following:

1. Doctor's Prescription
2. Proof of insurance
3. Sign a consent form allowing them to direct bill on your behalf

Once the socks have been ordered they will contact you to come in and pick them up, or if you live outside of town they will either deliver or send them via Purolator.

Info for Lawton's

Moncton
40 Mapleton Rd
857-9919 (Option 5)

Fredericton
435 Brookside Drive
450-4161 (Option 5)

Saint John
107 Catherwood Street
635-1126 (Option 5)



Lawton's is also willing to go to schools to do presentations and fittings if there is enough interest generated. Some schools in ASD-E and ASD-N have already taken advantage of this service. Smaller communities may look at getting a few schools to work together to find a day/time that would work for all. Please contact Cindy MacNeil at 857-9919 (option 5) or by email at hhc0147@lawtons.ca for more information about school presentations.

We are very excited to learn that Lawton's has agreed to work with Bauerfeind, their supplier, to partner with the NBTA Counselling and Wellness Program by donating 10% of all sales relative to teachers to The Children's Wish Foundation!

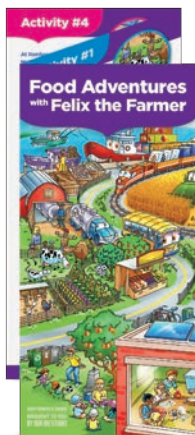
Remember the saying "an ounce of prevention is worth a pound of cure"? It is recommended to wear compression socks regularly even if you have no signs or symptoms of vein disease as it can help to prevent or ward off circulation issues. Let's all add wearing compression socks to our wellness plans for 2018 and beyond!

Join Felix the farmer in his world of adventures as he explores where foods come from.

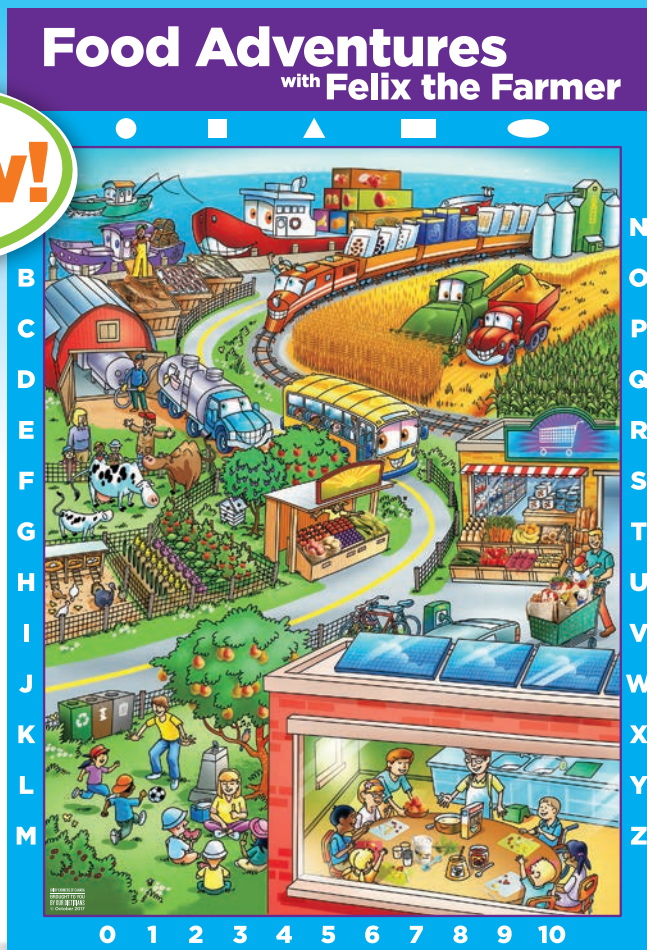


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with Felix the Farmer

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Activity Leaflet



Poster



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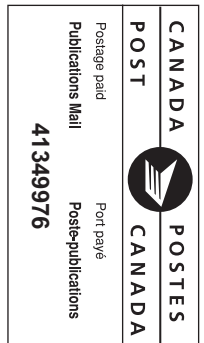


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