



NBTAA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



Early Career Teachers' Conference

Also Inside:	Ten-Year Education Plan Consultations	4
	Committee Restructuring Takes Flight	6
	Branch Presidents Meet	8

A Message from the President



Guy Arseneault
George Daley (Branch 1542; NBTA Vice-President)
Susan Gallant (Branch 0215)
Ed Butler (Branch 0619)
Paul Hickey (Branch 0820)
Heather Malco (Branch 1021)
Bill Hogan (Branch 1429)
Barbara Brown (Branch 1610)
Wendy Robichaud (Branch 1724)
Natasha Lingley (Branch 1826)



VISIT TO PALS, SUSSEX

In my recent visit to Branch 0618, I took the opportunity to visit the Alternate Site for students known as PALS. To say the least, I was very impressed with operations and the learning that was taking place. It reinforced my view of the **importance and need to have these sites available** in all areas of the province for our students who find it difficult to be successful in the regular school settings at certain stages of their education.

TEACHER CUTS

This continues to be a major preoccupation of mine and of your Association. On October 2, I emailed a letter to all principals in our province requesting information on the impact of teacher cuts on their particular schools. I received an overwhelming response to my request. **Thank you to all the principals** who took the time from their supercharged schedules to respond. This information will enable me to better represent all of you. As we suspected, the **teacher cuts have had a significant negative impact on our educational system** and its ability to meet the diverse needs of students, despite the **tireless efforts of teachers to, once again, make do.**

I continue to impress upon the Government that these cuts are unacceptable and should never have taken place.

ATTENDANCE MANAGEMENT INITIATIVE

This government initiative was developed without NBTA/NBTF consultation.

We have been very clear from the beginning that some provisions appear to be both punitive and threatening. Addressing attendance issues (if there are any) with individual teachers is more efficient and effective than making all teachers follow time-consuming additional protocols. Many weeks ago, we had asked the EECD for specific data about sick leave use among teachers. We are still waiting for this data!

In a recent media interview I made the following points:

- This absenteeism program is not needed.
- The money for this program could be better spent elsewhere in the education system.
- The thousands of extra hours for principals and teachers

I can't believe that it is November already. This has always been a very special month for me, and I am sure for all of our schools, as we pause to remember and reflect upon the sacrifices that our veterans have made to preserve peace and democracy. I know veterans greatly appreciate the role that schools play in commemorating **Remembrance Day.**

Since my last update in September, I have been very busy representing you, through media interviews, meetings with EECD representatives and by attending numerous NBTA events, whether in branches or at major gatherings with Branch Presidents, Early Career Teachers, and with NBTA Committees. Thank you for the warm welcome and expressions of support that I have received from teachers throughout the province. Here is my update on just some of these activities along with some other important information of which I believe you should be aware.

NEGOTIATIONS/FCTCE

As you know, our Collective Agreement expires at the end of February 2016 and Branches have been asked to forward submissions to be considered for our Asking Package by October 23. The Federation Committee on Terms and Conditions of Employment (FCTCE) will meet from **November 30 to December 4** and is mandated to fully review all submissions and to propose an Asking Package to the NBTF Board of Directors. The Directors will review and approve the asking package at the February 10, 2016 board meeting. Thank you to the members of this Committee who play a very important role in our collective bargaining process. The following members are representing the NBTA:

would be better used in the classroom or in working toward improving the student-learning environment as opposed to a problem that doesn't exist.

- A real issue that must be addressed is *student absenteeism*.

We will continue to monitor this program and share our concerns with EECD and other stakeholders.

In the meantime, do not hesitate to call the NB Teachers' Federation for advice or support.

COUNSELLING SERVICE FOR TEACHERS

The NBTA Professional Counselling Services for Teachers began in 1990. I want to take this opportunity to congratulate our present counsellors Carmen Meehan, Mike LeBlanc and Lisa Calhoun and all former counsellors on this **25 year milestone**. This quality program does an amazing job serving teachers and is a partnership between EECD and NB teachers. It is very proactive with a wellness component active in all Anglophone schools. Please take the time to visit their website at teacherwellness.ca.

TEACHER LEADERS

The NBTA has over **400 volunteer teacher leaders** who are school reps, branch officers, on school Professional Learning

Committees, serving as POINT reps, and on provincial NBTA committees. They are joined by dozens of others who serve in elected positions at the provincial level on either the NBTA Board of Directors or Executive Committee. These individuals, and our dedicated staff in Fredericton, combine to make the NBTA a quality organization. Thank you all for the excellent service you provide for NB Teachers. ***You Do Make a Difference!***

I hope all NBTA members find some time in the hustle and bustle of the new school year to dedicate some time for yourself. You certainly deserve it!

Once again, do not hesitate to contact me at guy.arseneault@nbta.ca with your comments, concerns and any additional information that might help me carry out my responsibilities as your spokesperson and public representative.



In order to reach a broader audience, I've been making an effort to visit some weekly newspapers. In September, I spoke to editors at the Kings County Record in Sussex (photo left) and the St. Croix Courier in St. Stephen.



ADD + YOUR + VOICE

to New Brunswick's Educational Future

Ten-Year Education Plan Consultation Update

Since the launch of the citizen engagement and consultation process focused on creating a new "Ten-Year Education Plan", we have had some members contact us seeking advice or guidance about what they should include when responding to the online public survey as well as to the 'Educator's Questions' that are being presented in schools.

We believe our members are well-placed to provide an honest and direct individual perspective to the consultation based on their own professional experiences in their schools and classrooms. We encourage teachers to express themselves fully through the individual online survey and/or the processes set up to provide feedback on the 'Educator's Questions' before the November 15th deadline. No topic should be considered off limits.

The NBTA will be preparing an organizational submission to the Co-Chairs. Once it is complete, it will

be available for members to view. Concerns raised by teachers that some of the "facts" presented in the Discussion Paper are both questionable and leading will be noted. As well, we will express that it is our belief that the online survey questions and those provided to educators for the school focus groups may not have allowed opportunity to highlight some of the major issues we believe a successful New Brunswick Ten-Year Education Plan must consider.

For your interest, we are including the Opinion Editorial that was produced by the NBTA on September 5 and published in various New Brunswick newspapers shortly thereafter. We believe it highlights some of the points our organizational submission may include.

If any NBTA member has questions, comments or would like to submit writing ideas for our organizational submission, please contact ardith.shirley@nbta.ca or guy.arseneault@nbta.ca right away.

"We encourage teachers to express themselves fully through the individual online survey and/or the processes set up to provide feedback on the 'Educator's Questions'..."



NBTA Opinion

Hoping for “Common Sense” in an Education Plan



Few would dispute that one of the most effective ways of moving this province towards prosperity is through a well-educated population, yet this is the very element most endangered by short-term, simplistic and/or misguided decision-making. Between now and 2025, more than seventy thousand students will move through our K-12 public education system. They truly will be the citizens of our future society and economy. The collective cost of not investing in the supports they need to reach their full potential will certainly surpass any financial challenges we are experiencing in 2015. If we expect these young people to contribute to their full potential, they need support. This is particularly true of those most vulnerable (“at-risk”) students, for whom public education provides the best chance of future success. Our students need a long-term, realistic plan, and leaders who realize that education is a crucial investment in our future prosperity, not an inconvenient cost!

Budgets are Undermining Public Education

If we are to move ahead, we have to be willing to let the budget speak for itself. The combined amount spent (revised budget) in 2014-15 by the Department of Education and Early Childhood Development was 1.18 billion dollars - the same is budgeted for the 2015-16 year. The Early Childhood Development segment of this budget has been increased by 5 million dollars over 2014-15, therefore, public schools (K-12) will get at least that amount less. If you factor in the cost of inflation, K-12 education is clearly losing ground. The Government speaks about increased spending and re-investing savings in Education, but at the same time have set a further 100 million dollar target of reduction in that Department. It is difficult to understand how this logically fits together.

Focus and Stability are Needed

Millions of dollars have been wasted as successive governments have substantially changed the educational priorities of their predecessors. For example, 21st Century Learning and High School Renewal both had their time in the limelight, devouring huge amounts of resources and time from educators, but were later abandoned. For the past several years, inclusion has been the primary focus. As well, simplistic solutions have been imposed upon our system solely for budgetary reasons such as District Amalgamation and school closures. The changes in districts resulted in significant dislocation and communication challenges, yet there has been no evidence of any savings. Multiple, shifting priorities and years of improperly planned and unsupported initiatives have made it far more difficult for teachers to teach and school

administrators to be educational leaders in their schools.

Three Essential Elements of an Education Plan

While meeting the growing and diverse learning needs of New Brunswick students is complex, an Education Plan must include some fundamental elements.

1. **Research/Student Learning Needs** – The Plan must take into account the current lack of supports for the mental health and educational needs of our diverse student population that present significant challenges in the learning environment in our schools. A starting point should be the MacKay and Porter–Aucoin Reports. However, if the depth of the research is reduced to only the numbers of teachers and students, any “plan” will be doomed to failure. We need to realistically establish where we are, before we can chart the course forward.
2. **Set Realistic Goals** – Words and promises on their own are not a Plan. Realistic goals, and clear steps mapping out how to achieve them are required and these must be developed with input from educational, not public relations, experts.
3. **Initiatives will require Proper Funding and Resources** – Any successful Plan requires an implementation strategy and proper support.

Student Attendance

This issue has a major impact on student learning and should be addressed in the Education Plan. An integrated approach is needed involving several government departments (Social Development, Health, Public Safety) and a variety of stakeholders, such as students, parents and teachers.

A Light on the Horizon

Prior to the September 2014 provincial election, the NBTA asked all NB political parties to commit to developing a long-term education plan. The Liberal Party responded that they would take on this challenge, and would “...rely on experts, the educators and those with a strong knowledge of the education system to draft that plan.” The teachers of New Brunswick remain committed to helping develop and supporting a long-term, non-partisan Education Plan. Recently, we helped facilitate a gathering of teachers for some initial input. We hope this marks a change of direction, and that there is an honest interest in developing a realistic, research-based, fully supported road map to serve the needs of the children of this province.





In Flight & Under Construction: An NBTA Committee Pilot

Melinda Cook, NBTA Deputy Executive Director

Once in a while a commercial is so cleverly done that it sticks in your head. Among the half dozen or so that fall into that category for me is a video that depicted a company rebuilding an airplane while the plane was in flight. I do not remember what business was being advertised, but as NBTA undertakes a vast restructuring of committees this year, I think the ad represents us well!

Like so many great ideas, committee restructuring started innocuously with one small thought. In April 2011, the NBTA Board of Directors accepted a report from a Structure & Services Review Committee that included the following recommendation: **“27. That NBTA Administrative staff complete the review of NBTA committees and provide the Board of Directors with recommendations for the 2012-13 school year.”** That recommendation started the process that culminated in this year’s pilot.

NBTA Committees belong to your NBTA Board of Directors, and serve at the call of the Board. Your Board meets for 10 days each year to direct all of the work of the Association. With just 10 days allotted each year to oversee everything, the Board simply does not have sufficient time to delve into any one issue in great depth. Therefore, they have the power to strike committees to examine topics thoroughly, and then provide advice and/or recommendations to the Board to guide their decision-making.

In most organizations, however, the striking of committees in this manner comes with high costs – far beyond financial ones. First, most organizations tend to accumulate committees; the number grows over time until the organization no longer has the capacity to adequately staff the committees. Second, with general or unclear terms of reference, two separate committees can find themselves working on the same topic, with no coordination between them. Third, some committees can be left with little to do, while the Board has topics that desperately need to be addressed. All too often the solution to this unmet need is for the Board to strike another committee!

A general principle guiding NBTA is the belief that we must maximize our resources. Another is that teacher voice must never be diminished. With the costs listed above and the maintenance of existing numbers of committee members in mind, your staff began exhaustive groundwork, searching for more efficient, more flexible ways of getting the necessary committee work done.

During the 2014-2015 school year, the Board themselves became heavily involved in the process. After going back to our roots (the objects found in the legislation that established the New Brunswick Teachers’ Association as the Anglophone teacher voice for the province), and examining the committees’ terms of reference, the Board realized all of the committee work being done would fall within one of the four quadrants of the Strategic Plan: Strengthening Relationships; Professional Stewardship; Promoting Public Education & Supporting the Teaching Profession; and Enhancing Learning & Working Environments.

Just as attempting to rebuild a plane in flight would take a huge amount of planning, so too has the restructuring of committees, while the work is being undertaken. After extensive preparation, the decision was made to launch a pilot that would see over a dozen separate committees being collapsed into three large committees. The vision sees those large committees being comprised of work groups that will have the flexibility to respond to the call of the Board, as required.

As I write this, October 13th is approaching quickly. On this date approximately eighty teachers are scheduled to gather in Fredericton to begin the rebuild. The work being done on this day will be the equivalent of removing the fuselage during flight, and delegating small teams of teachers to undertake the reconstruction process. We do expect to encounter some unforeseen technical difficulties; but we have faith NBTA’s teacher leadership is eminently capable, and will resolve any issues on the fly. By the time you read this, in late October, NBTA’s committee pilot will be in flight and under construction!



NBTA Committee Pilot Meeting - October 13, 2015



NBTA Branch Presidents' Workshop - October 2, 2015

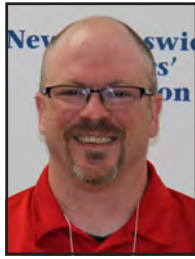
NBTA Branch Presidents met in Fredericton on October 2nd. These volunteer teacher leaders participated in professional learning, planned branch activities and networked on ways to best serve their members.



NBTA Branch Presidents 2015-2016



Debbi Sloan
0214



Jason Agnew
0215



Angela Hoogendyk
0216



Scott Tingley
0217



Bradley Coughlan
0618



Susan Cochran
0619



Peter Woytiuk
0820



Jennifer Wright
1021



Joseph Lee
1022



Sean Newlands
1428



Marie Ketch-Gaddas
1429



Beth Corey-McCready
1430



Les Crossman
1431



Marcelle Theriault-Michaud
1450



Shelley Durost
1454



Dawn Beckingham
1536



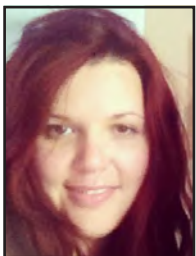
Alice Walker
1542



Beverly Graves
1608



Barbara Brown
1610



Christa Gallivan
1640



April Wilson
1724



Sheridan Mawhinney
1725



Maureen O'Donnell
1809



Dominic Leach
1826



Tina Noble
1827

Photos
unavailable for:

Amanda Rideout
1023

Norma
Bonenfant Court
1538



ISSN 0317-5227
NBTA News is published five times a year. Opinions expressed are those of the authors, not necessarily the NBTA.
Editor: Blake Robichaud
Editorial Assistant: Eileen Anderson
Graphic Artist: Eileen Anderson
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

Compass Conference - October 15-16, 2015



Over 100 early career teachers and POINT Reps attended the NBTA Compass Conference on October 15-16. The opening day centered on topics such as NBTA 101, communications, group insurance, rights under the Collective Agreement, and legal issues, while the second day was devoted to professional learning, including sessions on effective classrooms, learning and inclusion and balanced assessment.

“I learned some great concrete strategies to use in my class.”

“Very helpful. I definitely learned a lot.”

“Presenters were amazing.”



NBTA Early Career Conference

“Very engaging and useful.”

“Awesome information that was new to me.”



“Group Insurance and Certification information were very beneficial.”



Three Teachers, Three Countries, One Common Goal

Project Overseas 2015

By Jenna Bamford (ASD-E), Beth McCreedy (ASD-W), & Kaitlin Thompson (ASD-W)

Project Overseas is a joint endeavor with the Canadian Teachers' Federation and international organizations to support overseas teachers with professional learning opportunities. Since 1962, Canadian teachers have had the opportunity to work with overseas teachers in Africa, Asia and the Pacific, and the Caribbean. This past summer, three New Brunswick teachers were part of CTF coordinated projects in 11 different countries.

Project Overseas in Barbados

Kaitlin Thompson (ASD-W) – Cambridge Narrows Community School

The PO Barbados team was made up of four teachers, each from a different province: New Brunswick (NBTA), Ontario (ETFO), Manitoba (MTS), and Saskatchewan (STF). Each of us was selected for team Barbados because of our unique skillset and diverse teaching and personal experiences that revolved around the topic of request from the Barbados Teachers Union: Special Education in the classroom.

Although the duration of the project only lasted 4 weeks, our team began preparations through email and Skype in January. Then, in July, all 57 Canadian teachers travelled to Ottawa to participate in a three day information session on CTF, PO, and additional team building exercises.

Our in-country time lasted from July 7th to 25th and was organized in the following manner. During the first five days, we met and planned with our co-tutors who would be teaching and facilitating the professional learning workshops with us, and we were introduced to important officials and discussed our project with The

Barbados Teacher's Union, The Barbados Department of Education president and board members, and the Canadian Ambassador in Barbados. We also became more familiar with the area in which we would be living and working (most importantly we found the beach where we could cool off after a working day that had a high temperature of 30° and a low temperature of 27°C). During the two weeks of professional development, the PO team facilitated workshops (in a rotation of 4 sessions per day) with the overall theme on Special Education and a specific focus in Early Childhood Education, Primary Literacy, Learning Exceptionalities and Differentiation, Assessment, and Classroom Management. Our evening and weekends involved planning and preparing materials and lesson plans, exploring our local community, and accompanying co-tutors on special trips (Sea Turtle Patrol, a Calypso Event, and a bus tour of the island).

Overall, participating in Project Overseas was an amazing opportunity, both professionally and personally. Through this experience, I was able to cross cultures and facilitate workshops on a topic that is very near and dear to my heart: education. It was an invaluable experience to be on a Canadian team of teachers and work alongside Barbadian co-tutors as we learned from one another across provinces and countries, discussing pedagogy,



Three Teachers, Three Countries, One Common Goal

Project Overseas 2015

curriculum, best practices, assessment techniques and strategies, teaching tools and materials, and education systems as a whole. It became clear that no matter the location, language, traditions, or culture, all teachers have an inherent passion to educate youth and support their academic growth and emotional wellbeing as they become active citizens in their local and global community.

Project Overseas in St. Vincent and the Grenadines

Jenna Bamford (ASD-E) – Hillcrest and Frank L. Bowser Schools

Having been actively involved with the NBTA since 2007, I became aware of Project Overseas early on. I knew that any opportunity that combined my passion for travel and my passion for education would be of interest to me. What I could not know at the time, however, was the extent to which the experience would affect me. Three simple but important tips were shared with us during our professional learning days provided by the Canadian Teachers' Federation (CTF) and since they served me well on the project, I will also let them guide this reflection.

1) Put the needs of the team before your own

My Canadian team [Dan Martin (ETFO), Ljiljana Lontos (OECTA), Tina Hellmuth (MTS), Monica Goodfellow (ETFO) and Alan Kwok (OECTA)] and I began conversing via email, telephone and Google Hangouts in February and we spent the next few months preparing for our areas of specialty. These subject areas were outlined by the St. Vincent and the Grenadines Teachers' Union (SVG TU) and included: Action Research, English Language Arts,

Technology, Mathematics and Special Education. We were also responsible for developing resources for an overseas Canada Day celebration as well as for how to facilitate a workshop, and action planning with SMART goals.

In July, we met in person at the Canadian Teachers' Federation headquarters in Ottawa. After a few days of working with my Canadian team, I had full confidence that we would experience success in our professional endeavors while in St. Vincent but I knew that living with colleagues can sometimes be challenging. (Not to mention that putting a bunch of strangers together in a house with the goal of working in a foreign country sounds like another cringe worthy reality TV show). But prior to our departure from Ottawa, we completed an activity that foreshadowed how my team would function. The activity was simple: we formed a circle and held a rope. Every second person was encouraged to lean forward while the others leaned back. The idea was that although many of us have demonstrated leadership qualities, there would be moments where some of us would have to step back while others stepped up. I recalled this activity after a crisis situation in which one of our team members had an accident, was injured and needed to go to the hospital. (This is a very rare occurrence on any project). She was calm and courageous throughout and I am proud to say that so was our entire team. This experience reminded me of the many roles we find ourselves in as educators (teacher, nurse, counselor, mediator, advocate, etc.). Ultimately, we all worked together to finish out the project as a team, taking care of each other if and when needed.



Three Teachers, Three Countries, One Common Goal Project Overseas 2015

2) Listen to the culture, the partner organization and the teacher participants

We arrived in St. Vincent in time for the local Carnival which was a great introduction to “Vincy” culture as it revealed the local talent in terms of the arts. SVG is a vibrant nation of people who demonstrate enthusiasm and creativity, as well as pride in their country. The same can be said for the country’s teachers who demonstrated their eagerness to learn, shared amazing ideas for the classroom and were adept at taking a concept and making it work for their own situations. At the end of the two week conference, the participants worked collaboratively to showcase their learning via skits, songs and movement for the closing ceremonies.

The local teachers union asked us to address teacher wellness in our sessions as many of their teachers were becoming ill due to a lack of self-care. Veronica Cain (my local co-tutor) and I incorporated this theme, as well as classroom management techniques and brain breaks, into our English Language Arts sessions in an effort to encourage healthy classroom environments where learning can thrive. As the Canadian team, we were also asked to discuss the conference during two local radio shows as well as a television program, both of which are hosted by the Public Relations Officer for SVGTU.

On weekends we were fortunate to be able to explore SVG’s natural attractions such as waterfalls, a reef, and a stunning hike up to the top of a volcano. Everywhere we went, the locals were wel-

coming and rewarded us with beaming smiles. As Dan, our Canadian team leader said, “SVG: where the only thing warmer than the climate is the people.”

3) Follow the Principles of Development Cooperation

Development cooperation is characterized by shared ownership and responsibility between partners. Each partner benefits from the experience (CTF’s Teachers’ Action for Learning, p.4). When we discussed development cooperation, I was relieved. It alleviated my fears about the approach of a “First World” country going to “Third World” countries to offer educational assistance. I had been wondering about repeating imperialistic mistakes, about valuing cultures that are different from our own, and about the presumption that our system is “perfect.” We were not going to fly in and push a Canadian educational agenda. The Canadian teachers were there to collaborate with the local co-tutors and to provide “culturally relevant professional development approaches” (CTF’s Teachers’ Action for Learning, p.4). CTF was not interested in creating a dependency among the partner organization in any country.

We were tested by this concept when we visited local schools. It was a humbling experience to see the lack of classroom resources (including books and paper), toilets in disrepair, lunch programs for \$1.00 per day which, according to the principal, was the main reason students came to school. The schools had no window panes which was disruptive during peak traffic times or when the lawn was being mowed. Add to that the environmental conditions that we experienced while visiting (a small earthquake and Tsunami warnings) and it is easy to see the challenges this education system faces. Though my instinct was to send them every book I had at my disposal upon returning home, this gesture would end up costing them in duty fees and would have no longevity in terms of problem solving. Education is the key to a better future. Fostering it through teacher education and creative, collaborative approaches will go further to help the youth than handing teachers a few materials. Nonetheless, it makes me appreciate the amount of opportunities and resources we have at our disposal, not to mention the everyday conveniences we enjoy in our schools.

It is rejuvenating and inspiring to be around enthusiastic teachers and to have the chance to discuss our profession with colleagues across the nation and across the globe. As I reflect on this experience, I notice that, though the conditions may be different, teachers in New Brunswick, the rest of Canada and abroad have much in common. In our schools, we each experience success but we also encounter challenges. In the end, it is our enthusiasm for teaching, our expertise and our creativity that will surpass any obstacle these challenges present. I am honored and grateful to have been part of this unique learning experience.

Project Overseas in St. Kitts

Beth Corey-McCready (ASD-W) – Bath School

When individuals ask me “how was your summer” and “did you go



Three Teachers, Three Countries, One Common Goal

Project Overseas 2015

or do anything special?" There are no simple or brief answers! What I did over the summer of 2015 was rewarding, energizing, motivating, and breathtaking. It was an amazing learning and teaching opportunity that I will always treasure. I had the privilege to be part of Team St. Kitts. Our team consisted of four wonderful and energetic teachers: Colette Mondor (ATA), Sarah Hicks (OECTA), Deirdre Buckley-McKie (ETFO) and myself (NBTA).

Our first week on the island was jammed packed; our hosts travelled us around the island showing off some of their beautiful scenic sites and friendly people. We tried many new cultural experiences such as new foods, music, and dancing. We saw lots of monkeys, toured the island of St. Kitts and Nevis, visited several elementary schools, and interacted with teachers and their families, had meetings with the Minister of Education and other government dignitaries.

As a team we offered St. Kitts and Nevis teachers professional learning opportunities in behavioral management, multiple intelligence, special education and emotional intelligence. By offering these professional learning sessions to teachers, we were supporting the St. Kitts Teacher Union with their educational movement of "change". In our sessions we explained, modeled, provided resources and assessments on how the smallest changes can have lasting positive effects on students and teachers in their buildings. It was important to keep in mind that our international colleagues did not have many of the recent technologies and resources that we take for granted each day. It was essential that what we were teaching and sharing had to be relevant and adaptable to their teaching environment. As a team we shared the message that change doesn't start with only a leader. A movement of change starts with the first person who follows the leader. The first follower is that teacher who says, "Sounds great, count me in". Change happens when teachers go back to their school, share ideas and promote change.

As a participant of PO the word "flexibility" took on a whole new meaning. Changes to the day's schedule or to the lesson plan you spent 3 hours on the night before could change at a moment's notice. Being flexible sometimes meant you had to be patience, creative, and innovative. As a team, we quickly learned each other's strengths and gifts. So when these last minute changes occurred without even thinking we started working collectively and sometimes finishing each other's thoughts © !

The teachers and St. Kitts Teacher Union staff were amazing and so enthusiastic to learn. They valued and truly appreciated our time with them. By the end of the month teachers were anxious for school to start so they could implement some of the new techniques and ideas into their classroom. Near the end of the program I taught several lessons on Bucket Filling. During lunch one day I overheard a group of teachers discussing how they were going to implement bucket filling into their classroom. They were sharing ideas, writing down suggestions, and even drawing pictures. There are many stories like this to share. It reinforces just how

much of an impact we were making on the teachers of St. Kitts and Nevis.

To all my fellow teachers I would encourage you to apply for Project Overseas in the future. Working as a Project Overseas volunteer there are many opportunities for leadership experiences. You have the opportunity to network with like-minded teachers from around the world and share concerns, ideas and solutions. You can speak to any past PO participants and they will tell you what an amazing and life changing experience it is. You do not have to be an expert in any one area or subject, the knowledge and tools you have from everyday teaching and working with students is more than enough. The PO teachers you work with in Canada and out of country are so appreciative and thankful for what knowledge and resources you provide.

For me, participating in Project Overseas was an incredible way to spend my summer. Team Canada/St. Kitts may have arrived on the island of St. Kitts as friends but we left the island as family. I am very grateful for the opportunity to have represented the NBTA and CTF in St. Kitts through Project Overseas 2015.



LEAP 2015 in Australia

LEAP (Leading Educators Around the Planet) is an innovative international leadership program connecting school leaders around the world in a collaborative peer shadowing and shared action-research experience.

By Stephanie Marr, Vice Principal (Acting) at Hazen White- St. Francis School
and Andrea Penney, Subject Coordinator for Fine Arts & Enrichment in the Anglophone West School District

LEAP allows school leaders around the planet to share and learn from each other in a way never before possible.

We were able to participate in this exchange with the support of the NBTA.

During our two week exchange, we participated in various events and visited many schools in the Greater Sydney area. It was interesting to observe best teaching practises and engage in professional dialogue with colleagues from diverse backgrounds.

Some of the activities in which we were involved included a one day international conference focussing on Teacher Professional Learning practices and methods, Opening Ceremonies to Education Week, guided visits to multiple public schools in our particular areas of interest/expertise, and lots of tourist locales such as the Sydney Opera House, the Harbour Bridge, The Blue Mountains, and Bondi Beach.

Reflecting on our professional experiences, it became apparent that many of the programs and structures observed in New South Wales were similar in theory to those in New Brunswick. We were able to critically analyse both the NSW programs and the NB programs and feel confident we will be able to implement some of these ideas to enrich the delivery of programs in our respective areas. In the spirit of reciprocal learning, we also shared ideas and resources to assist our hosts in the hopes of enhancing their professional practice.

In addition to learning professionally, some of most meaningful conversations occurred while touring the area and being welcomed into our host family's homes. We have gained a better understanding of Australian culture and have shared both our Canadian teaching practises and resources. While visiting a vineyard in Gerrigong, we were told that not all Uggs are made in Oz – some are made in China! Luckily, we both chose Australian-made versions. We also discovered it is illegal to hold a koala bear in NSW, but you can get close enough to smell the eucalyptus and touch the scratchy fur.

We highly recommend the experience both professionally and personally and would like to see many others take advantage of this unique professional learning opportunity in the future.



Council Coordinating Meeting - September 25, 2015



Council Coordinating Committee members came together on September 25th at the NBTf Building. These teachers spent the morning discussing and developing common practices and then separated into separate Elementary, Middle Level and High School Councils for their afternoon's work. Planning for Council Day 2016 is well underway.

NBTA School Rep Training



NBTA School Rep Training is taking place across the province again this fall. Last year, the Association conducted its first ever half-day learning sessions for these teachers who play such an important role in their schools. Rep training in all branches will take place regularly in the future, but not annually. The 2015 meetings include an NBTf component in preparation for upcoming negotiations. Pictured below are School Reps from Branch 0618 working on an exercise related to the Collective Agreement on October 19th in Sussex.



NBTA Member Registration iPad Mini Winners: NBTA President Guy Arseneault presenting Nadine Lamontagne of Shediac Cape School and Ryan Connors of St. Malachy's Memorial High (Saint John) with their Registration Draw prizes.

HERE'S SOMETHING JUST FOR *You*

As a member of the **NBTF**, you'll get access to additional savings and discounts, extensive coverage, 24/7 claims service, and so much more.

HOME + AUTO INSURANCE: 1-877-742-7490
(Group ID Code: 63)

\$25,000* Enter for a chance to WIN.
Johnson.ca/deservemore



Johnson Inc. ("Johnson") is a licensed insurance intermediary. Home and auto policies are primarily underwritten by Unifund Assurance Company ("Unifund"). Unifund and Johnson share common ownership. Eligibility requirements, limitations, exclusions or additional costs may apply, and/or may vary by province or territory. *For full contest details visit www.johnson.ca/deservemore.

Paid Advertisement

Simonds High Wetland Centre of Excellence

By Judy Chapman, Retired teacher, former graduate and alumni representative, Simonds High School

On May 28, 2015, Ducks Unlimited Canada (DUC) dedicated Simonds High School's new Wetland Centre of Excellence, the Simonds Pond, to the late Donald M. Biddington. Mr. Biddington was passionate about wildlife, nature, conservation and youth education. Present for the commemoration were Mr. Biddington's family, Simonds Team Green Environmental Club and Wetland Centre of Excellence Teacher Lead, Michele Banks, Anglophone School District South and representatives from Saint John City Council.

This very exciting project is spearheaded by Science/Math teacher, Michele Banks. She is a passionate environmentalist who currently sits on various provincial conservation organizations; she has also been involved in conservation projects at the international level. Her Master thesis focused on outdoor education, green classrooms and nature deficit disorder. Thus, Michele is very excited to work with her Simonds Team Green on this wetlands initiative.

The Wetland Centre of Excellence (WCE) will border the Simonds High campus; it will be the 19th WCE site in Canada – four of which are in Atlantic Canada. The initial collaboration with Ducks Unlimited will be a five-year partnership with the school. Michele Banks has been working with DUC since November 2014 to establish the initial stages of the project. This summer, the wetland area, known as "Simonds Pond" was constructed. An important part of this project will be a trail system within the Simonds High School area. This would allow for mentoring of nearby elementary school students by the Team Green high school counterparts who use hands-on experiences as they guide them through the wetland trail system.

Ducks Unlimited Canada is a leader in wetland preservation. They provide technical advice and financial support and facilitate coordination with other schools. DUC staff and lead teacher (in this case Michele Banks at Simonds) work together to train students and organize and deliver outdoor projects. The potential for various projects outside is endless. Possible projects are: studies on water quality or species collection or bird banding or species identification, nest box installation, revegetation, etc. Students could be involved in the restoration of the site itself or in helping label the interpretative trails. Students from nearby elementary schools could be invited for field trips. There is no limit to the potential for learning that will exist with this site!

Cross-curricular learning is another opportunity this new wetland will offer. Teachers from many different disciplines are presently collaborating. On the day of the dedication, visiting St. Martins Elementary students were treated to a wetland education class given by Simonds Team Green students.

The Simonds High campus offers many opportunities for outdoor education and conservation. This wetlands centre at Simonds will offer inherent opportunities for future students at our school and in the community. Through hands-on experience, generations of Saint John East students will learn about wetlands and conservation, as well as the importance of environmental stewardship in communities. A sincere thank you is extended to Ducks Unlimited Canada, the Biddington family, Michele Banks and her Simonds High Team Green for your contribution to this exciting project. As alumni, we will watch with pride as these changes take place.



Simonds Team Green & teacher Michele Banks at the commemoration of the Simonds Pond - May 2015

Seeking Out the Back Story: The First Step of Newcomer Inclusion *Supporting EAL Students in the Classroom Series*

by Chantal Lafargue, Faculty Associate (chantal.lafargue@unb.ca) & Paula Kristmanson, Professor (pkristma@unb.ca)
Second Language Research Institute of Canada (L2RIC), University of New Brunswick

As mentioned in the first article of this series, our province is changing. So too, are its classrooms. In fact, according to the New Brunswick Multicultural Council, international students and newcomers “represent approximately 8.5% of students enrolled across New Brunswick, and that percentage is even higher in our urban centers such as Fredericton, Moncton and Saint John.” The focus of this article is to provide some general information about pathways that students are taking to this province and to present some considerations about the affective factors facing these learners.

To get where I'm coming from and to know where I'm headed, you need to understand where I've been.

Depending on the geographical location of your school, you may or may not have students who are born abroad as part of your classroom or school composition. Many schools are familiar with hosting exchange students who arrive to communities through service club sponsorships or children who arrive via international adoption, but there are many other ways to enter this province. Historically, New Brunswick has seen various waves of permanent residents who have landed as immigrants or refugees in urban and rural communities. Also, due to our many post secondary institutions, we have had many visiting scholars, research fellows and graduate students and their families join us in New Brunswick. Over the past two decades, the international recruitment of undergraduate students has been a strategy to increase enrolment by our universities. During the same timeframe, Atlantic Education International Inc. (AEI) was incorporated to support interested stakeholders, including the New Brunswick Department of Education and Early Childhood Development and school districts, in welcoming tuition-paying students into our schools. In some cases, families send their children to Canada to live with a host family or with guardians who are family friends as fee-paying students, while waiting for their own paperwork to clear as provincial nominees (i.e., immigrants who will invest in businesses in this province). Most recently, our province has also seen a substantial increase in families arriving with a parent who is classified as a foreign temporary worker. Sometimes these children arrive from other Canadian provinces as their parents change contracts in the hope of attaining an eventual pathway to Canadian citizenship. Some children are simply born abroad and/or have lived abroad with their fam-

ily for a substantial amount of time and are repatriating to this province.

Given the above, it is safe to say that no child's pathway to New Brunswick is the same. Some come by choice, others come by chance, and New Brunswick is not always the first or last leg of their journey. **Understanding a child's circumstances and the reasons for coming to Canada can be a teacher's first step in supporting their learning.** Some students may be elated to be here while others may not have wanted to leave home. Some students may be feeling completely detached or indifferent as this is just one stop in a series of moves; still others may be preoccupied with the worry that their parent must pass a language test to extend their temporary status in Canada. To hear some newcomer stories, consider viewing: <http://settlement.org/ontario/education/elementary-and-secondary-school/help-your-child-succeed-in-school/new-moves-an-orientation-video-for-new-comer-students/> These experiences are highlighted by theme in an accompanying guide for teachers to use with their colleagues, parents, and students. In the next article in this series we will discuss emotions that newcomer students may experience as they attempt to transition to their new (and sometimes temporary) reality and suggest strategies that classroom teachers might consider to address their socio-affective needs.



Photo credit: Emily Chevrier and Kathy Whynot, Fredericton High School

Chantal Lafargue and Dr. Paula Kristmanson are members of the research team at L2RIC and are involved in a variety of projects related to EAL teaching and learning. They wish to thank Guidance Counsellor, Joanne Williams, for her expertise and ongoing dialogue about the socio-affective needs of newcomers.

Sources:

Lafargue, C. & Kristmanson, P. (September 2015). Changing Communities, Changing Classrooms: Questions to Consider. *NBTA News*, 58(1), p. 15. Retrieved from http://www.nbta.ca/nbta_news/archive/090115.pdf

New Brunswick Multicultural Council. (2015). *New Enrolment of Immigrants "Win Win" for the Classroom*. [press release]. Retrieved from <http://www.nb-mc.ca>

2015-2016 NBTA Pension Seminars

Registration Forms On-Line at www.nbta.ca

Date of Seminar:

- _____ November 21 - Dalhousie
- _____ December 5 - Fredericton
- _____ January 23 - Miramichi
- _____ February 13 - Saint John
- _____ February 27 - Sussex

Deadline for Registration:

- November 13
- November 27
- January 15
- February 5
- February 19

Seminar Guidelines

The following guidelines should be noted for participation in these seminars:

1. All participants must pre-register.
2. Travel and accommodation costs are the responsibility of the participant.
3. A nutrition break will be provided.
4. Questions relating to these seminars should be directed to:
Michael Ketchum or Melinda Cook
NBTA Staff Officer
New Brunswick Teachers' Association
P.O. Box 752
Fredericton, N.B. E3B 5R6 (Tel. 452-1722)
5. All teachers are welcome to attend.
6. All seminars begin with registration at 8:30 am and sessions at 9:00 am until 1:00 pm.

Program

- Teachers' Pension Act
 - contribution rates
 - retirement options
 - pension calculations
 - survivor options
 - purchase and transfer of Pension Service
- Retirement Allowance
 - pre-retirement vacation
- Canada Pension
- Old Age Security
- Financial Planning for Retirement
 - RRSPs
 - RRIFs
 - Annuities

PLEASE NOTE: YOU WILL RECEIVE CONFIRMATION WITHIN ONE WEEK OF SEMINAR.

ATTENTION RETIRED TEACHERS

If you are a recently retired teacher or know someone who is, you are encouraged to join your professional organization: the New Brunswick Society of Retired Teachers. Membership in the NBSRT has the following benefits:

- Being part of a growing organization of over 2000 members.
- *Reflections* magazine published three times per year.
- Representation on the NBTF Group Insurance Trustees.
- School Days Museum filled with teaching memorabilia and artifacts.
- Affiliations with NBTA, Canadian Association of Retired Teachers, SERFNB, Coalition for Seniors and Nursing Home Residents Rights.
- Deduction of dues at source.

For membership information contact Dale MacRae, 04-840 King George Highway, Miramichi, NB E1V 1P8 macradar@gmail.com

Betty Smith, President, bettyasmith@me.com
New Brunswick Society of Retired Teachers



An Interview with an Early Career Teacher: Melissa Dedam, Harcourt Elementary School

What has your career path been to date?

It has been a wonderful educational journey. In December 2010, I completed my Bachelor of Education degree through the University of New Brunswick. I was also enrolled through the First Nations Teacher Education Program at UNB. I graduated with distinction on May 18, 2011. I received my Provincial Teaching Certification in March of 2011. Following that, I enrolled and completed the Advanced Certificate in Literacy Education at Crandall University, graduating in November 2013. Additionally, I have pursued a Master's in 21st Century Teaching and Learning Education at the University of Prince Edward Island. I finished that in August. Now, I am working on upgrading the Advanced Literacy Certificate into a Master's degree. I have one course to go to finish that program. Education is important to me.



I have several years of teaching experience in the K-12 grade levels. I also have experience as a literacy lead/support teacher. For a couple years, I was in a leadership role for the district: coaching, modeling, and co-teaching with many teachers as a literacy support teacher. Since my time as a literacy support teacher, I have been a classroom teacher in a grade 3/4 split class. Last year, I was a Language Arts middle school teacher in Elsipogtog. This year, I have many responsibilities. I am a .2 Resource teacher, K-5 Art teacher and I also teach a grade 2/3 split level class. I guess I am a jack-of-all-trades! It's one of the benefits of being a D-Contract teacher!

I have to say that my passion for learning and dedication to my students has come from my maternal instincts. I am a mother of five children. I have four boys and one girl. Their ages range from 4-17 years old. They are my number one encouragement. They encourage me to become a better mother, a better teacher, and an altogether better person. Some people think and say, "How does she do it?" as they refer to my experience as a mother, full-time teacher and student. All I can say is, "I have a dream! I am committed to my endeavours and I have the dedication to complete everything I start."

As a First Nations individual and mother of five children, I think image has been a big factor in my life. Due to all the

negative stereotypes against First Nation people, I want to educate others that "we" First Nation people can accomplish anything we dream of and we have a lot to offer this world. Furthermore, it has also been my dream to integrate my beautiful First Nations teachings and culture within the public education system.

Describe a typical day in your professional life.

I feel like every moment of everyday is a part of my professional life, from the time I wake up to the time I go to sleep. First of all, my life is like no other. Structure, scheduling and prioritizing gets me through the day. After I fulfill my motherly duties, I leave the house around 7:30 and arrive at work usually around 7:50. The first thing I do when I enter my classroom is turn on my computer and open Smart Notebook. It takes forever to load!

Students usually arrive between 8:20 and 8:30 am. I greet them as they enter and then I send them off to have breakfast, reminding them to bring their lunch down to the cafeteria. If I am not on duty while students are having breakfast, I usually do any last minute prepping & photocopying. After breakfast, I either co-teach Language Arts with a colleague or perform my resource teaching duties. The kids then go out for recess. After recess, I teach 2/3 Math & Word Work. In the afternoon, depending on the day, my responsibilities consist of either You and Your World (for my 2s) Science, Social Studies, Life Math or K-5 Art.

Our school day ends at 2:30. After the kids leave, I start cleaning up the classroom. I like things tidy and organized. Then I collaborate with a colleague about Language Arts. After that, I begin my planning for the next day.

After school hours, on my spare time, I am usually scouring Pinterest or Teachers Pay Teachers to find new innovative ideas that will engage my students. The life of a teacher never ends when students leave at the end of the day. Structure, scheduling and prioritizing are the key to my success!

How/when did you decide to become a teacher? What response did you get to your decision?

At a very young age I knew I wanted to be a teacher. I can

remember playing “school” with my younger siblings in our old fort. However, I think we all played “school” when we were younger. It was something that kids did. But for me...it planted the “seed” that someday that is what I would do with my life. Well, life likes to throw you a curve ball every once in a while. Your future doesn’t always happen the way you plan it out.

Years later, I found myself in high school. I didn’t have the same enthusiasm as I did when I was younger. I was parentless, pregnant and had no hope for the future. People judged me; they gossiped and whispered behind my back. Once, I even had a person tell me, “You’re not going to be anything but a young dumb Indian girl living off welfare with a bunch of kids.” As hurtful as that was, I admit the odds were against me. I was living on my own, no parental support, and no income except an \$80.00 welfare check from the band office. Last, but not least, I had no vision for my future either. I didn’t know what to do. I had forgotten the little girl playing school in the old fort. She was lost. I was lost.

I felt helpless and defeated, however I loved my unborn baby with every breath I took. I knew it wouldn’t be easy, but I made a promise to my unborn child. I promised him/her that I would do what it took, no matter what, to give him/her a great life. I promised my unborn baby that I would do great things in my life and I will become someone important and I would make him/her proud.

At the time, I didn’t know what I would do. All I knew was I had to finish high school. It was challenging but I had the support of kind, loving teachers. They took the time to get to know me and my needs. They went out of their way to encourage me to keep going; and I did just that. I knew education was important; I just needed someone to believe in me. I did graduate, however, I didn’t go to university right away.

After some time, I finally decided that I wanted to teach. The little girl in the fort was deep in my heart somewhere. I finally found her and I wanted to do something with my life. I also wanted to fulfill my promise that I made to my child.

I found my passion again when my first-born was a preschooler. We used to play school, just like I did when I was a little girl. I was the teacher and he was my student. My living room walls were filled with charts of the alphabet, numbers, colors, shapes, etc. They also contained projects we did together. For example, I posted pages he colored and things we worked on. Every day we “played” school. Before he started kindergarten I taught him how to read and write and he even knew basic math skills. We read books together every day and we did all sorts of activities.

Each and every time he learned something new and when he had a “light bulb” moment, he would smile from ear to ear. His eyes would light up and he would be so proud of his accomplishments. This was when he was four years old and those moments were so precious it could melt anyone’s heart. It melted mine each and every time. That is when I knew that I wanted to teach, for real. It was no longer a game that we played.

I wanted to become a “real” teacher. I wanted to share those same precious moments with other children. I wanted to empower other children so they could gain that same sense of

confidence that my son had. I wanted to create moments that allowed them to smile from ear to ear. I knew I was meant to become a teacher because I was already a “teacher at heart”.

Well, it has been 17 years since I made that promise to my unborn baby. I finished one master’s degree at UPEI and I am working on the last course for my second master’s degree at Crandall University. I managed to do all this while raising five children and teaching full-time. Who would have thought that a promise I made over 17 years ago would lead me to the life I have now?

What are your greatest sources of satisfaction as a teacher?

Witnessing that smile of success and accomplishment in a child! That is the best part about being a teacher!

What are your greatest challenges?

I am certain that my greatest challenges are similar to most teachers. I find it challenging to separate my work and home life. I also find it challenging to juggle my time. There seems to never be enough time in the day. Why do we have to sleep??? Last, but not least, my biggest challenge is constantly battling self-doubt...that feeling of uncertainty whether I have successfully met all the needs of my students or not.

As you reflect on your experience, brief though it is, what are your thoughts on the teaching profession in general?

I love teaching. Even though we face a lot of uncertainties and barriers that come with being a teacher, besides being a mother, teaching is one of the best jobs out there. There is nothing more rewarding. I wouldn’t change my path for anything.



TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2016

by Kimberley McKay, NBTA Staff Officer

INTRODUCTION

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

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

WHAT IS A TEACHER DESIGNED PROFESSIONAL LEARNING GRANT?

TDPL is an annual school-based professional learning opportunity funded by the New Brunswick Teachers' Association. NBTA will award five \$1500 grants for the calendar year January 2016 – December 2016. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online after November 9th.

The TDPL is intended to fund proposals from teachers who seek a peer leadership role in curriculum, instructional practice or supporting other teachers.

WHAT ARE THE GOALS OF THE TDPL GRANTS?

There are three goals associated with this grant:

1. support teacher professional learn-

- ing within the context of improving student learning
2. foster teacher leadership
3. facilitate the sharing of exemplary practices

WHAT IS THE TDPL GRANT SELECTION PROCESS?

- Applicant teams develop a project proposal and complete an application form. Applications received after 4h00 on Friday, December 11, 2015, will not be considered.
- The NBTA committee established to administer the grant fund will screen all applications received by the deadline. Proposal selection criteria are described in detail in the next section.
- Five successful team applicants will be notified by January 8, 2016. Start-up materials and funding will be delivered to each team.
- Unsuccessful team applicants will be notified by January 8, 2016.

WHAT IS THE SELECTION CRITERIA FOR TDPL GRANTS?

- I. The extent to which the project proposal is guided by characteristics of effective professional learning:
 - a. Coherent – project is designed within the context of both best practices for student learning and provincial/district/school mandates
 - b. Goal-Oriented - project clearly connected to student learning, daily practice and provincial/district/school mandates
 - c. Sustainable – proposal includes practice time, reflection time and a plan to progress over time with grant funding used for resources critical to the project
 - d. Evidence-Informed – proposal considers current research as well as any formal or informal relevant data
- II. The extent to which the project proposal demonstrates the following general characteristics:

- a. Quality – proposal is well thought out and realistic
- b. Impact – proposal has the potential to impact student development as well as the learning of participating teachers
- c. Measurable – project goals can be measured and clear description of how this will be done
- d. Sharing – proposal incorporates a specific plan for sharing the project with other educators
- e. Demographics – general consideration will be given to distributing grants to various levels (K-12) as well as geographic location, team composition, etc.

WHAT IS REQUIRED OF SUCCESSFUL TEAM APPLICANTS?

- meet with NBTA Staff Officer for a brief overview of TDPL requirements (school-based meeting/approx. 30 minutes)
- carry out activities described in project proposal/application form
- share project and team learning with colleagues via:
 - o Written article for *NBTA News* at project completion
- Or**
 - o Team Choice (i.e. presentation to staff, offer Council Day session, electronic posting, etc.)
- submit a short report of the project using NBTA template
- submit a financial report using NBTA template

Questions? Contact
kim.mckay@nbta.ca



CANADIAN ASSOCIATION OF
PRINCIPALS
2016 **34TH ANNUAL**
CONFERENCE

Tides of Change
Oceans of Opportunity

SAINT JOHN, NEW BRUNSWICK

The Future of the
Principalship in Canada

MAY 16-19, 2016



For more information, go to www.nbta.ca

NBTA Sponsored Professional Course

Enrichment Triad Training Course

Target Audience: Elementary Teachers (K-5)

Cost: Tuition \$500 + \$15 material fee

Location:

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

Registration Deadline: See above

Instructor: Barb Buckley, Educator
(former Supervisor/Coordinator
of K-12 Programming)

(Please make cheques payable to NBTA)
Register by going to www.nbta.ca and clicking
on the Enrichment Triad Training Course.

Register Early - Limited Enrolment!

Spring:

Dates: Apr. 16, 23, 30, May 7, 14
Saturdays (9:00 am - 3:30 pm)
+5 hours outside of class

Reg. Deadline: April 8, 2016

Summer:

Dates: July 4-8 inclusive
(9:00 am - 3:30 pm)
+5 hours outside of class

Reg. Deadline: June 24, 2016

The course may be used to attain 3 credits towards certification for those teachers moving from a Certificate 4 to Certificate 5 or from Certificate 5 to a Certificate 6 depending on your individual Education Plan. **(You can contact Joseph Arseneault, Registrar, Teacher Certification for individual verification (teachercertification@gnb.ca))**

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

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

Participant Comments (2015)

"I was led to deep thinking and truly inspired to "think outside the box"."

"I learned great strategies for making learning fun, meaningful, enriching and authentic."

"This model addresses students' individual interests and learning styles while challenging them to become independent investigators."

"We are inspired by the presenter's passion"

PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS

Professional Courses: Spring **OR** Summer

Name: _____

School: _____

Email: _____ Member Number: _____

Spring (Apr. 16, 23, 30, May 7, 14) **OR** Summer (July 4-8)

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

NBTA, PO Box 752

Fredericton, NB E3B 5R6

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

Save the date!

Fierce Generations®

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

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

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

Date: April 22, 2016 (6-9 pm)
(NBTF Building Fredericton)

Watch for complete registration details at
www.nbta.ca

Fierce Accountability®

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

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

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

Date: April 23, 2016 (9 am – 1 pm)
(NBTF Building, Fredericton)

Watch for complete registration details at
www.nbta.ca

Learn how teaching yoga can bring joy to a school.

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

YOGA in schools

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

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

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

- Daneen Dymond,
Yoga in Schools Graduate, NB


BreathingSpace
YOGA STUDIO

Join Breathing Space Yoga, the originators of the Yoga in Schools program, at our 5th Annual Winter Teacher Training Conference.

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

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

Who can attend: All teachers/specialist especially Phys.Ed., support & guidance.
Date(s) & Time: February 27th, 28th, 2016; 9:00 a.m. - 3:30 p.m. each day.
Location: Moncton
Fee: \$ 275.00 + HST (check local PD for funding)

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

*200hr. certification begins in March

Paid Advertisement

Curious George in our Classroom?

by Ardith Shirley, NBTA Staff Officer

I was fortunate to grow up in a home where literacy was encouraged from an early age. My Dad visited the library weekly and books were his entertainment of choice. Thankfully, he chose to share that love of reading with me by making time to read at least two 'bedtime stories' before drifting off to sleep each night.

Some of my favourites came from the 'Curious George' series by Margaret and H.A. Rey. There was something about that little monkey and the willingness of the 'Man in the Yellow Hat' to provide George the opportunity to satisfy his curiosity in the pursuit of learning, that appealed to me.

Curiosity and Learning

A recent study published in *Neuron* magazine, documents researchers Matthias J. Gruber, Bernard D. Gelman, and Charan Ranganath's use of functional magnetic resonance imaging to investigate how curiosity (intrinsic motivation to learn) influences memory. In both immediate and one-day-delayed memory tests, participants showed improved memory for information that they learned during states of high curiosity.

This is not a new concept to educators. For years we have employed tools such as K-W-L charts to get students minds 'activated' for learning by encouraging them to become curious about the day's lesson. The challenge for teachers is in sustaining that curiosity and leveraging it beyond the opening activity. Perhaps even allowing students' curiosity to be-

come the driving force of learning in our lessons. Too often, the pressures of covering the curriculum or preparing for the next assessment take precedence.

Who Wants to Know?

"Step into an average classroom in any K-12 school and research suggests that almost 80 percent of the talk that takes place in that room will be framed as a question. Assuming this research is sound, it would seem that questioning is a dominant instructional strategy... it is important to pause and reflect on the quality of questioning that we are employing." (Shirley, NBTA News, February 2012)

Fast forward three years later, and I would go on to add that **who** is getting to ask the questions in our classrooms may be the real professional discussion *"To promote deep learning, remember that students' questions matter most. Instead of spending time honing our questioning skills, it's time we help students hone theirs."* (Tovani, EL October 2015)

I Wonder?

This leads me to some questions of my own... Would George actually get the chance to be curious in today's New Brunswick classroom? Would he be too distracted answering questions on yet another test so that a 'reliable' mark can be generated for the report card? If the 'Man in the Yellow Hat' were teaching in a New Brunswick School, would he be so busy measuring, sifting, sorting and documenting data about George's learning experiences to plan the next adventure for George and his friends?

For Learning's Sake

Anyone who has been around a young child for very long can attest that they are filled to the brim with curiosity and LOTS of questions. Recent research would support that one of the best things we can do to support deep, meaningful learning in our classrooms is not unlike that of the "Man in the Yellow Hat" in the Curious George series – make time and space to foster a climate ripe for curiosity and student questions - for learning's sake!

"To promote deep learning, remember that students' questions matter most. Instead of spending time honing our questioning skills, it's time we help students hone theirs."

(Tovani, EL October 2015)



May I Recommend:

This month, I recommend the following articles for your consideration. If you are reading the electronic version of the news, you may be able to link directly to them. Should you wish to have a paper copy sent to you, drop me a line.

Being Human in the Classroom by Carol Ann Tomlinson appears in the October 2015 issue of *Educational Leadership*, (Pages 74-77). The October issue is themed *Emotionally Healthy Kids* and contains many articles that are worth a read. I found great inspiration in this article – a reminder of why we do what we do. “Teaching is the rare profession that allows practitioners to model a world that dignifies/lifts up all its members. It is important to me to create a classroom where my students and I learn together to be more fully human. My students hear every message I send – whether overt or implied – about their capacity to learn and succeed.”

Beyond Phys Ed: How educators can harness the benefits of exercise by Dr. Christopher Gilbert in September 2015 issue of *Education Canada* explores how exercise influences the brain, and has an effect on learning. This article suggests the application of exercise findings in learning environments. I know a number of NB schools and classrooms are in the process of exploring this concept through your own action research.

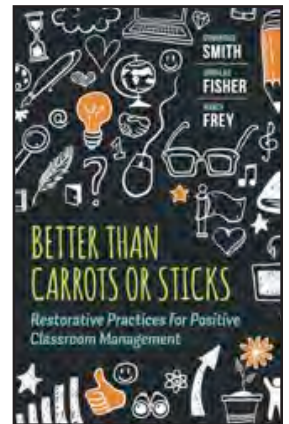
Are Report Cards Making the Grade? by Meaghan Gilmore in September 2015 issue of *TEACH* provides an overview of some of the efforts taking place in Canada to create the “ideal” communication tool to report student learning efforts to the home. New Brunswick’s provincial report card pilot in ASD-West is highlighted.

The Trials and Tribulations of Substitute Teaching by Edgar Rider (September 30, 2015) features tips and tricks to help any teacher get through a challenging day teaching “someone else’s class”. A highlight for me was the suggestion for ‘five minute fillers’ – ideas that any teacher may wish to add to their tool box!

Book Give-Away!

Congratulations to Louise LaBerge of Fredericton High School who was the winner of our September book.

Our next draw will be for **Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management** by Dominique Smith, Doug Fisher and Nancy Frey. Sound interesting? Drop me an email at ardith.shirley@nbta.ca with the subject line “Book Draw”.



Ardith



Closing Quotes:

“It is a miracle that curiosity survives formal education.”

— Albert Einstein

“I think, at a child’s birth, if a mother could ask a fairy godmother to endow it with the most useful gift, that gift should be curiosity.”

— Eleanor Roosevelt

Elementary Council: President's Message

by Erica Fournier, President Elementary Council



As I sit and reflect on this school year's startup, I can't help but think about how all of the things that I have done in the past month were essential to ensure a successful and productive school year for both my students and for myself. Through experience, I know that as much as time lines are unforgiving and necessary to make sure that outcomes are met before the end of the school year, I cannot put the cart before the horse and rush startup procedures. Investing the time at the beginning of the process ensures that things are more fluid throughout the entire year. Student growth doesn't happen overnight or by accident. We, as teachers, look ahead and are very deliberate in our outcome and yearly planning, as well as in our classroom community team building activities. We are purposeful.

The focus of the NBTA Elementary Council is much the same. The end product seen by teachers around the province does not happen with just a few weeks of preparation. The different roles performed by Executive Council members start long before the end results seen at PL Institutes, Curriculum Development meetings or Council Day, to name a few. The NBTA Elementary Council Executive works diligently all year long to enable us to provide essential services to all our teacher members. Yes, we even work during the summer months!

We look forward to continuing this volunteer work throughout the 2015-2016 school year. Two French Literacy Institutes are already in the planning stages, with a possible third being discussed for this year. Participating in NBTA committee work related to curriculum remains an important task. The Elementary Teacher Awards of Excellence deadline is April 1st with a new and improved online nomination form. The preparations for Council Day 2016 are well underway with all of the large speakers booked. Stay tuned for upcoming issues

of the *NBTA News* to learn more about the wealth of knowledge that will be shared with teachers on May 6th!

All of these projects are being determinedly worked on by the NBTA Elementary Council Executive in an effort to serve all teacher members. As the school year gets underway, I would like to thank the Executive members of Elementary, Middle and High School Councils. We work on behalf of teachers, just like you work on behalf of your students.



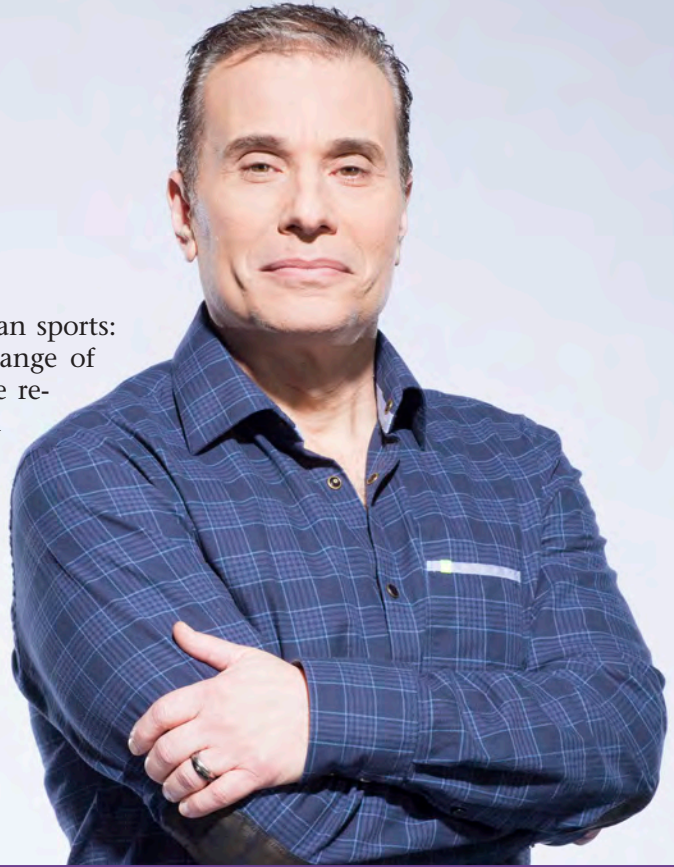
Teachers at Bristol Elementary School designed eight lessons on Diversity based on the book by Jennifer Katz. Students learned about their learning styles and uniqueness! Pictured above shows a bulletin board created with the help of each student in the school.

Councils

Elementary Council Day Moncton May 6, 2016

Keynote Speaker:


Michael Landsberg is best known as the face of Canadian sports: a broadcaster for over thirty years, he's covered a wide range of events with his trademark quick pace and sharp wit. More recently, he has emerged as a new face in the mental health awareness movement. Candid about his depression and generalized anxiety disorder, he's been hugely influential in anti-stigma movements and campaigns – including his “#sicknotweak” campaign on social media, which was widely shared, spread, and became a catalyst for starting new conversations around mental health issues. Mental illness is still an oft-neglected, widely misunderstood condition, and it takes brave, frank and sincere voices like Michael's to truly make change. In his talks, Michael shares his own experiences, as well as others' stories, to teach us what it means to have mental illness, that recovery and resilience is possible, and how we can better support each other.



Sandra Herbst webinar on Monday, Aug 17th: Approximately 100 educators from across the province participated in a webinar on formative assessment presented by Sandra Herbst on August 17. NBTA Elementary and Middle Level Councils worked together with ASD-W to support the initiative.

Did you know...

Teachers with
Johnson Insurance
have \$600 of reflexology
coverage per year



Karen Totton, RRT, RMT
Registered Reflexology & Massage Therapist
181 Westmorland St., Fredericton, N.B.
Tel. 506-260-1781

Book your reflexology session online!

www.BackInBalanceMassage.ca

Middle Level Council: President's Message

By Cheryl Richardson, Middle Level Council President



Well, we have the beginning of the school year behind us. I hope for the majority of you it was a fantastic start-up and you are looking forward to your journey this year inspiring and molding young minds. For those who don't know me, I am your new Middle Level Council President for 2015-2017. I am so excited to work with colleagues across the province organizing and offering Professional Learning opportunities which will help you

all grow personally and professionally. I have held a position on MLC for the last 6 years, and I am a very proud Middle School teacher.

I have been very blessed thus far in my career working at Harkins Middle School in Miramichi for the last 10 years. Grades 6, 7 and 8, Phys. Ed, Personal Development, LA, Science and Core French are some of the areas I have taught, and this year I add FILA and Social Studies. My colleagues have become my second family and we have supported each other through various situations over the years. I can honestly say I am a better person and teacher because I am a part of such a supportive and encouraging staff.

As teachers, we are facing new challenges and changes within our teaching assignments, schools and districts. We must remember to keep celebrating each other's accomplishments and lending a helping hand whenever possible.

Someone asked me a few weeks ago "What do you want to accomplish as MLC President?" At the time, I had no idea, but the more I learn, read and hear about what the realities are around our province educationally, the clearer it becomes for me. In my mind and heart I know how hard each and every teacher works each day, night and weekend. I have seen the amount of time teachers have put forth in their classroom and school environments across the province. Teachers have

always, and will always, want what is best for our students, so I want to do my best for each of you.

I will be working very hard alongside my Co-Chair Amy Barriau and our local committee to organize a motivational, inspiring and celebratory Council Day, May 2016 in Miramichi. We strongly believe in keeping a positive outlook and lifting up the teachers who give so much of themselves to our profession. Our main theme this year is teacher wellness, keeping ourselves strong and motivated so that we can be our personal best. We are also looking forward to welcoming the Music Strand this year and we have some amazing individuals working hard to organize a vibrant program.

In closing, I want to share a small but important learning experience I shared with my grade 6 students at the beginning of October. At HMS, the whole school participated in two major fundraisers: the Terry Fox Run and Food for Friends, supporting our local food bank. I was beyond moved by my students' compassion and support. The students worked hard raising monetary and food donations and shared their personal stories with each other on why they believed it was so important to take part. The day of "Food for Friends" my colleague and I walked to the radio station with our students and all the items they had gathered. The kids had signs and were in such high spirits that morning, our group was 1 of 4 groups from HMS who delivered items. While walking, people from the community showed support and encouragement to our students by waving and honking their horns. Smiles on my kids' faces demonstrated their pride in what they were doing. During the walk, I was able to share in moments of gratitude with my students; they were so happy they were able to contribute to their community.

What I took away from this day is that teaching is not always curriculum-based, making real and meaningful connections with our students is so important in their learning and growth, as well as in our own lives.

I would like to wish you all a terrific school year and am looking forward to seeing you in Miramichi!



3 Simple Tips to Help English Language Learners

By Neil Brewer, Bliss Carman Middle School

At Bliss Carman Middle School, about 15% of our student body is made up of English Language Learners (ELLs). Many of these students come to our school with very little social and/or academic English. This inevitably puts added planning, and often stress on classroom teachers who are already coping with diverse needs in their classrooms.

Many of the teachers I work with have their own strategies and strengths that help ELLs find success and happiness in their school. However, recent cutbacks have meant that teachers who are already devoting so much of their attention to PLPs, best practices, and large class sizes have less time to plan and scaffold for ELLs. So, if this current reality applies to you, here are 3 simple tips that can go a long way in helping you meet the needs of ELLs in your classroom:

1). Take it slow! This can be beneficial in two ways: one way is by trying to pay more attention to your rate of speech. Obviously you do not want to sound unnatural, but by slowing down and breathing between sentences your instruction becomes more comprehensible to the ELLs in your room.

Another benefit involves allowing for more wait time when calling upon ELLs. Try to give them up to 10 seconds to come up with a response. This may seem like “dead air”, but it allows the student to process the question and, in turn, frame their answer to the best of their ability.

2). Create a safe, comfortable environment. This may seem broad, but the more comfortable a student is in your class-



room, the more willing they are to speak and take risks - mistakes are essential and inevitable. Whether it's humour or showing an interest in the student and their cultural background, either can be a good place to start. This could involve chatting daily with the student about their life outside school, or having the student create a presentation on a given aspect of their culture for a Social Studies or LA class.

3). Use sentence frames. These are designed to support ELLs in written or spoken English by scaffolding ideas they want to express. Examples such as “I have...” or “Tomorrow I have to...” show how sentence frames give structure to sentences and phrases that are just beyond what the student is able to say or write spontaneously. These frames could be displayed in the classroom, kept inside the student's binder, or even in a pocket chart that they carry with them throughout the day.



Councils

ASD-E Students Head to the Salad Bar



In the spring of 2014, Salisbury Elementary and Bernice MacNaughton High school were two of 8 schools in New Brunswick to be awarded a farm to school grant from Farm to Cafeteria Canada. The Farm to School program is part of a growing network of Farm to School programs championed provincially by the New Brunswick Food Security Action Ne

According to Aubrey Kirkpatrick, Director of Finance and Administration for Anglophone East, "ASD-E has committed to providing food services and food education that is centered on local, fresh and healthy food options in our schools. The recent request for proposals included a commitment by the food service provider to support the integration of more F2S projects in our schools and to develop a process on how to work with local school gardens. In addition local farmers and chefs are encouraged to be a part of the education process for healthier food choices at every opportunity and not just a lunch time.."

Karen Rogers, the lead teacher from Salisbury Elementary, highlights that "At our first Salad Bar service we had 113 students to go through our two salad bars. They were so excited to be able to make their own salads and come back for seconds! Many of the students took extra pride in trying new

foods they had never tried before."

Heather Lewis, the lead for BMHS, reports that, "The school garden and healthy eating initiatives through Farms to Schools has allowed for an organic growth of partnerships within our school community. Students in woodworking classes constructed the garden boxes, while students from classes like Environmental Science and Nutrition for Healthy Living have been helping to cultivate, maintain, and harvest the garden. Culinary Tech students have played an integral role in preparing the food from both the school garden and local producers, which is then served in the salad bar to our student body. These cross-curricular and collaborative projects will without a doubt create a spark for a life-long interest in how our food is grown and where it comes from~ which might even be just as important as learning how to craft an essay or solve a mathematical equation."



Councils

Middle Level Council: President's Message

By Shane Hoyt, High School Council President



By the time that this article is printed, your High School Council will be extremely busy. One of the Council's mandates is to help provide teachers with quality professional development. This happens in three main avenues: institutes, educational grants and council day.

In October we hosted an Art institute in Fredericton at the Beaverbrook Art Gallery. Colleen Dunnet (Institutes Chair)

and her team worked hard to provide this quality PD opportunity for our Art teachers. The Council will continue to seek out areas of interest and need in an attempt to provide meaningful Institutes for our members. If you have any suggestions, please feel free to contact Colleen at: Colleen.Dunnett@nbed.nb.ca, as she continues to plan future sessions.

As of early September, the \$12000 dollars allotted for Educational Improvement Grants had been awarded! This is so

awesome!!! We love to help teachers who take it upon themselves to find and participate in learning that meets their individual needs. For those who are worried, fret not! The council provides \$12000 biannually, so keep searching and apply early. You can find the link for information and application information on the NBTA website under "The Profession" drop down menu.

While it is only November, we are hard at work putting together another awesome day of PD for May 6, 2016 at Fredericton High School. Our program chair, Trudy Stiles, is looking for people to present at Council Day. If you are interested in presenting please see the "Call for Presenters" icon on the NBTA site and submit an application. If you know of teachers doing amazing things (well we all do that) that other teachers should know about, encourage them to put in their application. Teachers helping teachers; that is PD at its finest! If you have any questions regarding presenting on Council Day contact Trudy directly at: Trudy.stiles@nbed.nb.ca

If you have any questions or concerns regarding the role of Council or how we can best serve you, please feel free to contact me or any member of your High School Council. Here's to another great year in the world's greatest profession!

The NBTA Board of Directors met in Fredericton on October 22 & 23, 2015



New Table Officers for NBTA. (l to r) President Guy Arseneault, Vice-President George Daley and Acting Past President Rick Cuming.

NOVEMBER 2015
George Daley
Vice President

Thanks to the Teacher Volunteers on our Three Councils!



Elementary Council Executive



Middle Level Council Executive



High School Council Executive

NBTA Golf Tournament 2015



The NBTA Golf Tournament was held Saturday, September 26, at Mactaquac Golf Course with 30 teams (120 golfers) participating. The organizers would like to thank those who participated along with our major sponsors for making this event possible. The next NBTA Golf Tournament will take place September 24, 2016.



36th Annual NBTA Men Teachers' Curling Bonspiel

**Carleton Curling Club, Saint John, NB
January 9, 10, 11, 2016**

Registration: \$140.00/team

Not more than 18 teams will be accepted on a first-come, first-served basis. Entries should include skip's name, and/or contact person with an active email address. (If you want to participate but aren't on a team, contact Terry)

Send entries and cheque to:
Terry Kilfoil, Chairman
NBTA Men Teachers' Curling Bonspiel
21 Meadow Drive, Rothesay, NB E2H 1K9
Tel 847-5429 Email: kilfoilt@nbnet.nb.ca



Mind, Body, Spirit...

1990-2015 - 25 Years Strong



Carmen Meehan
Coordinator, ASD-South
1-800-563-3938
634-2901

carmen.meehan@teacherwellness.ca



Michael LeBlanc
ASD-West
1-800-561-1727
462-0208

michael.leblanc@teacherwellness.ca



Lisa Calhoun
ASD-North and ASD-East
1-888-763-5050
855-5243

lisa.calhoun@teacherwellness.ca

Purpose

- To provide a confidential counselling/consulting service which is available without fee to NBTA members
- To provide health promotion programs which will assist teachers in increasing their level of wellness

Services

- Provide counselling
- Organize group sessions upon request
- Respond to school crises to provide support for staff
- Conduct Critical Incident Stress Debriefings
- Refer teachers to other agencies when necessary
- Co-ordinate School-Based Wellness Programs
- Promote wellness through workshops

When to Use These Services

- If you are having difficulty coping with stress
- If you are facing personal, financial, work, couple or family problems
- If you want to improve your communication skills
- If you are experiencing a need to make changes in your career
- If you need support concerning your job
- If you are interested in developing a personal plan to promote emotional, physical, occupational, and spiritual wellness

SELF-COMPASSION AND WELL-BEING

Self-compassion is a powerful force for well-being, yet many of us don't practice it. Teaching is a profession full of caring, compassionate people, yet most of us are much kinder and more compassionate to others than we are to ourselves. The latest research on self-compassion actually shows that 80% of people are kinder to others.



**If your
COMPASSION
does not include
YOURSELF
it is incomplete.**
- Jack Kornfield

**Self-Compassion Guided
Meditations and Exercises by
Kristen Neff**

[http://self-compassion.org/
category/exercises/#exercises](http://self-compassion.org/category/exercises/#exercises)

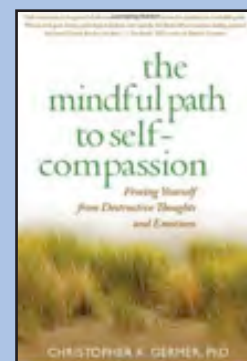
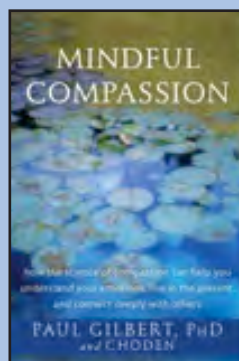
SELF-COMPASSION IS:

1. **SELF KINDNESS** – Self-compassion entails being warm and understanding toward ourselves when we suffer, fail, or feel inadequate, rather than ignoring our pain or berating ourselves with self-criticism.
2. **COMMON HUMANITY** – Frustration at not having things exactly as we want is often accompanied by an irrational but pervasive sense of isolation – as if “I” were the only person suffering or making mistakes. All humans suffer, however. The very definition of being “human” means that one is mortal, vulnerable and imperfect.
3. **MINDFULNESS** – Self-compassion also requires taking a balanced approach to our negative emotions so that feelings are neither suppressed nor exaggerated. Mindfulness is a non-judgmental, receptive mind state in which one observes thoughts and feelings as they are, without trying to suppress or deny them.

SELF-COMPASSION IS NOT:

1. **SELF-PITY** – When individuals feel self-pity, they become immersed in their own problems and forget that others have similar problems. Self-compassion, on the other hand, allows one to see the related experiences of self and other without these feelings of isolation and disconnection.
2. **SELF-INDULGENCE** – The giving of gifts (short term fixes) to yourself is to self-indulge while care intrinsic to compassion provides a powerful motivating force for growth and change.
3. **SELF-ESTEEM** – refers to our sense of self-worth, perceived value, or how much we like ourselves. Self-compassion is not based on self-evaluations and you don't have to feel better than others to feel good about yourself.

Books:





NBTA Credit Union knows teachers' finances better than anyone else. **Since 1971, we have been the financial institution of choice** for teachers, retirees, and support staff throughout New Brunswick.

focused on
teachers

Full service banking specifically for New Brunswick education workers. 100% Member-Owned since 1971.

New Brunswick Teachers' Association
650 Montgomery Street
P.O. Box 752, Fredericton, NB
E3B 5R6

Place Label Here

CANADA	POSTES
POST	CANADA
Postage paid	Port payé
Publications Mail	Poste-publications
41349976	



NBTA

650 Montgomery St., P.O. Box 752, Fredericton, N.B. E3B 5R6
506-452-1724 • 1-800-565-5626 • (Fax) 506-452-1732

www.nbtacu.nb.ca

