



NBTCA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



NBTCA Combined Council Day 2019

*We're All Together in Moncton,
on May 3, 2019!*

Combined Council Day Program

2019-2020 Education Leaves

Outstanding Principals Award Winner



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!

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Editor: Blake Robichaud

Editorial Assistant: Anna Schneider

Graphic Artist: Anna Schneider

Printed By: Taylor Printing Group

Member: CEPA

Address all correspondence to:

The Editor, P.O. Box 752,
Fredericton, N.B., E3B 5R6

Telephone: (506) 452-8921

Fax: (506) 453-9795

E-mail: nbtanews@nbta.ca

Web: www.nbta.ca

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In This Issue...

- | | | | |
|-----------|--|-----------|---|
| 3 | A Message from the President | 16 | Combined Council Day 2019 |
| 4 | Education Leaves | 24 | Growing, Learning & Living |
| 6 | 4 Wellness Challenge Winners | 26 | Proposed Changes to Council Constitutions |
| 8 | Deciding to Retire | 26 | DSS Save the Date |
| 9 | Retiring Teachers' Luncheon Invitation | 27 | Contact 2019 Application |
| 10 | Outstanding Principals Award | 28 | Sponsored Professional Courses |
| 12 | Life is What You Make: it! | 30 | "Great News" Stories |
| 14 | STEAM Class | 31 | Pink Shirt Day |
| 15 | Miramichi Students "Light the Fire" for Special Olympics | 32 | Wellness Article |
| | | 35 | NBTA CU: Smart Money |



My plan when entering the University of New Brunswick in 1989 was to complete my B.BA, work in a business field, buy a sports car, and never return to Bathurst. Like so many times since, little did I know what lay ahead of me. For example, in September 1990, I took an innocent walk down a hall in our new apartment building to find my former Neville House neighbour. When I knocked on the door, an attractive young lady answered. It was the first time that I found out my buddy had a twin sister. Who knew that innocent walk would lead to marriage, four children, and twenty-nine years and counting together. Months later, Sheena travelled home to Bathurst with me for the first time. I was surprised at her excitement and view of the place I had lived, and quite honestly had under-appreciated for most of my life. It was through her eyes that I realized the true beauty and quality of life on our North Shore.

In 1992, I was finishing the third year of my business degree, and working part-time as instructor at Gold's Gym. One of my clients was a teacher. After several months, his fitness, health, and personal confidence had all advanced greatly. At one point, he sat with me and asked why I was taking business when it was clear that I was born to be a teacher. It was the first time that anyone ever suggested it, causing me to reflect deeply on all my previous roles as a coach of youth sport. I reflected on the personal satisfaction I obtained from seeing my young players and older clients all advance. I completed my BBA in '93, my B. ED in '95, and today I write this message as your President.

So why all my life story? As many of you know, I've continued to raise the concern of a current and potentially growing shortage of teachers in New Brunswick. My calculation suggests approximately one thousand positions to fill over the next five years. I've thought a lot about how do we ensure an ample supply of top-quality student applicants. There is

no question that the role of a teacher is vastly more difficult and complex than ever before, and that we have identified many areas of needed change to help improve our New Brunswick classrooms and teacher working conditions. However, through all of that, I think we all must think back to why we decided to teach. So many of us want to make the world a better place, to see our students develop and grow into the best possible adults. I think, however, through our own daily struggles, some of us may have forgotten to focus on the positives of our career and to share them. I am not sure we've promoted our profession in a positive way to the next generation.

I am asking you all to find the potential future teachers in your classes. You know who they are. Have that conversation with them and tell them what potential you see. Remind them of the assets of our New Brunswick life, along with their potential futures in our province. You never know what effect that brief conversation may have. In doing so, please don't forget the young men. In New Brunswick, we are moving quickly towards an 80% - 20% females to males split, and nationally we've gone from a 55-45 split in the mid-eighties to our current 75-25 ratio. In my view, a strong teaching force is one of diversity that has a strong balance of all genders and identities.

Be proud of what you do and accomplish every day in your classrooms but make sure to share it with your students. Be proud to be a New Brunswicker and make sure all our students know why. We all need to promote our profession and province to ensure its strength for years to come.

George

Office (506) 452-8921 • **Fax** (506) 453-9795 • **E-mail** george.daley@nbta.ca



2019-2020 Education Leaves

Education Minister Dominic Cardy and Federation Co-Presidents George Daley and Lucie Martin have released the names of the Education Leave recipients for the 2019-2020 school year. In all, forty-five (45) NBTA and twenty (20) AEFNB members received leaves for the purpose of retraining, specialization, or professional growth.

Education Leaves awarded to NBTA members amounted to approximately \$2,032,533. Because of the mix of full- and part-time leaves, the Committee was able to grant 46 leaves. In the past few years, NBTA leaves were awarded as follows:

2015-2016 — 54 leaves at \$1,961,375
2016-2017 — 47 leaves at \$1,972,484
2017-2018 — 40 leaves at \$1,897,732
2018-2019 — 46 leaves at \$1,983,785
2019-2020 — 45 leaves at \$2,032,533

Education Leave Committee

The Education Leave Committee, established under Article 37 of the Collective Agreement, met on January 18, 2019, to complete the difficult task of selecting this year's educational leave recipients. The Collective Agreement specifies that the Committee will be comprised of eight members representing the Department of Education and Early Childhood Development (EECD), the Superintendents, and the NBTA, AEFNB and NBTF. The composition of the Committee is as follows:

Tammy Strong - EECD
Gionette Sonier - DSF-NE
Dianne Kay - ASD-W
Pierre Lavoie - DSF-NE
George Daley - NBTA
Lucie Martin - AEFNB
Marcel Larocque - NBTF (Secretary)
Larry Jamieson - NBTA
Monique Caissie - NBTF (Observer)
Nicole LeBlanc - NBTF (Observer)

Process

The full Committee met for a short time to discuss and confirm the criteria to be applied in the selection process and to verify the amount of money available pursuant to Article 37. The Committee then divided into two sub-committees to consider applications from NBTA and AEFNB members.

Criteria

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

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

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

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

Leave Statistics for 2019-2020

There were 78 applications from NBTA members. Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective Agreement, were \$2,989,019; the AEFNB share was approximately \$956,486. Forty-five (45) leaves (full and part-time) were granted to NBTA members. Thirty-seven (37) leaves were granted to females and nine (9) were granted to males.

Leaves Awarded		Areas of Study	
K-8	26	Administration	8
Grades 9-12	20	Curriculum Studies	7
To Achieve		Exceptional Learners/	
CERT V	3	Spec Ed/Spec. Needs	7
CERT VI	1	Guidance/M&R/	
Masters	31	Resource/Counselling	14
Princ. CERT	2	Literacy	3
Other	9	Technology	1
		Other	6
		Total	46

Conclusion

When all is said and done, forty-five (45) NBTA members will be happy to be receiving an Education Leave, while thirty-two (32) members will be disappointed, and at least some of these members will feel frustrated by the process. The one thing that can be said is that the Committee did its best to weigh all of the criteria, consider all of the factors and award the leaves as fairly as possible.

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

The NBTA recipients for the 2019-2020 school year are listed by district. The length of the leaves varies from four months to a full academic year.



District	Name	Duration
ASD-E	Giselle Arsenault	Year
ASD-E	Elizabeth Cleveland	Year
ASD-E	Chad Dominie	Year
ASD-E	Lillianne Doucet	6 months
ASD-E	Monique Gallant	6 months
ASD-E	Nathan MacDonald	Year
ASD-E	Christopher Mersereau	Year
ASD-E	Corinna Rodgers	Year
ASD-E	Bethany Webster	Year
ASD-N	Cheryl Breau	Year
ASD-N	Cynthia Gilks-MacInnis	Year
ASD-N	Paul Landry	Year
ASD-N	Shannon Stewart	Year
ASD-S	Stephanie Boucher	Year
ASD-S	Sara Branch	6 months
ASD-S	Vicki Buchanan	Year
ASD-S	Gaye Colbourne	5 months
ASD-S	Julie Cunningham	6 months
ASD-S	Kurt Frank	Year
ASD-S	Wesley French	Year
ASD-S	Ruthie Fullerton	5 months
ASD-S	Joanne Hunter	Year
ASD-S	Christine Leeman	Year

District	Name	Duration
ASD-S	Stacey Leger	Year
ASD-S	Katie McDevitt	Year
ASD-S	Audrey Norman	6 months
ASD-S	Colleen Robichaud	5 months
ASD-S	Kelly Walsh	Year
ASD-W	Misty Campbell Walton	6 months
ASD-W	Melinda Cyr	6 months
ASD-W	Somer Drost	Year
ASD-W	Cindy Fraser	Year
ASD-W	Juliette Graham	6 months
ASD-W	Crystal Hanson	4 months
ASD-W	Shelley Hawkes	6 months
ASD-W	Amanda Israel	6 months
ASD-W	Gary Leroux	Year
ASD-W	Tammy Mainville	6 months
ASD-W	Jane Porter	Year
ASD-W	Kelly Pryor	4 months
ASD-W	Shana Saunders	Year
ASD-W	Virginia Steeves	3 months
ASD-W	Peter Trusiak	Year
ASD-W	Terri-Lynn West	4 months
ASD-W	Tanya Whitney	Year



Congratulations to all of our NBTA 4 Wellness Challenge Participants!

The goal of our challenge this winter was to encourage staff wellness activities and, from your submissions, it appears this was successful. We had established four categories of wellness to award prizes in, as well as an overall Grand Prize winner. Honestly, it was not easy picking the winners because all of the activities were valuable, but we did our best.

NBTA 4 WELLNESS CHALLENGE

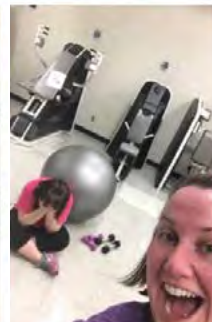
GRAND PRIZE

Dalhousie Regional School

“Over two years ago we started an exercise group at our school. We do an exercise routine called Tabata. Our group started with three people on staff working out together in a classroom; word quickly travelled, and several other staff members joined us. As the number of staff participants increased, we had to move our group to a larger room to accommodate everyone. Teachers from other schools soon heard about the fun we were having at our exercise group, so they decided to join. We now have staff from our school; our neighbouring elementary school, L. E. Reinsborough; and a few staff members from a local French school, Academie Notre Dame (Francophone North School District) participating in our staff exercise program.

Teachers, EAs, lunch staff, administration, some district personnel, etc, participate. We run our program from Monday to Thursday and keep it going every morning through the week during the summer months.

They receive \$200 towards their school wellness programs. As they stated in their submission, they can use the prize money to purchase more dumbbells, kettlebells, or yoga mats.



Congratulations also to the following schools!

These schools will all receive a Wellness Break, including treats, with their regional Professional Counsellor for Teachers, who also coordinate the Provincial Wellness Program.

Thank you for participating and stay well!

CREATIVE/FUN

Seaside Park Elementary School



"The Seaside Park Staff had a team building and wellness focused PD day on January 28th. We are a large staff and were divided into three groups rotating at three Wellness stops in Saint John. Each of our groups were made up with grade level and PLC team in mind. Our stops were: Breakout Saint John, an escape room experience where we had to solve puzzles and work as a team; Massage Addict, where we were treated to healthy snacks and a mini back and neck massage; and Sobeyes East Point, where we met with two Wellbeing counsellors to discuss nutrition and healthy eating when you work in a busy, time-demanding job. It was an amazing day!"

MOST PARTICIPATION

Forest Glen School



"Forest Glen school in Moncton held their annual community Family Fun Fitness Night. Families enjoyed free healthy snacks and activities such as: boxing, Zumba, Yoga, cup stacking, Origami, meditation, Slackline, tapping, Wii Dance, mini massages, and blood pressure reading."

NUTRITION

Northrop Frye School



"Our Teacher Wellness Committee had planned a delicious SoupFest with eight different crockpots of homemade soup to warm up teachers during this cold winter. Teachers volunteered to bring in the soups, rolls, baquettes, and butter! It was a huge success, and we plan on doing a Crockpot Casserole early this spring. During these cold winter months it is very important for teachers to take the time to unwind, eat together, and share in the joys of teaching in the staff room."

PHYSICAL ACTIVITY

Nashwaaksis Memorial School



"Over 20 staff members from Nashwaaksis Memorial School participated in three Wellness Challenges between January 7th and March 2nd. Across the three challenges, we walked 6,159,629 steps, lost 33% of our body weight, and created new lifestyle habits through a "general wellness" points challenge. We had so much fun participating in these challenges that we are now beginning round two!"

Every Wednesday several staff members participate in a group workout at lunchtime. Whether it is a relaxing Yoga workout or a heart pumping cardio workout, we encourage each other, cheer each other on, and finish strong!"

Deciding to Retire

Deciding to retire can indeed be a challenge. In fact retirement is more of an evolution from teaching full time, to changing your lifestyle, to a life away from school. A number of factors are to be considered along this evolving path, some of which are determining the details of your pension, personal financial factors, family situations, job satisfaction, among many other personal factors. It is indeed a personal decision that only the teacher can make based on consultations with various important people in their lives.

Once the decision is made to change your lifestyle and retire, it can become a very exciting and celebratory time in one's teaching career. We do recommend attending retirement functions, as they are an important part of the evolution into life after school.

There are some formal aspects to retirement and they are:

1. Ensure you are eligible to retire by checking with the NBTA or Vestcor Pension.
2. Write a letter indicating your intention to retire (always the last day of the month) and forward it to your Superintendent. Email is fine.
3. Once this is done, you will hear from the school district human resources people. They will require the following from you;
 - a. A copy of your birth certificate and that of your spouse or common law partner, if you have one.
 - b. Your most recent Income Tax Assessment
 - c. A void cheque or direct deposit form completed by your bank.
 - d. The contact information of the financial organization who will invest your Retirement Allowance
4. Once you have completed the forms for the school district, you will eventually receive some documents in your home mail from Vestcor Pension. It is on these forms that you will make the choice of percentage of your pension your spouse will receive in the event of your death. This is a one time irrevocable decision.



This complete process will take approximately 90 days. If you intend to retire at the end of the school year and want to ensure your first pension deposit occurs in July, we recommend you begin the process by March.

If a teacher retires after the end of March, he/she may not receive the first pension deposit in July. However, as long as the retirement date is prior to June 30th, pensions will be paid for each month after this, but there may be a delay in receipt of the first pension deposit. Normally pension deposits are received on the 24th of each month.

If at any time during this process of retiring, you have questions or need assistance, please contact Michael at the NBTA.

Congratulations and enjoy the ride to retirement!

For any additional information on the above process, please contact:

Michael Ketchum
michael.ketchum@nbta.ca
NBTA, P.O. Box 752,
Fredericton, NB E3B 5R6
Tel. 452-1722

If You are Retiring This Year

You are invited to the
2019 NBTA Retiring Teachers' Luncheon

May 25, 2019

Richard J. Currie Center, Fredericton

Come enjoy a lobster or roast beef dinner with other retiring teachers from across the province!

Invitations will be mailed to retiring teachers in late April.

If you plan to retire, contact Tammy Boon at tammy.boon@nbta.ca



Attention 2019 Retirees!



Teachers retiring in 2019 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 22, 2019 (tammy.boon@nbta.ca).**

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

Colleen Sullivan of Glen Falls School Named One of Canada's Outstanding Principals

Lucy LeBlanc, Resource Teacher, Glen Falls School

Part of the motto at Glen Falls School is "Shooting for Success", and the principal there has seen that pay off. Colleen Sullivan is among one of the 30 principals chosen across Canada by The Learning Partnership Program to be a recipient of the Outstanding Principals of Canada award. The fact that she is the only principal from New Brunswick receiving this award this year makes her colleagues and students even more proud of this accomplishment. She is being recognized for her contribution in changing the way her school works towards improving the well-being and academic life of her students.

The recipients of this award will benefit from an executive leadership training program at the University of Toronto's Rotman School of Management. The program will introduce them to management practices presented by business, government, and education leaders, as well as Rotman faculty. Principals also participate in The World of Work: 2020 and Beyond, a professional learning day, where they have the opportunity to learn about today's workforce from leaders in business, health, and education.

The 2019 recipients will join the prestigious ranks of the National Academy of Canada's Outstanding Principals, which now boasts more than 500 members. The National Academy offers principals ongoing networking, mentoring, and professional development opportunities to enhance their leadership skills.

The Learning Partnership website posted the following:

Colleen Sullivan is the principal of Glen Falls Elementary School. When Colleen began her principalship, she prioritized her work with staff to improve academic outcomes while ensuring student well-being. Colleen saw an opportunity to use data and a number of innovative strategies to engage and excite her students: she developed a Learning Commons, where students could get involved in science, technology, engineering, arts and math (STEAM) activities. She introduced purposeful and targeted interventions to support students and create a safe and inviting learning environment. She also restructured lunch time to provide students with more opportunities for engagement and less time for conflict. Colleen has helped change the perception of Glen Falls, from a community once considered at risk to now at promise.



The Learning Commons at Glen Falls School has been a catalyst to the changes made. The school is located in eastern Saint John in an area that has several families living below poverty level. Statistics show that low-income students perform poorly on standardized tests. Knowing this was an issue for her students, Colleen Sullivan decided to make changes within the school and the community that would directly impact student assessment results. The first cultural change was made within the staff. Colleen stressed to all teachers and support staff that all students have the ability to learn and to be successful. She did not want her educators using poverty as an excuse for not pushing students to do their best. Colleen also wanted to see students actively engaged in their learning through exploration and self-discovery. It was this desire to see students become more independent learners that sparked her idea to create a Learning Commons in the school where all students could be involved in STEAM activities. Colleen recognized the need for her

students to be exposed to more science, technology, electronics, arts, and math in the real world so that they could develop a desire to learn more in these areas and see the potential for future jobs. Community volunteers come into the Learning Commons to share their areas of expertise with the students. On any given day, students will have the opportunity to engage with engineers, artists, carpenters, musicians, architects, electricians, and authors. Students soon started showing interest in classes that they had previously viewed as unimportant to them. This shift in thinking resulted in better overall test scores in the classroom and a marked improvement in provincial assessment results.

Along with academic struggles, the students at Glen Falls School struggled socially and emotionally. When Colleen first became principal she noted a lot of previous conduct reports in the files due to incidents on the playground. She wanted to make a change at the school where these incidents would be reduced. After consulting with the parent advisory group and the staff, she made the decision to change the structure of the

“Glen Falls School may be small, but we are mighty... just like our principal.”

lunch hour so there would be more activities available for the students to participate in. This change reduced the number of students in the playground and made supervision easier. In addition to this change, Colleen asked the student intervention worker to do whole-school social training using the WITS Program and Superflex Program. All students from K-5 were given the skills and vocabulary necessary to work through problems themselves before things escalated in a situation that needed to be handled in the office.

Colleen has stated that this award is not only for her but for the whole school community. She knows she could not implement the changes and offer the programming without the support of her educational team, volunteers, and community partners. Colleen is grateful for the opportunity for professional development that comes with this award and cannot wait to share what she has learned with her colleagues. It seems we may be in for more changes in our little school.

Glen Falls School may be small, but we are mighty... just like our principal.



Professional Development
Open for all interested
Location: Fredericton, NB

*Stepping Back in Time:
 Re-living History*

Tour of Kings Landing
Presenter: Jacques Poitras, author
Tour of the NB School Days Museum

Oct. 5-6, 2019
Register by: Sept. 13, 2019
 For more information contact
dicaron47@gmail.com

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 Educational Foundation

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Life is What You Make: it!



“Life is What You Make: It!” So pronounced a sticker I saw upon arrival at the World Maker Faire in New York City. As an educator and former English teacher, the metaphor was not lost on me, and it gave me great pause over the next three days.

On September 21, 2018, I travelled to New York City (NYC) with nine colleagues to attend the World Maker Faire.

Our group was comprised of seven science/math teachers, two English teachers, and me – the lone administrator. And yes, there were many jokes about “three Pennys in a sea of Sheldons.” To be honest, I was confused by this “maker” trend of recent years, and I didn’t really understand what this whole “maker movement” was all about. I thought I was missing out on something, and I was determined to fix that. I needed to learn what “maker” really meant so I could support my teachers in any way possible moving forward.

From the moment we arrived at the NYC Hall of Science early Thursday afternoon until we left late Saturday afternoon, I was inspired. The first afternoon involved a very rapid series of speakers in a huge theater (one was our very own Jacob Lingley from Brilliant Labs), and I quickly realized that “makers” are problem solvers. Brad Halsey, a retired army veteran, shared stories about working with marines in disaster relief in the Virgin Islands. Something as simple as shelter is incredibly complex in war-torn or weather-ravished environments. He devised 3D glass blocks that assemble almost like Lego to create temporary, light-filled shelter in simply a matter of hours. Brilliant! Author Ted Dintersmith offered an inspiring vision of what schools could and should be if we adapt our skills and thinking to thrive in a technological world. These were just two of over a dozen presentations.

Friday and Saturday were spent exploring the actual Faire, and even after two days, I know we did not see all of it. The Faire was divided into four zones:

1. Arts & Technology
2. Make: D. I. T. (Do It Together) – robots, race cars, 3D printer village
3. Maker Pavilion – electronics, fabrication, science health; Make: Believe (Cosplay, Games); Larger Than Life – Hand of Man, Iron Horse Sculptures, forge, Game of Fire; Homegrown Village
4. Robot Arena; Maker Downtown; Beats, Brew & Eats; Altered Vehicles; Make it Fun.

It was mindboggling at every single turn.

Since we were a motley crew, it might be helpful to learn about the Faire from several points of view, (English teachers just can’t help themselves sometimes):

Valerie Marshall – SPR English

Attending the New York City Maker Faire this year pushed me out of my comfort zone as an English teacher and encouraged me to consider my practices in light of the products my students create. It was readily apparent that I was surrounded by people of all ages who thought, imagined, planned, and created in ways that were unlike anything I normally do. At first, this display of ingenuity was over-whelming and I felt seriously out of place. However, as the hours passed I began to imagine ways of incorporating a sense of adventuresome learning into my English Language Arts Curriculum.

The makers I met were problem solvers. They created solutions to everyday problems. So, what was a problem I needed to solve? Publishing. I needed to find an authentic way for my students to publish their work for an audience who wanted to read their words. With this refocused mindset, I returned to Fredericton High School determined to find a way for students to publish their voices.



Authors:
Fredericton High School Teachers:
 Mark Garnett
 Valerie Marshall
 Greg Porter
 Heather Stewart



Thanks to my trip to the NYC Maker Faire, my grade 9 students are publishing a book of stories that they wrote after interviewing seniors from a local retirement home. We've connected with community artists, photographers, and printers who are eager to help us publish. We applied for and received grants to cover the costs. Problem solved! My students are authors and they have an authentic audience to read their work.

Greg Porter – early career English/science teacher

Visiting NYC has been at the top of my travel list for years, a goal I wasn't quite sure would ever happen. Refusing to limit my educational horizons has also been a goal of mine since I began teaching a few short years ago. Combining these two goals into a long weekend Professional Learning at the World Maker Faire in NYC exceeded all of my expectations.

Being a relatively new teacher to the profession, and teaching Science and English courses, I traveled to the 2018 World Maker Faire with an open mind. However, I was blown away at just how narrow-minded my potential teaching practices were. The time spent touring, taking part, and absorbing all there was to do and see at the Maker Faire not only expanded my educational horizons, but it also provided me an insight

into a totally different world – a world I have incorporated into my teaching practices since I've returned and will continue to do so throughout my career as an educator in New Brunswick. I learned that our classroom expands far beyond our four walls, the school, and even our community. The Maker Faire proved my classroom is simply a gateway into my students' dreams and ambitions.

Heather Stewart – math teacher

I attended the 2018 Maker Faire in New York City last fall, and it was an incredible experience. As a math teacher it can be sometimes hard to inspire students to see beyond crunching numbers or solving polynomial equations, but attending this event provided me with a lot of inspiration. Being able to see people who have taken problem solving into their own hands as adults and as students was refreshing. One group was even from Riverview High School in New Brunswick, showcasing their school's engineering club. They have been working on making solar-powered lights for people who have no electricity so they can do their school work. For me, this was the biggest take away – seeing students combining their knowledge of science and math to help people in need in a very practical way. We have many talented and capable students – we just need to provide them with the right opportunities to nurture them and develop this atmosphere of making and problem solving.

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The second part of this article will be in June issue of the NBTA News.



STEAM Class

Karla Roy, Park Street School

This year I embarked on a new journey in my teaching career and started teaching STEAM full-time at Park Street School. All students in K to 5 come to my classroom twice a week for a thirty-minute class in STEAM.



A kindergarten student learns about sequencing when introduced to coding.



Students learning about snow crystals through science, art, and math.

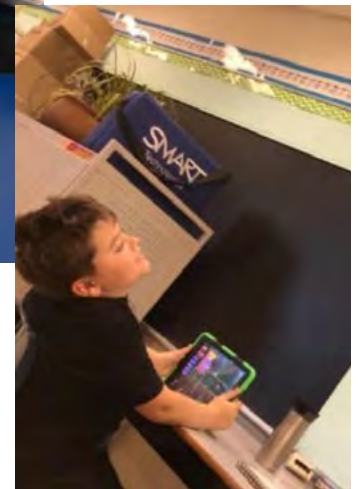
Many people have asked me what STEAM is. If you asked any of my 422 students, they will tell you that STEAM stands for Science, Technology, Engineering, Arts and Math. STEAM is about solving problems by combining two or more of these subject areas. They would also tell you that STEAM class is a place where they can explore, be creative, solve problems, code, use technology, make art, and have a lot of fun. It has become the favourite class for many students and certainly has been a highlight of my teaching career.

In STEAM classes, students have been problem solving while exploring and learning through the five subject areas. Some of our learning has happened by sharpening our engineering skills while solving problems, combining science to create art projects, and combining math, technology, science and art to learn about nature. It has been an exciting educational experience for everyone.

STEAM class also focuses on the provincial Global Competencies. For example, students focused on critical thinking and problem-solving skills through coding. Our school has a partnership with Apple Canada, and they have provided professional learning and support to me and our teachers in technology. I also taught all students how to use Keynote, a presentation app, and students in grades 1 to 5 all created a presentation that they shared with the class. Students will be designing their own apps, coding with Dash and mBots, making music with GarageBand, and more opportunities with science and engineering activities before the end of this school year.



Grade 5 winners of the engineering challenge to build the tallest tower with one piece of paper and a few paperclips.



Grade 4 student streaming his work to the Apple TV to share with others.

I encourage all teachers to start incorporating some STEAM activities in your classroom. Start with a small activity and you will be amazed with the level of student learning and engagement! Also, if you have an opportunity like I did to switch your teaching assignment to something new, take a deep breath and go for it! You won't regret it.

Miramichi Students "Light the Fire" for Special Olympics

Ann O'Neill-McDonnell, Miramichi Valley High School



A grade 12 class at Miramichi Valley High School and their teachers, Ann O'Neill MacDonnell and Adam Hayward, took the curriculum outcomes from an elective course entitled "Goals, Growth, and Grit". The course allowed them to provide a more enriching course that had real-world implications. What started off as a simple high school class quickly evolved.

The course saw the students commit to countless hours of volunteer time, create bonds of friendship between themselves and our local Special Olympic Athletes, and ultimately led to one of the most well-attended and celebrated Special Olympics Winter Games in the history of New Brunswick.

It was not long before this class changed from being just another high school course and into a passion. Quickly, the confines of the classroom walls and timetables were torn down and saw students signing up to be part of the local organizing committee for the Winter Games. This was a commitment that entailed long evenings spent brainstorming, problem solving, and organizing the games. Students began volunteering on Sunday evenings to mark scores and help coach our local Special Olympic bowlers. Some students took on the challenge of rounding up sponsorships from local businesses, while others spent countless hours arranging photoshoots and editing promotional posters of each of our 40 local athletes. Each student took on a major task that they were passionate about



and excelled at, using their interests and skills to make the 2019 Special Olympics Winter Games a memorable one for the 400+ athletes and coaches from across the province.

It was not just the parents, caregivers or coaches of the athletes that noticed the impact the students had on these games. Most importantly, the athletes themselves constantly remarked on the students' involvement and the impact on their lives. Michael Clark, a Special Olympics floor hockey player, frequently gave "shoutouts" to the class on his YouTube channel. In one such post entitled "Friendship", Michael says, "When I first walked into the class to tell you what I do with Special Olympics, I was kind of scared... but I really warmed up to you guys. You guys are the best! I love you all. I could never ask for better friends." Al Sutherland, another Special Olympic floor hockey player, commented, "This is the first time anyone has cared so much about Special Olympics. Sometimes people pretend to care but these kids really care."





NBTA Combined Council Day 2019

***We're All Together
in Moncton on
May 3, 2019!***

***World Class Speakers,
Thousands of Colleagues, and
a Terrific Learning Opportunity***

***Read on for more information on
Combined Council Day 2019...***

Keynote Speakers for CCD 2019

Check out a couple of our Keynote Speakers for Combined Council Day 2019!



Alan Sears

Dr. Alan Sears is a Professor of Social Studies Education in the Faculty of Education at the University of New Brunswick (UNB). He has been a social studies teacher for more than 40 years working at all levels, from primary to graduate school. In the Faculty of Education at UNB, Alan teaches undergraduate courses in teaching methods, social studies education, and international education and graduate courses in research methods and educational policy. He also regularly supervises PhD and MEd students and does professional development work with teachers.

Alan's research and writing have been in the fields of social studies, citizenship education, history education, religion and education, and educational policy. He has authored more than 50 articles and book chapters, as well as authoring and editing both academic books and school textbooks. From 2014-2018, Alan was Editor of the international journal **Citizenship Teaching and Learning**. His books include **Globalization, the Nation-State and the Citizen: Dilemmas and Directions for Civics and Citizenship Education** (co-editor) and **Education, Politics and Religion: Reconciling the Civic and the Sacred in Education** (coauthor), both published by Routledge. His most recent book, coauthored with a team from around the world, is **Education, Globalization and The Nation**, published by Palgrave Macmillan.



Big Daddy Tazz

Often described as "one of the most talented comics in the business", Big Daddy Tazz has been delighting crowds at fundraisers, corporate events, festivals and on television for more than a decade and a half. Known as the "Bi-Polar Buddha", Tazz is equal parts comedian and motivational speaker, who likes to enlighten, educate, and inspire. As a result, his one-man shows have drawn rave reviews and standing ovations from coast-to-coast.

Tazz's many national festival appearances have included the prestigious Just for Laughs Festival in Montréal, the Moncton Comedy Festival, and the Winnipeg Comedy Festival, for which he often multitasks as a writer, producer, and performer. Tazz's explosive gala performances at the Winnipeg Comedy Festival over the years can be seen frequently on CBC television and the Comedy Network. On April 1, 2008, Tazz shattered the standing record for continuous stand-up comedy with his 8.5-hour stand-up comedy show.

Combined Council Day 2019 Program



Ron Suskind

Ron Suskind is a Pulitzer Prize-winning journalist, best-selling author, teacher essayist, and speaker. He is the author of six bestselling books, the most recent of which examines his own family's two-decade struggle to help Owen, Suskind's son, emerge from the shadows of autism through a unique, and wildly creative, form of therapy. The documentary film about Owen's story, *Life Animated*, was just released.



Jeremy Bennett

Having been diagnosed at a young age with a severe form of Obsessive-Compulsive Disorder, anxiety, and clinical depression, Jeremy knows first-hand the effects of mental illness. Because of his contribution in the field of mental health he was awarded Personality of the Year by The World Organization of Natural Medicine in 2013.



Jane Bluestein

Jane Bluestein, Ph.D., is a keynote speaker and seminar leader who has worked with educators worldwide. An award-winning author, Dr. Bluestein's latest book is *The Perfection Deception: Why Trying to Be Perfect is Sabotaging Your Relationships, Making You Sick, and Holding Your Happiness Hostage*. Formerly a classroom teacher, crisis intervention counselor, and teacher training program coordinator, she is committed to changing schools one heart at a time.



Big Daddy Tazz

After 30 years of denying he had the mental illnesses that were controlling his life, Tazz realized that being manic-depressive, attention deficit, and having mild dyslexia could either destroy or enhance his life... it was his choice. Tazz speaks candidly about his struggles and ultimately his triumphs, over not only being diagnosed with mental illness, but facing the terrifying stigma that surrounds it.



NBTA Council

Council

Registration
April 3rd and 4th
www.nbta.org



Combined
Day 2019

on opens
at 4:00 pm
bta.ca



Alan Sears

Dr. Alan Sears is a Professor of Social Studies Education in the Faculty of Education at the University of New Brunswick (UNB). He has been a social studies teacher for more than 40 years working at all levels from primary to graduate school. In the Faculty of Education at UNB, Alan teaches undergraduate courses in teaching methods, social studies education, and international education; and graduate courses in research methods and educational policy.



Eddy Robinson

Mr. Robinson has worked and advocated for many Indigenous communities locally, provincially and nationally for the past 25 years. He will address the much needed alliance of Indigenous and non-Indigenous people throughout North America in order to begin the process of creating social change before even stepping on the path of Reconciliation.



Michael Ungar (off-site)

Dr. Michael Ungar is among the best known writers and researchers on the topic of resilience in the world. His work has changed the way resilience is understood, shifting the focus from individual traits to the interactions between people and their families, schools, workplaces, and communities. Dr. Ungar's immense influence comes from his ability to adapt ideas from his research and clinical practice into best-selling works.

Elder Noel Milliea (off-site)

Noel Milliea is a Mi'kmaq Elder from the Elsipogtog First Nation Reserve. He has been working with the Parole Board of Canada for the past 22 years in the area of aboriginal initiatives and aboriginal offender reintegration. For the past 18 years, he has been teaching a full-semester course for 4th year B.E.D. students titled "Indigenous Education" at the University of Prince Edward Island. Elder Noel Milliea has also developed and delivered numerous courses based on cultural diversity and awareness, and has also presented as a keynote speaker at numerous national and international justice and education conferences.

Conference Reminders

- 1. Layer your clothing:** The temperature in the Coliseum can be unpredictable so we encourage conference-goers to dress with this in mind.
- 2. Cell Phones:** Please be courteous and turn cell phones off or to vibrate during sessions.
- 3. Plan to carpool and arrive early to reduce traffic.** The Berry Mills exit often gets clogged with traffic. There is a map at the end of this program showing alternate routes to the Coliseum.
- 4. Continuous sessions will be taking place throughout the day in Agrena B, C, and the Main Coliseum Bowl.** There is no scheduled nutrition or lunch break, but rather teachers have registered individually for sessions, self-selecting times for breaks, lunch, and visiting the exhibitor's displays. Lunch at the Coliseum will be available continuously from various locations between 11:30 am and 1:45 pm, including food trucks. We believe that this continuous programming will prevent bottlenecks, as well as encourage a constant flow. Our goal is to provide educators with the optimal choice of quality professional learning opportunities under one roof on one day. We sincerely hope that the majority of our members will come early, lunch, and learn with us and stay late as the learning opportunities are simply too good to miss a minute!
- 5. Host Hotel:** Delta Beausejour <https://www.marriott.com/events/start.mi?id=1547821828313&key=GRP>
The last day to book with this link is April 5th.

Council Business Meetings and Scavenger Hunt

On Thursday evening, come to the Delta for **6:00 pm** to participate in a scavenger hunt... with prizes to be won! Sign up with Adam Trider in the hotel lobby.

The business meetings of all three Councils take place at **7:00 pm** at the Delta, followed by a complimentary reception. All teachers are welcome!

Conference Social

All NBTA members and guests are invited to attend our social from **9:00 pm to midnight** to hear the band Shameless. It will also be a great chance to unwind and catch up with friends and colleagues.

Shameless: Shameless is Atlantic Canada's best known-party band! Shameless always brings an exciting energy to every show. The set list includes music from all genres: Rock N Roll, Country, and even some Maritime favourites. Shameless guarantees a good time and has been voted Halifax's best cover band for five years in a row! www.shamelessmusic.com



Prizes/Draws

Many great prizes are available upon your registration, but we are saving the best ones for last! A random draw from registrations received by 11:00 am on Thursday, April 25th will be held and selected winners will be notified by email. Winners must respond to email and must be present to receive their prize. Prizes must be picked up by 10:00 am at the Moncton Coliseum prize table.

Conference Trade Show

We encourage all conference delegates to visit the extensive Conference Trade Show. Many booths will have materials for sale. **Booths will be open at 8:00 am.**

Conference Schedule

Thursday, May 2

Delta Beausejour

6:00 pm	Scavenger Hunt	Delta Beausejour Lobby
7:00 pm	Council Business Meetings	Delta Beausejour
9:00 pm	Conference Social <i>Featuring Shameless</i>	Delta Beausejour

Friday, May 3

Moncton Coliseum

8:00 am	Registration and Exhibits Open	
8:30 - 8:55 am	Opening Remarks and Welcoming Ceremony	Main Coliseum
8:55 - 9:45 am	Keynote Session K-01 — Eddy Robinson <i>Rewriting Your Story</i>	Main Coliseum
9:45 am	<i>ENERGIZER</i> with Joe Grondin	Main Coliseum
9:50 - 10:40 am	Keynote Session K-02 — Ron Suskind <i>Life, Animated: A Tale of Autism and Hidden Potential</i>	Main Coliseum
10:55 - 11:55 am	Session 3-01 — Jane Bluestein <i>The Perfect Deception</i>	Main Coliseum
11:00 am - 12:00 noon	Session 3-02 — Jeremy Bennett <i>Beat Stress and Anxiety NOW!</i>	Agrena B
11:10 am - 12:10 pm	Session 3-03 — Ron Suskind <i>Moderated Conversation</i>	Agrena C
12:30 - 1:30 pm	Session 4-01 — Jeremy Bennett <i>Calm Your Mind: Transform Your Life</i>	Main Coliseum
12:40 - 1:40 pm	Session 4-02 — Jane Bluestein <i>Creating Emotionally Safe Schools</i>	Agrena B
12:50 - 1:50 pm	Session 4-03 — Alan Sears <i>Rescuing Reason: The Democratic Mission of Schooling in New Brunswick</i>	Agrena C
2:00 - 3:00 pm	Keynote Session K-05 — Big Daddy Tazz <i>Stand Up Against Stigma</i>	Main Coliseum
3:00 - 3:10 pm	Prize Draw	Main Coliseum

Choose One

Choose One

May 3rd Alternate Locations

8:40 am - 3:00 pm <i>Registration will be at Northrop Frye School: 8:00 am Lunch: 11:30 am - 1:00 pm</i>	Session AL-01 — Michael Ungar <i>"Diagnosing" Resilience Across Cultures and Contexts: Seeing the Positive in Young People Even When There are Serious Problems</i>	Northrop Frye School
1:30 - 3:00 pm <i>Doors open 1:00 pm</i>	Session AL-02 — Elder Noel Milliea <i>Perceptions</i>	Riverview Middle School

Saturday, May 4

9:00 am - 12:00 pm	NBTA Middle Level Council Institute — Maura Garey <i>You Mean I have to be a Counsellor Too?</i>	Northrop Frye School
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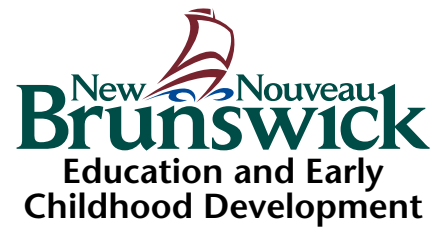
*Lunch at the Coliseum will be available continuously between 11:30 am and 1:45 pm.

NBTA Thanks the Council Day Sponsors

Platinum Sponsor



Gold Sponsor



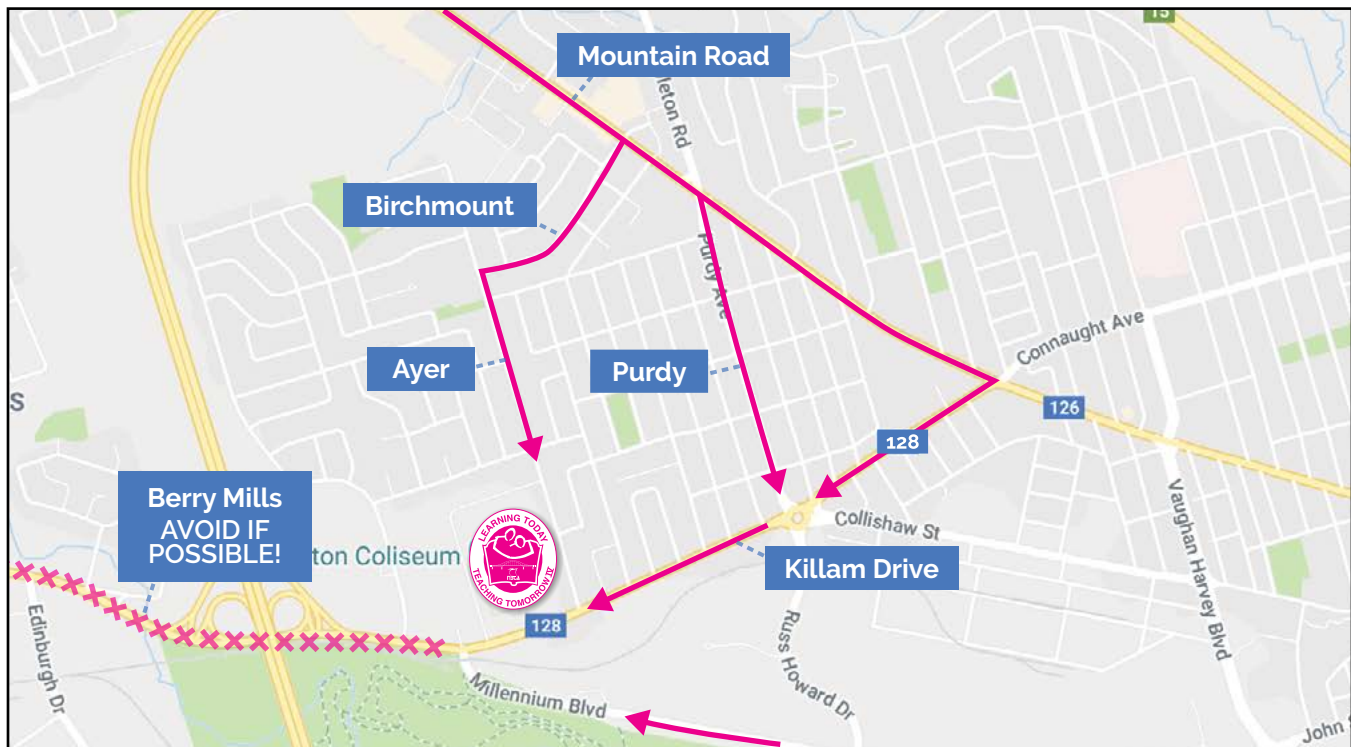
Silver Sponsors



Bronze Sponsors



Many Ways to Council Day!



During previous NBTA Combined Council Days, many teachers coming to Moncton tried to reach the **Coliseum** via the nearest exit, **Berry Mills Road**. Unfortunately, many vehicles ended up on the same road causing needless frustration.

There are many exits into Moncton, including the **Mountain Road** exit, only a few kilometers past the **Berry Mills Road**. There are also three ways to approach the facility parking lot: **Killam Drive** from the west or east, and via **Millennium Drive**.

- Arriving early will lessen traffic congestion.
- We are trying to make the conference as green as possible. Carpooling is more eco-friendly, less expensive and can reduce the number of vehicles trying to access the venue.
- Local RCMP and radio stations have been informed of the event in order to help reduce traffic congestion.

See you in Moncton on May 3rd!

If Not NOW, then WHEN?

An exploration of Daniel Pink's book
'WHEN: The Scientific Secrets of Perfect Timing'

by Ardith Shirley,
NBTA Staff Officer



A few months ago, I downloaded one of those productivity Apps that track and analyze how you spend your time each day, week, month and year. While I like to think of myself as a somewhat productive person, I must confess that this little technological tool has been a bit of a game changer for me.

As some of you may be aware, most days I commute a minimum of two hours to and from work. While I didn't need an app to tell me that I was driving more than 10 hours per week, or 40 hours per month (my back and shoulders could more than do that), the app did put that time I spent sitting in my car in perspective with my other daily and weekly activities. I recall vividly the day the projection suggested that, given current trends, I will spend more than 480 hours driving to and from work this year - third only to **work** and **sleep** in my projected "time" pie chart. Seeing it expressed in this way, I recall thinking, "That's almost three solid weeks of time - Whoa!"

This new perspective resulted in a search to find things that I can safely do while commuting to help me feel a little better about this 'wasted' time. My quest led me to audiobooks. My frugality (some would call me cheap 😊) brought me to my local library to find audiobooks I could access for **free**. The librarian introduced me to the beautiful online library available to me with my New Brunswick Public Library Card and the OVERdrive app. Voila! My 'wasted' commute time is now converted to 10 hours per week of 'learning time', fueled by over a thousand audiobooks that are updated regularly.

Coincidentally, one of my recent 'listens' was best-selling author Daniel Pink's book, "**When: The Scientific Secrets of Perfect Timing**". Named one of the best non-fiction books of 2018, it attempts to help unlock the scientific secrets of 'good timing', allowing us to flourish at work, at school, and at home. In the first chapter, Pink notes, "*Timing, we believe, is an art. I will show that timing is really a science — an emerging body of multifaceted, multidisciplinary research that offers fresh insights into the human condition and useful guidance on **working smarter and living better**.*"

*Rather than a **how-to** book, think of this book as a new genre altogether — a **when-to** book."*

“Don't count the days, make the days count.”

- Muhammad Ali

The following is a summary of my favorite quotes from the book with a special emphasis on those that I think deserve special consideration for teachers. I've taken the liberty to organize them in categories to make it easy to skim and scan for any that you believe may have application in your own life.

When (and How) to Structure Your Day:

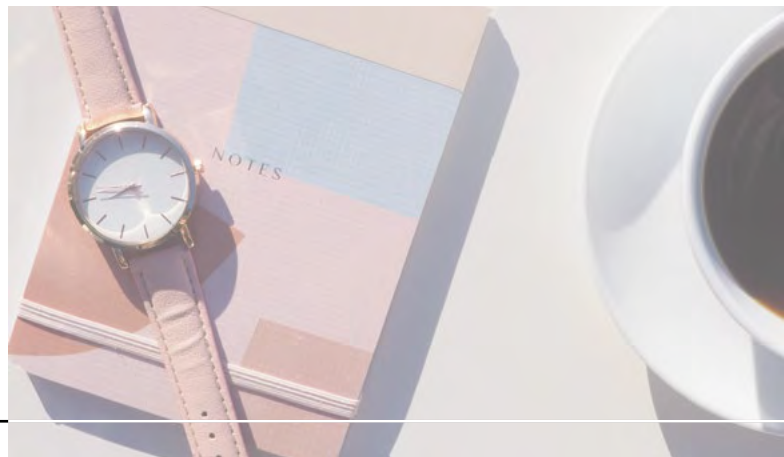
"The day is perhaps the most important way we divide, configure, and evaluate our time." — We all get 24 hours a day, and you can really only design your life one day at a time.

*"Every day includes **"a peak, a trough, and a rebound"** (a **U-shaped pattern**). "Positive mood rises in the morning, dips in the afternoon, and rises again in the evening." — Happiness, warmth toward others, enjoyment, and emotional balance all follow this U-shaped pattern.*

"One British survey got even more precise when it found that the typical worker reaches the most unproductive moment of the day at 2:55 p.m." — Hmmm...When are most staff meetings and opportunities for collaboration in education scheduled?

*"**Lunch breaks, naps, and taking walks** are not laziness — in many cases, they are necessities."*

"Whatever you do, do not let mundane tasks creep into your peak period."



The Importance of taking Restorative Breaks:

"DeskTime claims to have discovered a golden ratio of work and rest. High performers, its research concludes, work for 52 minutes and then break for 17 minutes."

- **Something beats nothing** "One problem with afternoons is that if we stick with a task too long, we lose sight of the goal we're trying to achieve, a process known as 'habituation.' Short breaks from a task can prevent habituation, help us maintain focus, and reactivate our commitment to a goal."
- **Moving beats stationary** (Get your heart pumping!)
- **Social beats solo** (Find a friend and talk about something other than work.)
- **Outside beats inside** "Nature breaks may replenish us the most. Being close to trees, plants, rivers, and streams is a powerful mental restorative, one whose potency most of us don't appreciate."
- **Fully detached beats semidetached** "Relaxation breaks (stretching or daydreaming) eased stress and boosted mood in a way that multitasking breaks did not."
- **Make them 'tech-free'** "Tech-free breaks also 'increase vigour and reduce emotional exhaustion.'"

The Importance of a Quality Lunch Break:

"Lunch breaks offer an important recovery setting to promote occupational health and well-being — particularly for employees in cognitively or emotionally demanding jobs."

How to Spend the Last 5 Minutes of our Work (or School) Day:

"Making progress is the single largest day-to-day motivator on the job. But without tracking our 'dones,' we often don't know whether we're progressing. Ending the day by recording what you've achieved can encode the entire day more positively."

"Now use the other two or three minutes to lay out your plan for the following day."

"Bonus: If you've got an extra minute left, send someone—anyone—a thank-you email. I mentioned in chapter 2 that gratitude is a powerful restorative. It's an equally powerful form of elevation."

Pink also spends many pages exploring the power of motivation and its relation to beginnings, middles, and endings. Finally, a companion PDF document and discussion guide for educators include **some important considerations for educators**:

"In Chapters 1 and 2, Pink describes a large study in which students performed worse on standardized tests later in the day – but saw their scores rebound if they had a break before an afternoon test. What are the implications of this study for your school?"

What is your school's approach to recess, lunch and breaks? Should that approach change?

Students often start a semester eager and motivated. But as the weeks wear on, performance can dip. What are some ways to introduce fresh starts to renew their motivation?"

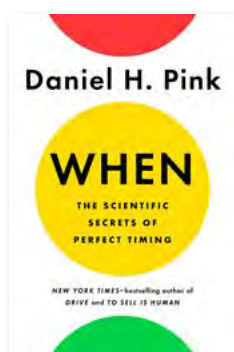
In closing, and to finish how we started, I issue a challenge – are you counting your days or making your days count? If lately it feels more the former than latter, I highly recommend having a closer look at Daniel Pink's "**When**". I guarantee it will be some time well spent.

“ I used to believe that timing was everything. Now I believe that everything is timing. ”

- Daniel Pink

Sources:

1. <https://www.danpink.com/books/when/>
2. <https://www.sloww.co/when-book-daniel-pink/>
3. *When: A Discussion Guide for Educators*



Book Draw

Congratulations to the winner of last month's book draw, **Beth Weatherbee** of Port Elgin Regional School. A copy of "**Engage the Brain**" by Allison Posey (2019) is on its way to you.




This month, I am pleased to offer a copy of Dan Pink's book "**When: The Scientific Secrets of Perfect Timing**" as a prize. Sound interesting? Send a quick email to ardith.shirley@nbta.ca with the subject line 'Book Draw' by May 3rd (coincidentally our Combined Council Day!).



Proposed Changes to Council Constitutions

The NBTA Elementary, Middle, and High School Councils have proposed changes to each of their constitutions. For more information, please go to our website at www.nbta.ca and select the slider pictured below. These changes will be discussed at the Council Business Meetings on May 2nd at 7:00 pm at the Delta Beausejour in Moncton.

Proposed Changes to NBTA Council Constitutions
Click here to learn more

 Elementary	 Middle	 High School
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Introducing Our DSS Conference Facilitator for 2019

Kristin R. Anderson



Kristin is an incredibly passionate educator who strives to bring joy, hope, and empowerment to learners across the globe by helping them unleash their brilliance. She motivates systems leaders, educators, consultants, and students to leverage their strengths and apply research principles that have the greatest impact on student learning into practice.

Kristin began her career as a high school English teacher for students who were kicked out of Denver Public Schools. Since then, she has worked in multiple K-12 settings in various instructional and administrative roles, and has obtained credentials and advanced degrees from Sterling College, Kansas, The University of Denver, and The University of Colorado. She is currently enrolled in a doctoral studies program in Educational Leadership and Organizational Culture and Change at The University of Southern California.

Save the Date: July 2-5, 2019
Mount Allison University, Sackville, NB

Celebrating over 40 years of Atlantic Teacher Organizations

CONTACT 2019

Conference on New Techniques and Classroom Teaching

August 6-9, 2019 | Saint John, NB

This 3½ 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.

Application Guidelines

1. Email your “I am interested” Registration Form to judy.deveau@nbta.ca by Friday, May 24, 2019.
2. Priority will be given to teachers who have not previously attended CONTACT.
3. Branch representation will be considered.
4. Additional information will be forwarded to you once your seat availability is confirmed.
5. a) NBTA provides successful applicants with at least \$200.00 (and possibly more) funding support towards CONTACT registration.
b) Applicants may also apply for a Council Educational Improvement Grant (up to \$400.00 based on receipted expenses)
c) Applicants may also apply to their local branch PL Chair for possible funding support.

CONTACT 2019 Expression of Interest Registration Form

Name of Teacher: _____ Member Number (if known): _____

Email: _____

School: _____ Cell: _____

Have you attended CONTACT before: No Yes Year(s): _____

Deadline Date: Friday, May 24, 2019

Email this form to:
judy.deveau@nbta.ca

CONTACT is sponsored by the teacher organizations of the Atlantic region.



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

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

(Please make cheques payable to NBTA)
Find registration form at www.nbta.ca and clicking on
the Enrichment Triad Training Course.

Register Early - Limited Enrolment!



Spring:

Dates: April 6, 13, 27, May 4, 11
(9 am to 3:30pm)
+7 hours outside of class

Reg. Deadline: March 1st*
**There is still space, but you
MUST register IMMEDIATELY*

Summer:

Dates: July 8-12
(9 am to 3:30pm)
+7 hours outside of class

Reg. Deadline: June 21st



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.

"I learned how the Enrichment Triad Model has such an amazing impact on student's learning and their lives."

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.

"I had such fun! I was not expecting to have laughed and cried, be so moved and motivated. I feel invigorated and excited about implementing this model."

PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS

Professional Course: Triad

Name: _____

School: _____

Email: _____ Member Number: _____ Cell: _____

Spring (Apr. 6, 13, 27, May 4, 11)

Summer (July 8-12)

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 enrolment.

Kagan

Attention Teachers!

NBTA Sponsored Course
Kagan Cooperative Learning Credit 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.

When: Monday to Friday, 8:30 am - 4:00 pm
July 8 - 12, 2019

Cost: Tuition \$500.00 + \$119.00 materials fee
(Please make cheques payable to NBTA)

Where: NBTF Building, Fredericton, NB

Registration Deadline: June 21, 2019

Instructor: Michael Smith
Certified Kagan Instructor

Register by June 21st by going to www.nbta.ca and clicking on the Kagan Button

Please make cheques payable to NBTA



It's All About Engagement

Workshop Highlights

Structures for Success™

- Put the best research into practice in your classroom
- Use cutting-edge structures that promote success
- Boost your students' achievement through practical, classroom-proven structures
- Make your lessons come alive
- Use strategies to reach all your students
- Make learning more fun for everyone

Improve Your Class Climate

- Create a caring, cooperative classroom through energizing classbuilding activities
- Foster belonging for students of all ability levels
- Have fun with your students with indoor and outdoor cooperative sports and games
- Promote full-class cooperation with scoring and recognition systems
- Establish a classroom environment where everyone wants to be - including you

Build your Students' Social Skills

- Teach your students the skills they really need to succeed in school and throughout their lives
- Promote caring, kindness, empathy, respect, and responsibility without separate lessons
- Develop your students' character in the context of learning together
- Improve student relations in your class and beyond

Form Successful Learning Teams

- Create and manage teams in your class where **Together Everyone Achieves More**
- Learn a better approach than simple group work
- Transform your lessons into engaging, interactive learning events that guarantee success
- Release the power of true cooperative learning

Participants Rave!

"I would HIGHLY recommend Kagan training to anyone and everyone who has any interest in helping kids succeed! One of the very BEST trainings I've ever been to!!"
- Katie Canar 4th Grade Teacher

"This method, in my opinion, can change the face of education! Amazing stuff!!"
- Josh Scott, 9-12th Grade Math Teacher

"This is life changing! I don't understand why every teacher isn't doing this!! A+!"
- Beth Box, 7-8th Grade Teacher

"Kagan training is the BEST professional development I have attended. I look forward to attending many, many more workshops"
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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.

“Great News” Stories Submitted to our Facebook Page



Birchmount School members recently met with TEDxMoncton's Committee members to start planning the very first TEDxYouth Event in Moncton!



As part of a school-wide initiative, the staff, parents, PSSC, and Home & School of Chris Saunders Memorial Elementary School have teamed up to create this beautiful Calming Room. As a Zones of Regulation school, we are pleased to provide a space where students can go to self-regulate their emotions and utilize mindfulness strategies. The Rotary Club also made a significant contribution by purchasing our bubble tube.

February Winner

Great Stories from your School

68 shares

.....
Our newest Facebook share winner is St. Stephen Elementary School for their two students who made 50 paper dolls to promote diversity!

They will be receiving \$50 for staff wellness.

Keep those stories coming in!
Send them to blake.robichaud@nbta.ca.

“ Sadie McGinn, a grade 4 student and Claire Young, grade 5 student are celebrating diversity and promoting diversity! (They) made 50 paper dolls, each representing a different country. The paper dolls are hanging in our hallway. ”



Pink Shirt Day

Wednesday, February 27th



Nackawic Elementary



Dalhousie Regional High School



McAdam High School



AREN'T ALL TEACHERS EXTROVERTS?

by Ronna Gauthier,
Teacher Counsellor

*Professional Counselling
Service for Teachers*



Over the course of my teaching career, one common misconception has frequently arisen in conversations with non-educators: that all teachers must be extroverts.

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

A typical question might sound something like this, "C'mon, you are all able to stand up in front of dozens of students every day and teach them, you are all comfortable doing presentations, chairing meetings, talking with parents, and leading committees, right? So, doesn't that make you all extroverts?"

We as educators know that this is far from the truth. I would venture a guess that a healthy percentage of teachers would in fact, be introverts. Statements like the above feed into another misconception that being an extrovert is associated with a certain set of skills, like being the center of attention or taking the lead, while introverts are shy, quiet, or reserved. While there is some basic truth that introverts think first then act second while extroverts just jump right in, all teachers, both introverted and extroverted, are highly skilled as organizers, leaders, presenters, facilitators, etc. The fundamental difference is in the source of motivation and the result of exercising those skills.

Let's first delve into some basic understandings about introversion and extroversion as it relates to teaching. If we were to examine motivation; introverts are motivated internally and prefer to take their time making decisions while taking in all the information available. Introverts are listeners, who can stay focused for long periods of time. Extroverts are motivated externally and tend to make quicker decisions, especially when inspired to by others. The extroverted teacher may volunteer immediately at the first staff meeting to be the Student Council Advisor, whereas the introverted teacher may be thinking "let me think about it, and I will get back to you". We must be careful to not overlook this tendency when it comes to making decisions or planning as a group if we are to capitalize on everyone's strengths.

If we think in terms of "brain battery charge" or "stored energy", introverts' batteries get charged when they are alone or in a quiet environment with few people, participating in activities that are calm and tranquil. They burn energy when leading, in groups, crowds, or noisy and highly social environments. Time alone, one-on-one conversations, and predictable situations are pleasant for introverts who are more sensitive to external stimulation. For introverts, to be alone with their thoughts is as restorative as sleeping, or as nourishing as eating. Extroverts' batteries, on the other hand, get charged when they are with people, at the center of attention, or leading the group. Subsequently, they tend to lose energy when alone or in quiet reflection. The extrovert's brain tends to push them towards seeking out novelty, taking risks, and enjoying unfamiliar or surprising situations more than others. When they are around people, they often make eye contact, smile, and maybe chat if there's an opportunity; it generates a small surge of energy, a little positive moment in the day.

The extroverted teacher may need a little time in the staff room, participating in some banter or having a few chuckles with a group of colleagues in order to get a little energy boost. They might take a trip down to the gym to check out intramurals and chat with several students. They usually need less time to process things, so change is often embraced and celebrated or maybe even sought out. The introverted teacher may prefer a quiet conversation in the corner of the staff room or having lunch alone in their classroom while the students are on recess. A quick walk outside alone or with a small group or shutting

their classroom door for a few minutes may be just what they need to re-fuel for the remainder of the day. This teacher needs time to process prior to acting or responding. This is not to say that introverted teachers don't have chuckles in the staff room or that extroverted teachers don't need to shut their doors for a little peace and quiet, what it refers to is energy and how it is created, stored, and expended.

I encourage us all to celebrate both introverted and extroverted educators and to create a school/work environment that supports both. Is it time to re-visit or to reflect on how we typically do business in our schools? Ask yourselves these types of questions:

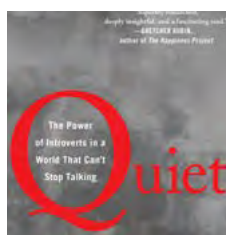
- 1) Are our staff meetings typically energized and interactive or quiet and guided? Extroverts tend to offer their opinions and speak out, introverts will offer when prompted; is everyone being heard?
- 2) Do our professional learning sessions have time built in for practice or quiet reflection and do they have stimulating interaction? Are we conducting PL so that we are getting the most out of everyone and everyone is getting the most out of PL?
- 3) Do our staff social functions or wellness activities have "something for everyone", like book clubs, small group activities along with Friday night gatherings after work, or full-staff pot lucks? We would do well to accept and appreciate that it's okay if not everyone participates; you do not necessarily need high percentages of participation to have high rates of success.
- 4) Is our staff room a little chaotic or too tranquil; is there a space for loud and boisterous conversation but also a place for peaceful silence? We need to keep in mind that our expectations of colleagues' behaviour may actually be costing some colleagues energy or fuel while it may be creating an energy gain for others. Plus, we need to remember that motivation is both intrinsic and extrinsic. Embrace the diversity and celebrate the differences as they are what make our schools great.

My family, friends, and colleagues would say that I tend to be further over on the extroverted end of the spectrum. When I am around people I get energized and I am motivated by others! As I have been aging, however, and getting much wiser about the "beauty of introversion," I have really learned to "channel my inner introvert". Through practicing Mindfulness and becoming more keenly aware, I am now able to spend time in quiet reflection and actually become re-fueled by the process. I now know what I have been missing all these years – introverts really have it going on when it comes to re-fueling. Perhaps now I can refer to myself as an "ambivert" as I sit more in the middle of the introversion/extroversion spectrum.

So, the next time you are at a staff function

and you see two colleagues talking quietly in the corner while another group is laughing hysterically at your most jovial staff member, remember that everyone is living the experience differently and doing what is a "best fit" for them. The next time you question why 'Mrs. Jones' never eats in the staff room with everyone else, or rarely participates in your pot lucks, it may be because she has decided that that time is precious for her to re-charge and that the "cost" of participating may not be a price she wants to pay. We should invest the time to learn more about one another and to respect and appreciate our differences and specific needs. When we make the investment we will do a better job of understanding and supporting one another in this very highly demanding and challenging career.

And, just to throw a little monkey wrench into the conversation... what about your classroom and your students? Are the needs of those precious little introverts and extroverts who sit before us each day being considered? Hmmmm...



Take time to listen to Susan Cain (the author of *Quiet – The Power of Introverts in a World That Can't Stop Talking*) in her TedTalk from 2012 – the Power of Introversion. It is very informative, thought-provoking, and would be a great activity for a staff meeting or classroom discussion. (ted.com/talks/susan_cain_the_power_of_introverts)

I sincerely hope that you all had a restful March break and that the coming of spring has brought to you a sense of renewal and inspiration to finish the school year with enthusiasm. Michael, Lisa, and I thoroughly enjoy our work with you and again we continue to encourage you to make your individual self-care a priority. ☺

Be well,

Ronna Gauthier
Counsellor/Wellness Coordinator

1-888-563-3938

(506) 634-2901

ronna.gauthier@teacherwellness.ca



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Fraud Prevention Month

By Margery Nichol, General Manager, NBTA Credit Union

March is Fraud Prevention Month, and in this edition of Smart Money, I'd like to give some tips on how to help prevent becoming a victim of fraud. Let me start by saying that anyone can fall victim to fraud. From youngsters to the elderly and everyone in between, it is a common misconception that only certain types of individuals are targeted. Fraudsters can also target businesses and, if you read the headlines about security breaches, they often do.

There are many different types of fraud and scams that are used to separate people from their hard-earned money. Some common examples are identity theft, romance scams, subscription scams, phishing messages, and tax scams.

Some common initial red flags are requests for wire transfers, offers of overpayment for an item you have for sale, spelling mistakes in emails, personal information requests, unsolicited phone calls or e-transfers, unsolicited friend requests on social media, and a deal or offer that just seems too good to be true.

Protect yourself by seeking out more information and educating yourself about common scams. Financial and Consumer Affairs New Brunswick (FCNB) has a lot of great information on the latest scams affecting Canadians and how to prevent you from falling victim to fraud. The Little Black Book of Scams is also available online at www.competitionbureau.gc.ca.

Lastly, if you or someone you know may have fallen victim to fraud, immediately contact your local police department and, if applicable, your financial institution. It can happen to anyone and the first step to fixing the situation is recognizing that you have been targeted.



Have a financial question you would like answered?

Email questions to: nbtacu@nbtacu.nb.ca

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Heading to Combined Council Day on May 3rd?

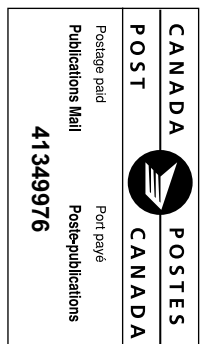
Let's have a chat.

We will have several staff on hand at our booth to talk about your goals. If you would like to chat about something specific, send us a message here:

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NBTA Credit Union is proud to be a Gold Sponsor of NBTA Council Day 2019



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