



April 2021
Vol. LXIII No. 4

NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



Education Leaves 2021-2022

#4WellnessNBTA Contest

A Letter to Pre-Service Teachers



Your NBTA, Your Magazine

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

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

We look forward to hearing from you!

Upcoming Deadlines:

June 2021 Issue: May 15th

ISSN 0317-5227

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

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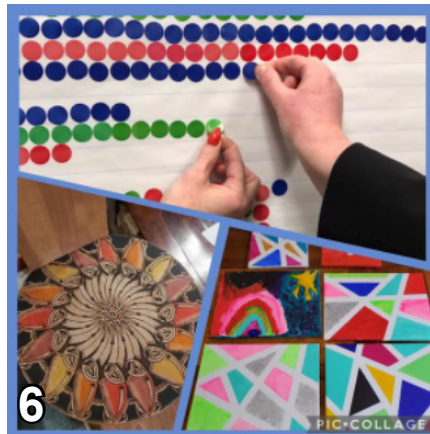
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In This Issue...



4 2021-2022 Education Leaves

6 #4WellnessNBTA Contest Winners

10 Deciding to Retire

11 Attention 2021 Retirees!

11 Letter from Kings County Retired Teachers Association



12 Growing, Learning Living

14 Council Pages

16 A Word of Encouragement



17 POINT Page

18 The Leadership Corner



20 Up to Something Sweet

22 Professional Counselling Service for Teachers

Message from the President



Spring is in the air! This time of the year is traditionally associated with renewal, more daylight, an end to the dreary days of winter, but if you work in the school system, April feels quite different. The month of April as a public school educator feels like running the last leg of a marathon where the end is in sight and you gauge your reserves for the final push to the finish line. In a normal year, you rely on the punctuated breaks throughout April and May (e.g., Easter, Council Day, Branch AGMs, Victoria Day) to help get you through. In this year

of the pandemic, these pauses will be more crucial than ever! The first announcement of the vaccine plan which included teachers prioritized by the end of June was a small buoy of hope that there was an end to all this. The announcement that the vaccine plan was to be accelerated and school staff could be vaccinated earlier was further positive news.

Just as teachers of this province have had to adapt nearly everything they have done to the pandemic, so too has your Association had to adapt many of its upcoming events. As you know the NBTA Election for Vice President is an entirely virtual campaign and the three candidates, Jason Green, Peter Lagacy, and Dan Patterson, have adapted their in-person school visitations to virtual branch meetings and school staff meetings via Zoom and Teams. You can access their campaign websites/pages from the NBTA website homepage. Please check them out for updates on their platforms, priorities, and new and exciting virtual content. Another way that the organization has had to adapt is to change Council Day, Branch AGMs, and the provincial AGM into virtual offerings. Many people are hard at work to tailor these events to meet your needs.

During the pandemic the priorities of your professional association have been focussed on the immediate needs of teachers. As has been communicated to members numerous times through your school reps as well as direct emails from the Association, TIME,

HUMAN RESOURCES, and MENTAL HEALTH are our advocacy foci. Teachers have communicated to us in many ways that these must be addressed, and we continue to press for opportunities for teachers to have the time to do the near impossible number of tasks we accomplish in the run of a day in trying to meet students' needs and keeping them safe. Further, it has highlighted the dire need for the proper human resources in the system to make this happen. We have also called for the proper mental health supports for students and teachers at every level of Government, at every table I represent you, and in the press at almost every opportunity.

Many of our longstanding challenges in education still exist even if they have been superseded by the complexities of this tumultuous year. The numerous issues with Policies 703, 322 and complex behaviours need to have the spotlight return to them. Smaller class sizes in elementary and high school and behavior mentors in middle school classes will have had an impact on classroom violence, however the long-term mental health effects of the pandemic will manifest themselves in our classrooms for years to come. The provincial teacher shortage is another issue that has been exacerbated by the pandemic. A lack of supply teachers as well as a need for qualified teachers in many of our rural areas has caused an additional strain on schools throughout the province. Just as spring signifies a return to another cycle and a new beginning, this year it also coincides with seeing the end of the pandemic on the horizon and a return to many of our longstanding advocacy priorities.

So even though spring signifies a beginning, for teachers it is also a 'beginning of the end'. We are approaching the end of our NBTA cycle with our provincial AGM at the end of May and, even though it will be in a virtual format, your highest decision-making body will be able to make its annual decisions. This is one major event that your NBTA staff are preparing for like their own marathon. I have always felt that our Provincial Leadership Workshop in the summer is the real moment of regular renewal in our organization. At that event our current Vice President, Connie Keating, will take over as President and we will re-evaluate our strategic goals and set our path forward as an organization of 6,000 members, each of whom are running their own individual marathons in their respective roles. We are hopeful for a brighter tomorrow in public education as we move forward together into the uncharted post-Covid era.

A handwritten signature in black ink, appearing to read 'Rick Cuming', written in a cursive style.

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

Have you ever thought about joining an NBTA Committee?

The elected teachers of the NBTA Board of Directors guide the Association. The NBTA President, as the official spokesperson, communicates the Association's policies, decisions, and values to the general public. **NBTA Committees** support and assist in this effort. Your input helps to advise the Board. If you are interested in serving on an NBTA Committee, here's how:

Contact Rick Cuming at rick.cuming@nbta.ca to submit your name.

2021-2022 Education Leaves

Education Minister Dominic Cardy and Federation Co-Presidents Rick Cuming and Gerald Arseneault have released the names of the Education Leave recipients for the 2021-2022 school year. In all, forty-eight (48) NBTA and nineteen (19) AEFNB members received leaves for the purpose of retraining, specialization, or professional growth.

Education Leaves awarded to NBTA members amounted to approximately \$2,164,727. Because of the mix of full- and part-time leaves, the Committee was able to grant 48 leaves.

As a result of the COVID-19 pandemic, nine (9) recipients from 2020-2021 had elected to defer their education leave until the 2021-2022. In the past few years, NBTA leaves were awarded as follows:

2020-2021 — 45 leaves at \$2,146,328
2019-2020 — 44 leaves at \$2,032,533
2018-2019 — 46 leaves at \$1,897,732
2017-2018 — 40 leaves at \$1,897,455
2016-2017 — 47 leaves at \$1,972,484

Education Leave Committee

The Education Leave Committee, established under Article 37 of the Collective Agreement, met on January 18, 2021, to complete the difficult task of selecting the educational leave recipients for 2021-2022. The Collective Agreement specifies that the Committee will be comprised of eight (8) members representing the Department of Education and Early Childhood Development (EECD), the Superintendents, and the NBTA, AEFNB and NBTF. The composition of the Committee is as follows:

Julie Mason	MEDPE (Chair)
Craig Caldwell	EECD
Gérald Arseneault	AEFNB
Rick Cuming	NBTA
Gilles Saulnier	AEFNB
Larry Jamieson	NBTA
Marc Pelletier	DSF-NE
Dianne Kay	ASD-W
Nicole LeBlanc	NBTF (Observer)

Process

The full Committee met virtually for a short time to review the reports on the 2019-2020 cohort, confirm the criteria to be applied in the selection process, and to verify the amount of money available pursuant to Article 37. The Committee then divided into two sub-committees to consider applications from NBTA and AEFNB members.

Criteria

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

In considering applications from NBTA members, the sub-committee must consider the total funds available and the number of NBTA members in each district so that the funds can be allocated fairly throughout the province. This means that, while larger areas may be allocated multiple full and/or partial leaves, some smaller areas may get a leave every second or third year, and, in some cases, an even longer period of time might elapse between leaves. Although the Committee is not bound to award leaves on a direct total numbers/leaves available ratio, it is a factor that must be considered. Other factors 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 2021-2022

There were 57 applications from NBTA members. Funds available for educational leaves, determined by the formula in Article 37.03 of the Collective Agreement, were \$3,167,120; the AEFNB share was approximately \$1,002,393.

Forty-eight (48) leaves (full and part-time) were granted to NBTA members.

Leaves Awarded

K-8	25
Grades 9-12	20
Resource	2
Principal/VP	1

To Achieve

CERT VI	6
Masters	36
Princ. CERT	2
Other	4

Areas of Study

Administration	9
Curriculum Studies	11
Exceptional Learners/ Spec Ed/Spec. Needs	10
Guidance/M&R/ Resource/Counselling	7
Literacy	3
Technology	4
Other	4
Total	48

Conclusion

When all is said and done, forty-eight (48) NBTA members will be happy to be receiving an Education Leave, while nine (9) 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.

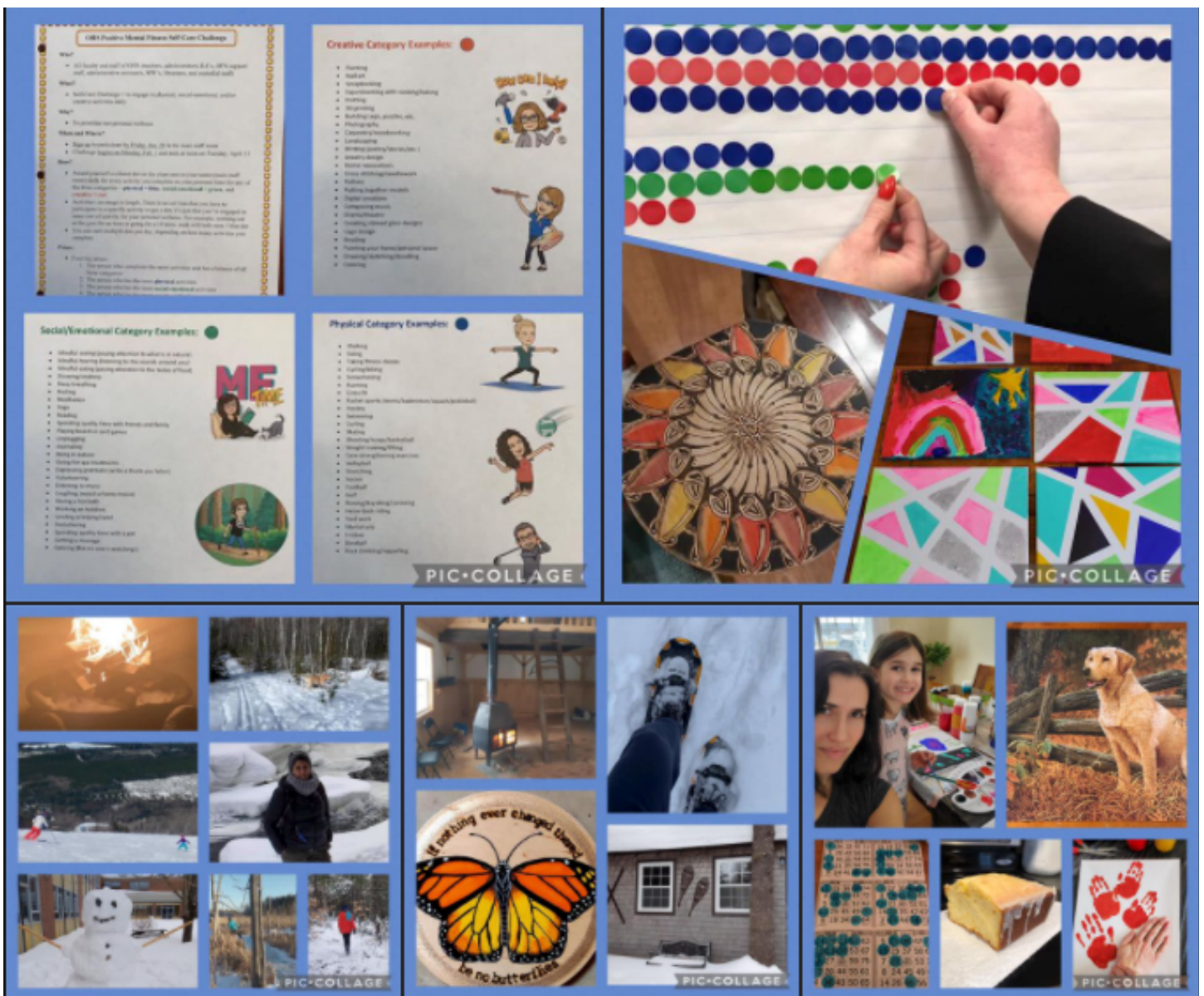
The NBTA recipients for the 2021-2022 school year are listed by district — the nine (9) deferred leaves are reported as part of the 2021-2022 cohort. The length of the leaves varies from four months to a full academic year.

District	Name	Duration
ASD-E	Erin Barbour	Year
ASD-E	Karen Dorken	6 months
ASD-E	Wendy Druken	Year
ASD-E	Melissa LeBlanc	6 months
ASD-E	Isabelle Lirette	4 months
ASD-E	Alissa Shea	Year
ASD-E	Lindsay West	Year
ASD-N	Krystal Thornton	Year
ASD-S	Michele Banks	Year
ASD-S	Stephen Carlson	Year
ASD-S	Charlene Creamer Melanson	Year
ASD-S	Mary Desjardins	4 months
ASD-S	Malorie Dobbin	Year
ASD-S	Jeanette Godreau McCarthy	6 months
ASD-S	Nicole Harlow	6 months
ASD-S	Karrie Harris	5 months
ASD-S	Margaret Hickey	Year
ASD-S	Ashley Holder	Year
ASD-S	Andrew Jones	Year
ASD-S	Melissa Kyle	Year
ASD-S	Alyssa MacIsaac	6 months
ASD-S	Ashley McDade	Year
ASD-S	Tobi McNamee	Year
ASD-S	Heather Newman	Year
ASD-S	Courtney Parsons	4 months
ASD-S	Kyle Peters	Year
ASD-S	Tiffany Sabin	6 months
ASD-S	Tracey Taylor	Year
ASD-W	James Allison	Year

District	Name	Duration
ASD-W	Amy Audoux	Year
ASD-W	Joy Burgess	Year
ASD-W	Emily Chevrier	5 months
ASD-W	Mike Gallagher	4 months
ASD-W	Melissa Garrett	Year
ASD-W	Katharine Hartnett	Year
ASD-W	Venise Laforge	Year
ASD-W	Michael Lanteigne	Year
ASD-W	Michael MacDonald	Year
ASD-W	Stephanie McCarthy	4 months
ASD-W	Amanda McElman	Year
ASD-W	Tricia McGraw	Year
ASD-W	Alex McLeod	Year
ASD-W	Lance McNeill	4 months
ASD-W	Natalie Mombourquette	Year
ASD-W	Karen Palmer	Year
ASD-W	Krista Reynolds	Year
ASD-W	Marci Spencer	6 months
ASD-W	Elisabeth Toner	4 months
Deferred from 2020-2021		
ASD-E	Megan Crosby	Year
ASD-E	Sarah Lewis	Year
ASD-N	Darcie Mutch	4 months
ASD-S	Juliette Bosse	Year
ASD-S	Warren Coombs	Year
ASD-S	Stephanie Marr	Year
ASD-S	Robyn Watson	Year
ASD-W	Lisanne Comeau	Year
ASD-W	Jennifer LeBlanc	6 months

CONTEST

GRAND PRIZE OROMOCTO HIGH SCHOOL



“OHS’s winter of wellness”

WINNERS!



CREATIVE/FUN GRETNA GREEN SCHOOL



"This month, Gretna Green School staff pranked their student body yet again! February's theme: Hawaiian!"



POSITIVE MINDSET GARDEN CREEK SCHOOL

"Teacher wellness looks different this year! One activity that we did is a large self care BINGO card in our staff room! We now have a full card!"



CONTEST



NUTRITION **SALISBURY ELEM.**

“The staff of Salisbury Elementary School was spoiled during our Staff Appreciation Week. The treat cart, local hot beverages (Aaron’s Coffee House), lunch from Pizza Mill and handwritten notes from staff, students and parents. It was a wonderful week and we felt the love.”

PHYSICAL ACTIVITY **WESTFIELD ELEMENTARY SCHOOL**

“We started back up our Westfield Workout Club - ensuring Covid rules were followed and purchasing more equipment so everyone had what they needed and spaced out in our gym three days a week.

At the school this year, we start each day with a mindful moment, and on Fridays we dance! Even though we can’t dance in the halls like we used to, we all move in ways we can to have fun, students and teachers alike! We are all making the best, and enjoying the little things!”

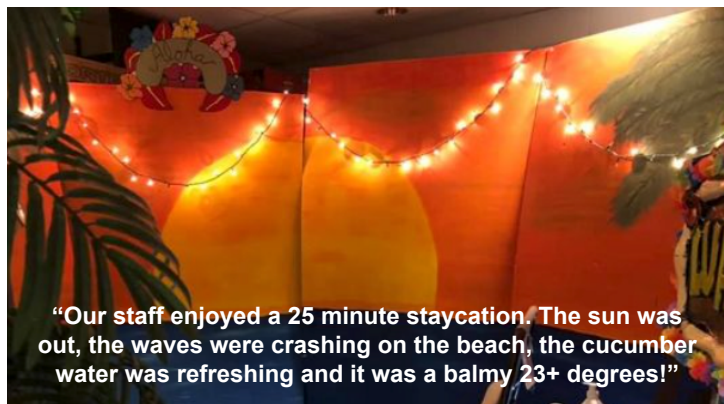


WINNERS!



HONOURABLE MENTIONS

NACKAWIC ELEM.



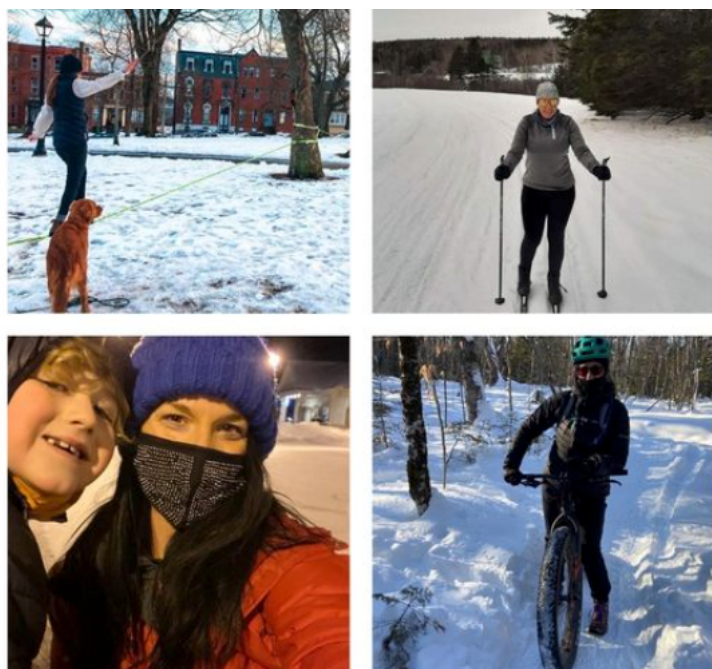
FOREST HILL ELEM.



ASSINIBOINE AVENUE



ASD-S CHALLENGE



**THANK YOU TO EVERYONE WHO PARTICIPATED
IN THE #4WELLNESSNBTA CONTEST!**

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 (with COVID restrictions being followed), 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 administration.
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 you retire after the end of March, you 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
(506) 452-1722

Attention 2021 Retirees!



Teachers retiring in 2021 will be able to choose the option of having a donation made in their honour to the Make-A-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, 2021 (tammy.boon@nbta.ca)**.

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



TO THE TEACHERS OF NEW BRUNSWICK

This past year, like no other in our history, teachers need to be recognized and commended for all their work and efforts. You continue to face daily stresses and challenges trying to deliver the best possible education to our young people. When you think that you have “the new pandemic normal” figured out, it changes - sometimes with little advance warning. It cannot be easy to prepare, to adjust & adapt the curriculum, to teach, and to be there for all students both in the classroom and online daily. The mental and emotional stress must be unreal in the daily teaching during this pandemic.

The *King's County Retired Teachers' Association* is in awe and appreciation of your hard work, your on-going professionalism during these difficult times and circumstances, and your dedication and support to our youth. Thank you needs to be said, although it seems so meagre and insufficient in proportion to what has been accomplished by the teachers amid the daily struggles being faced. We support all you do! It is not going unnoticed.

Thank you from the retired teachers in King's County for a job well done! We salute you! Teacher Appreciation Week was February 8th to 12th, but **teachers need to be thanked every week for their dedication, hard work, and professionalism.**

A Message from the Executive of the *King's County Retired Teachers' Association* (a branch of the New Brunswick Society of Retired Teachers) on behalf of its members:

President – Mildred Urquhart
1st Vice President – Gail Brown
Secretary – Anna Throop

Past President – Rona Howald
2nd Vice-President – Mike Maxwell
Treasurer – Debra Parrott



SPRING/SUMMER 2021
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Challenging Behaviours in Youth

Strategies for Intervention | April 21, 9 am-4 pm CT

Violence Threat Assessment

Planning and Response | April 27, 9 am-4 pm CT

Attachment-Strategies for Fostering Connections

May 4, 9 am-4 pm CT

Motivational Interviewing-Strategies for Supporting Change

| May 11, 9 am-4 pm CT

Play Therapy-Tools for Helping Children and Youth

May 12-13, 9 am-4 pm CT

Additions and Youth

Substances, Technology, Porn | May 27, 9 am-4 pm CT

Self-Injury Behaviour in Youth

Issues and Strategies | June 1-2, 9 am-4 pm CT

Critical Incident Group Debriefing

July 6, 9 am-4 pm CT

Anxiety in Children and Youth-Practical Intervention

Strategies | July 7, 9 am-4 pm CT

NEW BOOK

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An Altogether Different Council Day Experience Means a Change in Spring Routines

Ardith Shirley,
NBTA Staff Officer



The birds chirping outside my window suggest that spring is not far away. A change in season can also signal us to look forward to the many routines and activities that traditionally come with it, and here at NBTA, spring means that our May Council Day is not far away.

Our collective agreement guarantees that our teacher members organize three days of the 195 in our school year for their professional colleagues. Routinely, one of those days occurs on the first Friday in May and is known as “NBTA Council Day.” (The remaining two days take place in August - one is school-based, your NBTA Branch Professional Learning Committee organizes the other.)

Thirty-six teachers from around the province volunteer to make these events a reality by serving on your NBTA Elementary, Middle Level and High School Council. Each Council Executive comprises 12 teachers who govern and make decisions on behalf of their respective members. (Interested in becoming a Council Executive member and having a say in next year’s event? See page 14 or www.nbta.ca for more information on our Council Annual Meetings and the nominations process to be elected to one of our three Council Executives.) They are always on the lookout for new members to join them with fresh ideas!

This year, our Council Day takes place on Friday, May 7th. The planning and decisions for any spring Council Day take place almost a year in advance. Since predicting what our New Brunswick public health situation would look like in May 2021 was impossible back in September, your Councils applied two approaches to all of their deliberations that I believe showed much wisdom:

1. *Plan for the worst, hope for the best* - While your Councils certainly understood that we would all be more than a little tired of screens and virtual meetings by now, they also knew that health and safety must be the first priority. As you may have already heard, this year will be our first-ever **virtual** Council Day, and as such, it is billed as an ‘*Altogether Different*’ theme and format. The day has been designed so that regardless of the public health status or ‘colour’ we find ourselves provincially on May 7th, all teachers can easily access the learning from their classroom computers, therefore, assuring that they can be physically distanced and yet, connected to their colleagues around the province.
2. *When in doubt, apply the K.I.S.S. Principle* – Councils predicted that everything we would do this school year would be more

complex than usual. Given this belief, they insisted a ‘*KEEP IT SIMPLE, SMARTY*’ (KISS principle) be applied. *Should we have a virtual social like our sister organization in PEI?* No, keep it simple. *Should we set up multiple Zoom links for networking and have many smaller divided sessions?* No, keep it simple. *Should we look at more virtual providers with many bells and whistles to compare and contrast virtual conference options?* No, our teachers have used the WHOVA platform before...keep it simple!

A one-click keynote experience

The result of their deliberations provides a solid program. Our ‘Main Bowl’ link option will allow teachers to log in first thing in the morning for our opening ceremonies and simply remain for the day to listen to five keynotes with general K-12 appeal without having to touch their computer keyboard again. This link is intended to mimic the experience one might have on Combined Council Day if a teacher simply chooses to remain in the Moncton Coliseum’s Main Bowl.

Should teachers wish to mix it up a little more, there are options for more interactive workshops by logging into sessions individually. Some of those workshops may have limited capacity and will be on a ‘first come, first served’ basis. All sessions will be accessed using the WHOVA App platform that had received positive feedback from teachers when we used it for Combined Council Day in 2014 and 2019. (Stay tuned for more detailed instructions after April 1st.)

No alternate proposal process

It is also thanks to the KISS principle that your NBTA Executive Committee voted to suspend our alternate proposal process for this year since the event’s virtual nature should allow for every member to participate, therefore making the policy null and void.

What if a teacher doesn’t find something of interest in our virtual Council Day program?

For this year, teachers are welcome to take part in *any virtual professional learning opportunity* they find as long as it is an *individually* motivated endeavour (you decide for you) that, when scrutinized, could easily be linked to a personal, professional learning need. You must also be prepared to **share the link/information** about the learning in our ‘NBTA Council Day’ reflection survey so that your professional association can proudly share our members’ varied professional interests with our employer. **No pre-approved alternate proposal process is required.**

“We can’t be creative if we refuse to be confused. Change always starts with confusion; cherished interpretations must dissolve to make way for what’s new. Great ideas and inventions miraculously appear in the space of not knowing.”

~ Margaret J. Wheatley

Will anything be ‘routine’ this year?

While we are sure there will be many adjustments given this year’s unique context, your councils hope you will see some things remain unchanged:

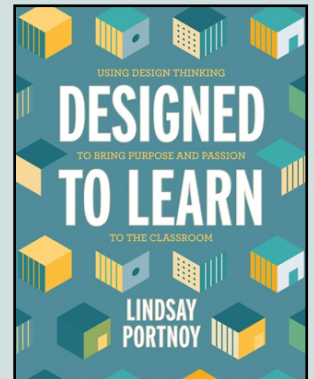
1. We hope that teachers will agree that the quality of professional learning that takes place on Friday, May 7th is of the highest standard.
2. **No NBTA monies** can be accessed for activities scheduled on the same day(s) as NBTA Council. Should you choose to register for another virtual learning event on that day, please do not apply for NBTA funding.
3. The traditional **Council Day Evaluation** will also be extremely important this year as a virtual format could result in a preferred format for some teachers. These thoughts and opinions would be necessary for future Councils to consider as they plan forward.

On your behalf, I would like to thank your council colleagues who have devoted numerous volunteer hours to make sure your professional association is able to offer a quality professional learning day on Friday, May 7, 2021.

Take care,

Book Give Away:

Congratulations to last month’s winners Trevor Terry of Riverview Middle School and Lucy Leblanc of Glen Falls School. A copy of *“Student Learning Communities: A Springboard for Academic & Social-emotional Development”* by D. Fisher, N. Frey & J. Almarode is on the way to you via snail mail. Thank you to all who made time to enter!



Up for grabs, this month is a copy of *“Designed to Learn: Using Design Thinking to Bring Purpose and Passion to the Classroom”* by Lindsay Portnoy. Sound intriguing? Send me an email at ardith.shirley@nbta.ca with ‘Book Draw’ as the subject line!

Works Consulted:

Wheatley, M. J. (2002). *Turning to one another: Simple conversations to restore hope to the future*. San Francisco: Berrett-Koehler.

May 7, 2021

Virtual Council Day 2021: Altogether Different

Keynote Speakers



Carl Duivenvoorden
Speaker, Writer, Efficiency Geek, Potato Guy, Concerned Dad

Carl Duivenvoorden was raised on a dairy farm in northern New Brunswick. His diverse early agricultural career took him to over 25 countries. But from his early days in the village of Belledune, Carl always had an uneasy concern about human impacts on our global environment. In 2006, he read “An Inconvenient Truth”, the book that catapulted climate change on to the global agenda. In April 2007, he became one of the first Canadians to be personally trained by former US Vice President Al Gore to present live versions of his Academy Award winning slideshow.

Since then, Carl has been working as a speaker, writer and sustainability consultant, helping people and organizations learn how they can save money, energy and our environment.

Carl cares deeply about our global environment, and believes climate change education is critical to mobilizing everyone to act on humanity’s greatest challenge. He looks forward to sharing thoughts on where we are, where we need to go and how we can get there, together.

www.changeyourcorner.com
@CDuivenv



Dr. Robyne Hanley-Dafoe
Expert on Resiliency and Workplace Wellness

Dr. Robyne Hanley-Dafoe is a multi-award-winning psychology instructor who specializes in resiliency, navigating stress and change, and personal wellness in the workplace. Described as transformational, engaging, and thought-provoking, Hanley-Dafoe’s keynotes provide practical strategies grounded in global research and case studies that help foster resiliency within ourselves and others.

As the senior educational developer for the Centre for Teaching and Learning at Trent University, Hanley-Dafoe focuses on providing professional development for the teaching community and cultivating student engagement. She is committed to finding innovative solutions for creating positive learning relationships and environments for both students and teachers. Hanley-Dafoe has also been a psychology instructor at Trent for more than 13 years.

Hanley-Dafoe’s work is inspired by her interest in resiliency and wellness, including the intersections of stress, optimal challenge, navigating change, goal-setting, and personal alignment.



Gardiner MacDougall
UNB Hockey Coach

Gardiner MacDougall is in his 20th season at the helm of UNB’s hockey program – one of the most dominant ever in Canada. At the Atlantic University level, he has helped lead the team to 13 consecutive AUS regular season pennants, 20 consecutive “Final Four” playoff appearances, 12 AUS Finals & 8 AUS Championships.

At the USPORT/CIS National level, MacDougall’s teams have made 13 National appearances, appearing in 10 National Final games, culminating in 7 National Championships, 3 silver medals and 1 bronze medal. He also has been part of 2 World Championship Gold medals at the FSU Games in 2007 & 2013.

The native of Bedeque, PEI, and a graduate of St.FX University and Saint Mary’s University, he has been named Coach of the Year on 10 different occasions. His major awards include the UNB President’s Medal, Rotary’s Paul Harris Fellowship Medallion, the Queen’s Diamond Jubilee Medal and the USport honorary De Konink Coaching Excellence award. He has spoken throughout Canada and the US at various coaching, educational and business functions. MacDougall spent 11 years as an Educator in Manitoba and Saskatchewan, including 2 years as a Leadership and Physical Education Consultant for 36 schools throughout the province of Manitoba.



Elementary Council



Middle Level Council



James Mullinger
Editor-in-Chief, Stand-Up Comedian, Keynote Speaker

James Mullinger was one of the UK's top comedians and the Comedy Editor for GQ magazine when he moved to Canada five years ago. Since his arrival, he has taken the country by storm. Sold out shows across the country, appearances on CBC's The Debaters, movies, TV shows, festivals, awards, stand up specials – he's done it all.

An award-winning writer, comedian and filmmaker, he spent 15 years in a senior position at British GQ magazine, interviewing everyone from Jerry Seinfeld and Paul Rudd to Rachel Weisz and Scarlett Johansson and launching the magazine's digital division. In April 2016 and 2018, James sold out Harbour Station Arena in New Brunswick, outselling both Jerry Seinfeld and Guns N Roses at the same venue.

www.jamesmullinger.com
www.maritimeedit.com

His latest stand up special, *Almost Canadian*, shot straight to #1 on the iTunes charts and was nominated for a Canadian Comedy Award for Best Taped Live Performance. It is available to watch internationally on Amazon Prime Video.

In June 2017 he launched Atlantic Canada's first ever international magazine, *[EDIT]* - an award-winning premium media brand devoted to celebrating business leaders and creatives doing the unexpected while expanding Atlantic Canada's global reach.

James has also raised more than \$150,000 for Atlantic Canadian charities. He is a much sought after corporate clean comedian and keynote speaker internationally on the subjects of marketing, media and uplifting positivity celebrating life, work and play in Canada.



Dr. Katie Martin
Chief Impact Officer at Altitude Learning

Dr. Katie Martin is the author of *Learner-Centered Innovation* and VP of Professional Learning at Altitude Learning. She has worked in diverse contexts to learn, research, and support deeper learning for all students. She has served as a middle school English language arts teacher, instructional coach, and led the district's new teacher mentoring program.

As a mom, she wants her kids to have learning experiences in school that build on their strengths and interests and as an educator, she is passionate about making sure we do the same for all kids.

Altogether Different Prizes

Hundreds of gift cards from a variety of businesses and in varying amounts will be given out in prizes.

**Super Prizes for Council AGMs:
Extra special prize draws for those attending a Council AGM.**

A Word of Encouragement

Submitted by Monica Shaw, Shediac Cape School

Dear Preservice Teacher,

Welcome to the most fulfilling, purposeful, exciting, emotional, draining, and stressful job there is. You are about to embark on a journey that is filled with new discoveries and challenges every day. As you go through the motions of being an educator, you will soon realize that education is more than just curriculum outcomes, lectures, marking assignments, and tests.

Teaching is an art form. Teachers are artists. We have the unique ability to look at our canvas and see the potential and beauty in each unique element that we are required to use in our masterpiece.

Our students are like the sea glass and pebbles in these two art pieces. Like our students, each is unique and serves a different purpose in our class compositions. Some require extra help to be complete, like the cats and the dog that needed the artist to add her special touch in bringing their shapes to life.

As you begin this journey, you will soon discover that no two students are alike and that they each come to school with unseen pains, stressors, joys, gifts, and sometimes unpleasant behaviors. The truth is that students enter our classrooms with at least one or two “ACEs”, or adverse childhood experiences, which are unpleasant and can cause great harm to the emotional well-being of the learner. As a result, students may act out, be defiant or absent minded, rude, stressed, hyper, aggressive, and the list goes on. But do not be discouraged, all behaviors have a “why”. It just takes patience, an observant eye and compassion to unlock the mystery.

Everyone has the ability to see their students’ potential. I believe everyone has gifts and inspirational talents, and as their educators, it is our job to see our students for who they are and support their inquiries, uniqueness, and help them be the best that they can be.

Do not enter a classroom and **see** just the curriculum. Do enter the classroom and see your students. Get to know them. Talk to them. Listen to what they say and do not say.

Immerse yourself in their lives, after all, they will spend a great deal of time with you! Remember that some may seem to have everything together, but they, too, need just as much care and attention, as some students are experts at covering up their pain.

Have an honest and open line of communication with parents. As the saying goes, “It takes a community to raise a child.” Together you will be able to solve problems and develop intervention plans. The reality is, our system lacks in the area of significant additional support, so your first line of support often comes from home.

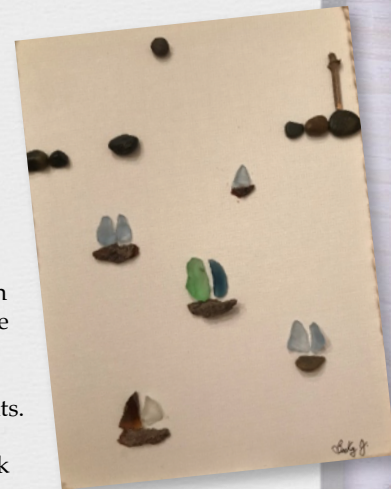
Take care of your personal mental health so that you can be present and vigilant with your students. Let them know that your classroom is a safe place. If your gut is telling you that something is not right, do not ignore those feelings. Question everything, reach out to your colleagues for help, look up information regarding emotional and behavioral disorders, and never stop caring.

When things get complicated, focus on **why** you became a teacher and remember that these students need you. It is okay to push the curriculum aside and focus on your students from time to time. Learning happens only when students feel safe and secure.

Be present – Be true – Build relationships – Be patient – Be empathetic.

You’ve got this!

Monica



Point 2.0



Kim McKay,
NBTA Staff Officer

The New Brunswick Teachers' Association has proudly supported early career teachers through the Professional Orientation and Induction For New Teachers (POINT) program since 2010. The goals of POINT are:

- Early career teachers committing to an ongoing professional growth path that involves support from their professional association
- Early career teachers gaining both confidence and skills/knowledge
- Early career teachers who are well
- Professional partners collaborating in support of early career teachers

As the result of an NBTA Structure & Services review, the POINT program was reviewed with the intention of better coordinating participant eligibility, access to funds, and partnerships with Districts and EECD. Four focus group sessions were held with POINT representatives and early career teachers, resulting in 12 recommendations to the NBTA Board of Directors. All 12 recommendations were approved at the February 2021 board meeting. Planning is now well under way to revamp the existing POINT program to incorporate the recommended and exciting changes!

POINT 2.0 Program Highlights

Beginning in September 2021, the following significant changes will be in place:

- Any NBTA member with less than five years cumulative experience (contract and/or supply) will be eligible to participate.
- Each year of the program will come with one signature benefit including: branch grant supports, Uncharted early career teacher conference; access to personal professional learning days.
- Access to a NBTA POINT 2.0 virtual support group

NBTA looks forward to supporting all early career members, including supply teacher members, through POINT 2.0. Stay tuned for additional information through the spring, in advance of our September launch.



The Phoenix Experience: How School Improvement Planning Can Help Rejuvenate School Teams

Tina Estabrooks,
NBTA Staff Officer



Ancient Greek folklore tells the tale of the phoenix, a mythical bird associated with the sun that is repeatedly reborn from its own ashes. Its renewal reminds me of the teaching cycle where the hiatus of July and August permits time to rest, recharge and reinvent. Teachers generally return to school happy to reconnect with their colleagues and motivated to, once again, nurture the minds of students. Hopefully, COVID immunization will be complete and school teams can focus on the immense task of addressing any damaging remnants left by the pandemic. I suspect that school administrators are hesitant to suggest action planning realizing that the most difficult year in modern school history, has left everyone exhausted. However, as teachers leave for the summer do we want them to deliberate on the difficult year they had or contemplate a brighter future? There is no doubt that cultivating excitement will be challenging, but, setting the stage for better things to come, may be worthwhile. This article contemplates school improvement planning as this tumultuous school year draws to a close and provides excerpts from professional literature that may trigger productive reflection.

As we enter what will hopefully be a post-pandemic year, public concern and scrutiny will continue to influence political action. It is very likely that school-based action plans established for next year will be interrupted with more top-down mandates. Staffs may wonder if the promise of school autonomy will ever come to fruition. Considering the degree of flexibility required in 2020 and the amount of change already endured, principals may contemplate delaying any new initiatives and chose to operate with a wait-and-see or status quo approach. However, as school leader you are expected to be the agent of change, the person responsible to unearth solutions and the one to forge improvement pathways. Delaying these duties, even if well intended, may reduce teacher morale and lead to a sense of defeat within the school. In *Leading Change*, John Kotter reminds us that short-term wins are essential to keep momentum going. After the chaotic year of government impositions, a concrete plan focused on a school-based goal (or two) could provide cause to celebrate and thereby serve to unite and motivate your team.

In *Leading in a Culture of Change*, Michael Fullen asserts that moral purpose, relationships and organizational success are interrelated and should be considered in the planning of change initiatives. During the pandemic we witnessed new levels of hardship. Many families struggled financially, new levels of marginalization were exposed and most everyone confronted mental health adversity. We also witnessed a commendable social response with individuals and organizations finding ways to support those less

fortunate. Good deeds seemed to help us cope with the crisis we confronted. Understanding that people strive to make a difference, it makes sense for leaders to view their school landscape in search of any remaining areas where teachers can continue to contribute in a deep and emotionally connected way. This is not to suggest shelving traditional academic improvement plans. Moral purpose can extend into all aspects of education. The idea is to ensure action plans are framed in a manner that links the work to a greater moral good.

The work of Doris A. Sontoro, associate professor of education and chair of the education department at Bowdoin College, also supports the need to respond to teacher moral concerns. She provides a framework to assist leaders in conversation with teachers who are exhausted by unremitting change. Beginning these discussions in the spring is an opportunity to illustrate respect for all that your staff endured and provides a venue to plant that seed of optimism. Her thoughtful approach includes:

- Facilitating discussions about what good teaching entails.
- Engaging in conversation with teachers to unpack resistance.
- Inviting teacher contribution when developing proposals.
- Separating government and district initiatives into three categories: non-negotiable, desirable and non-desirable and then protecting teachers from unnecessary initiatives.
- Illustrating the relationship to and sustaining a focus on the initiatives that advance the goals and mission of the school.

By centering on components of good teaching, school leaders can highlight the many accomplishments made by the staff during the troubling year. Considering that teachers may be feeling devalued by the educational response and demands levied throughout the pandemic, unpacking resistance may be more important than ever. To attain committed buy-in, it will be imperative to create space for the teacher voice and input. Categorizing government and district initiatives prevents schools from the pitfall of trying of doing a lot of everything but doing nothing well. Finally, connecting initiatives to the goal and mission of the school, confirms that the leader has maintained focus and has not lost sight of the agreed upon culture.

Building relations by concentrating on moral purpose and paying tribute to the success of the past year should be followed by a strategic approach to completing an action plan. John Kotter offers eight-steps to assist leaders in overcoming the obstacles that impede success:

“Building relations by concentrating on moral purpose and paying tribute to the success of the past year should be followed by a strategic approach to completing an action plan.”

1. Establish a sense of urgency by identifying the crises and/or major opportunities.
2. Create and empower a group to lead the change.
3. Develop strategies to achieve the vision.
4. Maintain constant communication and model behaviours that support the strategies.
5. Remove obstacles that undermine the vision.
6. Create opportunities performance wins and ensure wins are visibly recognized.
7. Use the increased credibility provided by the performance wins to promote the process and make necessary changes.
8. Anchor the change in the culture by articulating the connections between new behaviours and organizational success.

Adapted from: Kotter, J. P. (1995, May-June). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*.

This strategic approach provides concrete direction for the school leader and helps keep them on track. The illustration of consistent movement towards a collaboratively designed improvement plan lessens the stress associated with the change and fosters teacher confidence in the leadership.

There is concern for the many school leaders who sacrificed their own wellness while expending all energy to support teachers and students throughout this pandemic. Kotter contends that many of today's principals grew up in an era where change occurred in infrequent increments and was governed with the attitude of *“if it ain't broke, don't fix it”*. Meaning, that many leaders have no history or legacy to guide them through times of perpetual transformation. He also points out that the current globalized economy creates more hazards and more opportunities for everyone and, in turn, increases the need or desire for frequent change. Considering that

our province is well known as a pioneer of educational reform and improvement and that growth is largely contingent upon the skill and effort of the school principal, one can contend that our school leaders have adapted. However, the amount of change and levels of stress over this past year is profound. As I witnessed our leaders confront and navigate evolving regulations and shifting pedagogical directives my admiration grew, but so did my concern for school leader burnout. Baruti Kafele, author of *The Principal 50: Critical Leadership Questions for Inspiring Schoolwide Excellence*, recommends preventing burnout by remembering why you became a principal and what you believe to be your purpose. In *Avoiding School Leadership Burnout*, he provides an account of confronting his own struggle and illustrates the benefit of returning to pieces of the work that you love. Thus, creating and concentrating on an action plan that includes tactics supportive of purpose may rejuvenate the school leader and help them thrive during turbulent times.

I wish to commend all school leaders and their teams. I hope that the remainder of this school year is a little less stressful. I encourage you to foster your own renewal by focusing on those things that you love and which remind you of why you do what you do. You do it well. I hope that this read provided food for thought and, perhaps, inspires you to take a bit of time for your own professional growth by further exploring the work of these experts.

All the best,

Tina

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

Works Consulted:

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We've Been Up to Something Sweet in Culinary Technology 110

Laura Kendall, Oromocto High School

This year has been very different, which has entailed some additional creativity in the culinary technology classroom. Normally my classes are preparing to have a big bake off where judges are invited in to observe students in action and offer feedback. This wasn't possible this year, due to all the Covid restrictions and being unable to invite different people into the classroom. Things had to change and I had an idea that I thought I could explore! I had been watching the famous "Tasty" style videos, where they record overhead, seeing only the hands and the equipment while making different items. I knew there was a lot of editing and transitions that had to go into producing them, but I also knew that my students were up to the challenge.

One of my first steps was that I met with a representative from Brilliant Labs and explained what I wanted to do. I hoped to produce videos similar to those that I had been watching, but I needed some equipment to make it work. I knew the students had great recording devices at their fingertips, so I just needed some materials to make the background visually appealing, some good lighting, and a way to mount the phones. Brilliant Labs came through with those items and a few extras.

Next, I planned with students what the videos would look like, how to storyboard and which editing programs were available. Then, they started to put their plan into place. The students worked in small groups to decide on a recipe (something visually appealing and that others would want to try and make themselves). They also created a timeline and what they wanted their end product to look like. After they planned, they tested out the use of equipment and what they needed to do to make it work. Finally, students began their production.

The students just knew what to do and they went into the lab and astounded me with their creativity. I had some good ideas for producing the videos, but they actually blew my expectations out of the water!

The students made sure to add royalty free music and used free video editors that were right on their phones. Students who had a lot of knowledge of editing helped those who had little, but everyone knew something. It was a real group effort!





The videos were better than expected and the students have something to share with their families and community. There is a lot of pride in producing a product, like a baked good from scratch, but there is even more pride when the world gets to see it. So what happens next? I have reached out to different groups to get some interest in creating baking/cooking videos with a cultural element. One of our students from Oromocto First Nation will be creating traditional bread while doing voice over explaining the cultural component.

There are so many opportunities to use this in the classroom. I hope other classes can use the bank of videos to help instruct them for their baking in the future.

Please check out our YouTube channel at [OHS CulTech - YouTube](#) to see what students have created and to stay up-to-date with upcoming projects.



Professional Counselling Program for Teachers: New Counsellors



Andy Stewart
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Lisa Vienneau
ASD-West

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We are excited to announce the new Teacher Counsellors will join the EECD/NBTF Anglophone Professional Counselling Program for teachers. These are term positions for the period April 2021 to June 2022. We congratulate each new counsellor as they begin their work in these challenging positions.

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Q: WHAT ARE MOBILE WALLETS?

by Janet Lacey, Member Service Representative

Most financial institutions are now offering mobile wallets as one of their many mobile services. What is a mobile wallet? A mobile wallet is an app available on your smartphone that allows you to input your banking card, credit cards and loyalty cards to be used for purchases without the physical card in your hands. It is a convenient way to pay for goods and services with your smartphone, smartwatch or another compatible device, like a tablet.

Some of the great features of the mobile wallet are convenience of not having to carry your wallet. It can be used wherever the Interac Flash logo is displayed. This includes; in-store, online or in-app. It is contactless; you just hold your device near the NFC(near field communication)-enabled POS terminal. Mobile wallet is also secure; your card number is not stored in the app and you have to use your mobile device's security features to enable purchases (fingerprint scan, iris scan, face id or unlocking code).



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