



NBEA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



Board of Directors Meeting

Compass Conference

Bob Fitzpatrick Wins Wayne Nightingale Achievement Award

Professional Learning Grants for Teachers



Your NBTA, Your Magazine

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

For more information about the *NBTA News* or to submit an article, contact Blake Robichaud, editor of the *NBTA News* by email at blake.robichaud@nbta.ca or nbtanews@nbta.ca.

We look forward to hearing from you!

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Welcoming Early Career Teachers to the Compass Conference

important file and will consume a lot of time, energy and resources. The New Brunswick Teachers' Federation will be updating you on a regular basis through emails and communiqués to ensure that you stay up-to-date.

The NBTF Negotiation Team and the Employer met on October 11, 12 & 13, 2016, to continue talks. We are scheduled to meet again toward the end of October and for five more days in November. Given the number of issues to discuss, additional dates for bargaining have been booked through the end of April, 2017.

COMPASS CONFERENCE 2016

The Compass Conference 2016 was another great success. We had 90 early career teachers in attendance along with 26 POINT Reps. This event is designed to support early career teachers as they develop their professional identity, reflect on their professional practice and purposefully seek out formal and informal networks of support. There was plenty of learning over the two-day conference, but there was also a healthy mixture of laughter.

A special thank you to our staff, presenters, and POINT Reps for providing such a great professional learning opportunity for our early career teachers.

FRENCH IMMERSION ENTRY POINT

On September 29th the government announced that the entry point for French Immersion will return to Grade 1 in September, 2017.

As the NBTA spokesperson, I expressed concern that the government had not done its due diligence. In making this announcement, they should have presented their strategy or plan on how they were going to address the significant dislocation, classroom composition and rural access issues. All of these decisions should be backed by data so that when we have a change in government there is not yet another political decision to change the entry point. I firmly believe that, if we are to return to a Grade 1 entry point, it should be unfolded properly and adequately resourced with new money allocated for the next ten years, in conjunction with the government's 10-Year Education Plan. This infusion of money to support this government's new initiative cannot be taken from other programs as has been done in the past when implementing changes or new programs.

Here we are! It's now November which means we survived Hallowe'en... always a beehive of activity and excitement in schools, especially at the elementary level. November has always been a very significant month for me. It is important that we, as Canadians, 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.

NEGOTIATIONS

Negotiating our next collective agreement continues this school year. As you know, this is a very

It is important for you to know that the NBTA has not taken any position of favouring a Grade 1 entry over a Grade 3 entry point or vice-versa. Our concern is about the timing, lack of New Brunswick data supporting the decision, how the government will be addressing classroom composition issues, and what supports will be in place for any displaced teachers. We also question the process and the lack of consultation with our Association. There should be a clear educational rationale for any decision or change of this magnitude contemplated by government, a detailed implementation plan, and dedicated new funding provided.

In the government press release it was stated that they intended to work with the NB Teachers' Associations to find opportunities for teachers displaced, including initiatives such as providing support to classes with challenging class compositions and supporting the objectives in the education plan, particularly literacy and inclusion. The proof will be in their actions and we intend to hold them to this commitment.

BRANCH PRESIDENTS' LEADERSHIP CONFERENCE

Local NBTA leaders from across the province were in Fredericton on September 30th attending our annual Branch Presidents' Leadership Conference. I want to take this opportunity to thank these teachers who volunteer their time on behalf their colleagues, in addition to their teaching assignments. They contribute immensely to the effectiveness and strength of the NBTA. Their role and responsibilities will be especially important during negotiations. Please take the time to thank them, other branch executive members and school reps for the volunteer work that they do on behalf of teachers. Attending branch meetings (Rep Councils) is a great way to stay informed and show support.

NEW CTF RESOURCE

If you recall in my last message, I highlighted a new resource from the Canadian Teachers' Federation (CTF), entitled "Mental Health Stigma: Challenging It Together." On October 14th, CTF released a second teacher resource, "Truth and Reconciliation: What is it about?" This classroom discussion booklet aims to support dialogue about residential schools and to explore how it has hurt generations of First Nations, Metis, and Inuit people. It offers first voice content from students, some indigenous and non-indigenous, with words, thoughts, drawings and poems. The booklet is available through CTF's Publication Catalogue on their website.

NEW EECD ADM

The Department of Education and Early Childhood Development recently appointed Chris Treadwell to the position of Assistant Deputy Minister. The former Principal of Park Street Elementary School in Fredericton comes to the Department with an abundance of experience and credentials in advocating for publicly-funded, public education. He has always been a strong advocate for teachers and administrators in our province.

I would like to end this message by reminding you that, as teachers, we have a profound influence on our students. We face many challenges in and outside of the classroom. However, as dedicated professionals, we continue to make an important and positive difference in the lives of our students throughout our province. In turn, our students will make a difference in our society.

Remember to enjoy the process and the little moments that mean so much to your students. This is what will impact our future adults and leaders.

Office (506) 452-8921 • Fax (506) 453-9795 • E-mail guy.arseneault@nbta.ca

Original Watercolor Painting by Retired Teacher Heather Scott

NBTA Board of Directors Update October 19-21, 2016



EECD Minister Brian Kenny visited the NBTA Board of Directors for the first time since he was named to the position earlier this year. He expressed a desire to work with teachers to improve public education in NB. Board members expressed concerns related to the change of the French Immersion entry point, the application of inclusion policies and teacher workload/wellness.

French Immersion Entry Point: The Board had a lengthy discussion related to this topic. It was emphasized that the NBTA does not favour one entry point over another, but has significant concerns about the lack of consultation and data that supported the decision. Now that this decision has been made, the priority for NBTA will be to work with EECD to ensure that Government honors the commitments they have made resulting from this change. EECD has also confirmed that the Grade 3 entry point will remain in place for two more years to accommodate students currently in Grades 1 and 2.

Policy 322 Brief: An NBTA brief, summarizing concerns about and potential improvements to Policy 322 (Inclusion) has been submitted to the EECD Minister. The brief will be posted on the NBTA members only site.

10-Year Education Plan: A general review of elements of the Plan were reviewed by the Board. There are several key elements from the NBTA submission to the Co-Chairs that were included in the Plan. The NBTA has committed to work with EECD, but has expressed significant concerns about current teaching/learning conditions that need to be addressed in order for the Plan to lead to success.

Letter to EECD Minister: Board members identified numerous concerns related to the need for additional supports for EAL students, including Syrian newcomers. A letter summarizing these points will be sent to Minister Kenny.

CTF Resource on Mental Health Stigma: The NBTA will purchase 600 copies of the Canadian Teachers' Federation booklet "Mental Health Stigma: Challenging it Together." The workbooks will be distributed to schools on a 10% of membership basis and also sent to some external partners.

Educational Leaves: The deadline for Educational Leaves for 2016-17 is November 4th. Details are in the September issue of the NBTA News. Information and application forms are available on the main page of the website.

Born To Read NB Donation
The NBTA has continued its support for the



NBTA Board of Directors Update October 19-21, 2016

group that provides little red bags of books to newborns in this province. NBTA will donate approximately one dollar per member (\$6000) to help support the next New Brunswick book that will be included in the bag.

NBTA Commercial: The NBTA commercial, "My Teacher Knows," will be aired once again on television this year and during previews in Cineplex theatres (Moncton, Dieppe, Miramichi, Fredericton and Saint John) the week in December when the new Star Wars movie premieres. An audio version will also be used on radio stations across the province.

NBTA Pension Seminars: Learn more about the NB Teachers' Pension Plan at NBTA seminars scheduled around the province: **Moncton (October 29th), Saint John (December 3rd), Bathurst (January 21st), Fredericton (February 4th), and Sussex (Feb 25th).**

Council Day Friday May 5, 2017 "Call for Presenters:" Teachers can help make Council Day 2017 the best possible learning opportunity for members by offering to be presenters. Share your expertise with your fellow members and encourage your colleagues to do so also. Applications for all three programs are on the website (www.nbta.ca)
Council Day programs this year will take place in:

Fredericton - Elementary & Art Specialists
Saint John - Middle Level & Music Specialists
Miramichi - High School School & Phys. Ed Specialists

NBTA News Contest: A new contest will run in the newsletter this year. Members are asked to submit fun and interesting photos that incorporate an image of the NBTA News, such as being read in an interesting place.

Teacher Awards: With so many potential deserving nominees for NBTA major awards, branches and individuals are encouraged to consider potential nominations. Details for all NBTA provincial awards are on the NBTA website under "The Profession>Teacher Awards." Posters promoting these awards will be distributed to schools in November. Deadline for submissions will be April 1st.

NBTA Audited Financial Statements Approved: The Board of Directors received audited statements for the 2015-2016 fiscal year. The auditor saw no weaknesses or vulnerabilities in NBTA's financial operations. All deviations from the budget were explained to the satisfaction of Board members. The Association's financial position is very solid.

Professional Learning: The NBTA Staff offers a large variety of learning opportunities throughout the school year. Many of these sessions are highlighted on the smartphone-themed "NBTA Professional Learning OPP" poster, which is posted in staffrooms and available electronically on the website.

Professional Counselling Service for Teachers: Members are reminded that this counselling service for teachers and their families along with the NBTA Wellness Program are alive and well. Although other programs such as In-Confidence are being promoted by the Employer, there is no change to the Teacher Counselling Service, an extraordinarily successful service that has been in place for 25 years.



Compass Conference



NBTA Hosts Early Career Teacher Conference

The New Brunswick Teachers' Association recognizes the importance of supporting early career teachers as they develop their professional identity, reflect on professional practice and purposefully seek out formal and informal cultures of learning. To this end, NBTA hosted 90 early career teachers for Compass Conference 2016. This exciting event saw early career teachers, Branch POINT Representatives and district representatives gather in Fredericton on October 13th and 14th for two days of learning. The conference combined sessions themed around the NBTA, as well as divided sessions on the topics of formative assessment, mental health, and inclusionary practices. The enthusiasm and commitment in evidence during the conference reinforced a group of up-and-coming early career teachers eager to grow, to share some of their own knowledge, to foster student achievement and to be active members of a positive school culture.

"So many new resources!"

"Answered questions I didn't know how to ask."

"Thank you for breaking this down."



Compass Conference



"Always learn something new."

"Great Information!"

"Good refresher."

"Lots of unclear rights/regulations clarified."



Bob Fitzpatrick - Winner of the 2016 NBTF Wayne Nightingale Achievement Award



Former NBTA President and Executive Director Bob Fitzpatrick received the Wayne Nightingale Achievement Award on October 21st. From left, NBTF Co-President Marc Arseneau (AEFNB), Bob Fitzpatrick, Shirley Nightingale and NBTA President Guy Arseneault.

Citation for Award

For more than three decades, New Brunswick students and teachers benefited from the leadership and guidance of Bob Fitzpatrick. Most of that time was spent in major leadership roles with the NB Teachers' Association where he worked hand-in-hand with the NB Teachers' Federation and the AEFNB. His contributions were notable in a calm approach, incredible interpersonal skills, and a profound dedication to protecting the rights of teachers in the Province. Never seeking the limelight, he knew that making gains for teachers trumped appearing on the front page of the newspaper.

Bob's service to the teachers of New Brunswick began in 1983 when he was elected by his Branch to serve on the NBTA Board of Directors. The following year he was elected to the NBTA Executive Committee. In 1985, he was elected to the NBTF Executive Committee and later that year to serve as NBTA Vice-President.

Elected President of the NBTA in 1989, he served for two years in that role, before returning to his hometown of Chatham (Miramichi) to assume a position as principal of St. Andrew's Elementary School. This proved to be only a brief hiatus from provincial responsibilities for Bob as he was back in Fredericton in 1993 assuming the role of NBTA Executive Director. He held that position until his retirement in 2009. Bob has always been a great supporter of the unique structure of teacher organizations in New Brunswick. He valued and worked hard to maintain an excellent working relationship with both the NBTF and AEFNB leaderships. During his time as NBTA Executive Director, he served with three Executive Directors for the NBTF and four from the AEFNB. Eight NBTA Presidents relied heavily on Bob's knowledge, guidance and wisdom during their terms. His contributions and leadership were particularly critical when challenges were being faced by all NB teachers, such as during negotiations.

Bob Fitzpatrick is someone whose mantra has always been to "serve" rather than to "impress." Providing the best advice possible to teachers in need has always been his priority. Many teachers have spent the majority of their careers knowing that if they were in a tight spot, needed advice, or simply had to be heard on an issue, they could "call Bob." Bob is at his best at times when other leaders often waver or err. In times of crisis, he can turn mountains into molehills and calm rough waters with his reasoned and thoughtful interjections.

Most teachers will never know just how much they owe to Bob Fitzpatrick, because he has never had any need for self-promotion. Only those who worked with him the longest, can truly appreciate his contributions. He has earned a heartfelt "Thank you" for his service to the teaching profession and it would be difficult to envision any candidate more deserving of the NBTF Wayne Nightingale Achievement Award.

“Oh the Places the NBTA News Will Go!”

Photo Contest

The NBTA Internal Communications Working Group, part of the Promoting Public Education and Supporting the Teaching Profession Committee, met on October 5, 2016. These teachers provide input on many NBTA products and publications. An idea they generated was to have a photo contest involving the *NBTA News*. **Teachers will be asked to submit fun and interesting photos that incorporate an image of the *NBTA News*.** For example, someone could be reading the *News* in an interesting place. The parameters for the submissions are broad in order to encourage creativity.

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

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





All of society benefits when our students' mental health is supported early in life

By Heather Smith

President of the Canadian Teachers' Federation for the period 2015-2017.

As I stood at the podium to open the July 2016 Canadian Forum on Public Education, I was struck by the timeliness of the Forum topic - Wellness in our Schools. When I started teaching in the early 1980s, the mental health and wellness of neither students nor teachers were regular topics of conversation around the staff room table, or anywhere else for that matter. Students and teachers were not well served by this silence and lack of support for diagnosis or real needs.

I hope change has begun and these discussions are occurring in schools. Across Canada, educators have told us that student mental health is the number one issue that impacts teaching and learning, saying schools need more community support, professional services and resources to help students facing challenges.

According to a 2012 teacher survey conducted by the CTF, in collaboration with our Member organizations and the Mental Health Commission of Canada, the majority of teachers say stress, anxiety disorders, attention deficit disorders, attention hyperactivity disorders and autism spectrum disorders as well as learning disabilities such as dyslexia are pressing concerns in their school.

And yet, in the same survey, almost 7 in 10 teachers said they had not received professional training to address student mental illness in their schools. Clearly, there is a major gap between identified needs and the reality. According to teachers, stigma and discrimination are by far the biggest barriers hindering dialogue and support for everyone's mental health and wellness.

In response to this need, CTF officially releases on October 10—World Mental Health Day—a new classroom resource for teachers aimed at opening up classroom discussions on stigma. The booklet titled *Mental Health Stigma: Challenging it together!* aims to increase teachers' and students' comfort level when talking about mental health.

While teachers feel they're part of the solution in supporting student wellness in the school, they clearly cannot do it alone without experts, professional learning and funding.

teachers feel they're part of the solution in supporting student wellness in the school, they clearly cannot do it alone without experts, professional learning and funding.

And let's be frank... mental health challenges can also affect teachers. The results of CTF's 2014 national survey on work/life balance, which garnered over 8,000 responses, revealed that teachers' stress related to work/life imbalance had jumped over the previous five years for 80% of teachers. When asked why, 95% said it was the inability to devote as much time as they'd like to each of their students.

As for life outside of the school, once again most said they didn't have enough time to spend with their own children, spouse or partner, for recreational pursuits and/or for caring for family and friends in need. Plus, teachers and other education personnel have taken on the duties of front line triage with students suffering the effects of poverty, food insecurity, family stress and addictions, and mental health concerns. All of these factors can lead to teacher burn-out and mental distress. And that certainly has an impact in the classroom.

The CTF Canadian Forum on Public Education just began to scratch at the surface of the issue of wellness in our schools. It IS time to act and those of us in schools must lobby and advocate for sufficient and appropriate supports for students and colleagues, and we need to find those allies in the wider community in order to work together. Those of us here at CTF will most certainly do our part at the federal level!



Almost 7 in 10 teachers said they'd not received professional training to address student mental illness in their schools.

2016-2017 NBTA Pension Seminars Registration Form

Date of Seminar:

- December 3 - Saint John
 January 21 - Bathurst
 February 4 - Fredericton
 February 25 - Sussex

Deadline for Registration:

- November 25
 January 13
 January 27
 February 17

Name of Teacher: _____ Birth Date _____

Email Address: _____ Dist. _____

Is partner attending? Yes No *(If partner is a teacher, please fill out a separate form)*

No. of pension years you will have accumulated to June 2016 _____ Certificate Level: _____

Are you planning to buy back time? Yes No If "yes", how much time? _____

Do you receive a Responsibility Allowance (Principal/Vice Principal/SPR)? Yes No *(If "yes", contact your payroll officer at your District Office and have your last 3 years' salary history faxed to Tammy Boon, 453-9795)*

Form can be emailed or faxed to Tammy Boon
tammy.boon@nbta.ca
Phone: (506) 452-1722 Fax: (506) 453-9795

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 ONE WEEK PRIOR TO SEMINAR.

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2017

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 2017 – December 2017. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online after November 7th.

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

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 9, 2016, 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 13, 2017. Start-up materials and funding will be delivered to each team.
- Unsuccessful team applicants will be notified by January 13, 2017.

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

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.



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



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 25th, 26th, 2017; 9:00 a.m. - 3:30 p.m. each day.
Location: Moncton
Fee: \$ 275.00 + HST

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

*200hr. certification begins in March

Paid Advertisement

Are You Thinking About Retiring this Year?

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

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

As an association NBSRT also

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

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

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

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



Dear New Brunswick,

by Ardith Shirley, NBTA Staff Officer

In a short while, it will once again be the time for our annual Provincial Assessment results to be released. While I won't presume to know the exact results of our most recent efforts (they are still under embargo at the time I write this). I have been in education long enough to expect that our literacy and math assessment results will not see our provincial trend lines increasing. (Please read to the end to know the reasons I make that assumption.)

I can predict the negative headlines, and flurry of press that will follow. "Literacy scores falling for Grade 2 students in New Brunswick" and other such declarations will cause people to shake their heads and commiserate over the 'sad state' of our New Brunswick public education system. Those who are eyeing the potential profits to be made in schools will seize the opportunity to declare public education 'broken' as they continue to push their self-serving privatization agenda.

Hearing the negative rhetoric, parents will start to assume (despite the evidence they see every day when their child comes home from school) that we have a sub-standard education system in our province and that their children will never be able to compete globally.

Sadly, our teachers will start to question all of their extra efforts, "How can we be working so hard and not see provincial improvements?"

Worse still, our students may pick up on the negativity and start to lose faith in their own abilities, as well as their teachers, schools and province.

A Self-fulfilling Prophecy?

According to educational researcher John Hattie, this is when the headlines can start to create a self-fulfilling prophecy - we hear that negative story and start to behave like it is true.

John Hattie's work in Visible Learning is a synthesis of over 800 meta-analysis studies of 80 million students over 15 years. His goal was to determine what works best to assure learning in our schools. After all of his research, Hattie has determined the three factors having

the largest effects on student learning are:

1. Teacher estimates of achievement (does the teacher believe students can do well)
2. Collective Teacher Efficacy (do teachers believe in their own abilities and that their daily work is making a positive difference in student learning)
3. Student self-reported grades/student expectations (do students believe and expect that they can achieve)

Digging Deeper

Considering that Hattie's "Top 3" have more to do with teacher and student confidence in themselves and the systems they work and learn within, perhaps we need to dig a little deeper before reacting to this year's results? Other than the current, more negative trend lines, here are some facts about our New Brunswick Education System that might be worthwhile reporting and remembering:

- Between 2004 and 2010 our NB Grade 2 Reading assessment scores rose from 59.4% of students successful to 83.6% successful. **A gain of 24.2% in 6 years.**
- Between 2007 and 2014 the number of students passing their Grade 9 English Language Proficiency Assessment in Reading rose from 59.9% to 80.4%. **A gain of 20.5% in 7 years.**
- Between 2007 and 2014, the writing component of the same Grade 9 ELPA assessment rose from a low of 51.6% in 2007 to 90.7% success in 2015. **A total gain of 39.1% in an eight-year trend of improvement!**
- If New Brunswick's 2012 PISA results were compared to other countries we would have been ranked higher than Ireland, Denmark, New Zealand, France, Iceland, the United Kingdom and **every** US State.
- New Brunswick schools manage to minimize the impact of poverty on academic performance meaning that the socio-economic status of a child's family matters less in New Brunswick

than in most other countries in the world.

- Our classrooms are celebrated as being some of the **most inclusive classroom environments** with the **lowest drop out rates** of any system in the world. (NB hovers around 3% with our lowest to date being 1.7% in 2012 - more celebrated jurisdictions regularly report trends upwards of 10%.)

What has changed in our system?

Let's recall that intermittent provincial assessments are designed to be a systems check rather than a summative assessment of individual teacher and student performance. Since 2010 we have seen our Grade 2 results slip from our provincial high of 83.6%. This should beg the question, "What has changed in our system in that time?" Hmmm....

- A decrease in K-12 Education per pupil investment by almost \$2000.00 per student. (\$9960.73 in 2010 to \$8034.31 in 2014).
- A reduction of 569.1 teachers and at least 52 District Office positions that supported classrooms and students.
- The number of combined classes is up in the Anglophone sector from 313 (2010) to 384 (2014).
- An increase of 210 Educational Assistants signaling that individual student needs and classroom composition issues are increasing.
- The amalgamation of school districts resulting in major systemic instability and supports for teachers becoming further removed from our schools and classrooms.

Given all of the above, it doesn't take a fortuneteller to predict that this year's assessment results will not be stellar. Considering all of the negative trends in funding, being able to maintain previous gains would be nothing short of a miracle.

The story we choose to tell...

Our new education plan is titled "Everyone at their Best". We are beginning to see some of the resources that allowed our system to flourish between 2004 and

2010 restored. This is a step in the right direction.

As we approach the 2016 provincial assessment public release, I challenge every New Brunswicker to resist the temptation to re-tell the superficial tale of gloom and doom. Instead, I propose we dig deeper to a much more motivating and optimistic narrative:

- Let's remind our students that even though provincial test scores have slipped since 2010, they still would rank easily in the top 1/3 of any international heap.
- Let's celebrate our teachers, support staff and other educators whose hard work and dedication have led our system to unparalleled gains in literacy since 2004 and recognize that they are a highly qualified teaching force.
- As we look with disappointment at the 'flat-line' trend in our provincial Math scores, let's also think to mention that almost every other jurisdiction that participates in PISA is also experiencing the same depressing situation and therefore we are not alone in the struggle for a solution.
- Let's acknowledge that the recent decline in our results are predictable considering past systemic cuts and commit to stability of funding and focus as we move forward.

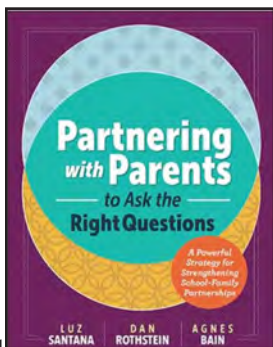
Everyone at their Best...

Thankfully, I have yet to meet many people who are satisfied with status quo when it comes to learning in New Brunswick. We all agree we want better for our children.



Book Give-Away!

Congratulations to Mitchell Linkletter of NSER Middle School in ASD-N who was the winner of our September Book draw! Our October draw is **Partnering with Parents to Ask the Right Questions: A Powerful Strategy for Strengthening School-Family Partnerships** by Luz Santana, Dan Rothstein and Agnes S. Bain. Sound interesting? Send me an email with 'Book Draw' in the subject line sometime before November 14th.



The significant gains in literacy between 2004 and 2010 prove that we have the knowledge, skills, and capacity to build an exceptional education system in New Brunswick. Let's assume that, for the most part, our children's abilities haven't changed that much in the last six years. Let's also appreciate that the majority of classroom teachers and educational leaders in our schools, districts and Education and Early Childhood Development are the same highly qualified professionals who lead the incredible improvements during those six transformational years. This bodes well for our future!

As we co-create the story of our future, we must understand that what happens on a daily basis in our legislature, in the media, and in thousands of coffee shop conversations that celebrate austerity over social obligation has a profound influence on our children's learning. Perhaps when **all** New Brunswickers choose to tell a hopeful and inspiring story of cooperation and collective responsibility for improving, rather than a sordid tragedy of blame, shame, flip-flopping priorities and finger pointing we will once again see those trend lines increasing. Yes, New Brunswick, I have no doubt that **everyone** will definitely need to be at their best - now let's get going!

Sincerely,



May I Recommend:

Since I have focussed on John Hattie's research, I do recommend checking out his Visible Learning website.

<http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>

The October issue of Kappan magazine is filled with articles on programs, policy and actions that are designed to improve the epidemic of chronic absenteeism. The whole issue is excellent, but one of my favourite articles titled 'Missing School Matters'. It can be found online at:

<http://www.kappanonline.org/missing-school-matters>

Closing Quote:

"Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our world."

John Fitzgerald Kennedy



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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: February 10, 2017 (evening session)
(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: February 11, 2017 (morning session)
(NBTF Building, Fredericton)

Watch for complete registration details at
www.nbta.ca

Interested in Fierce?

NBTA welcomes contacts from groups of teachers who may be interested in any of the Fierce Conversations® workshops. We would be happy to discuss different delivery models in order to partner with New Brunswick educators who have a strong interest in this training. Contact kim.mckay@nbta.ca or ardith.shirley@nbta.ca

NBTA Branch Presidents' Meeting September 30, 2016





NBTA Sponsored Professional Course

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

Enrichment Triad Training Course

Target Audience: Teachers (K-12)

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

Location:

NBTF Building, 650 Montgomery Street
Fredericton, NB

Registration Deadline: See below

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

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

Register Early - Limited Enrolment!

Spring:

Dates: Apr. 22, 29, May 6, 13, 20
Saturdays (9:00 am - 3:30 pm)
+5 hours outside of class

Summer:

Dates: July 17-21 inclusive
(9:00 am - 3:30 pm)
+5 hours outside of class

Reg. Deadline: April 7, 2017

Reg. Deadline: June 23, 2017

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

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

Participant Comments (2016)

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

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

PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS

Professional Courses: Spring OR Summer

Name: _____

School: _____

Email: _____ Member Number: _____ Cell: _____

Spring (Apr. 22, 29, May 6, 13, 20) **OR** Summer (July 17-21)

You will be emailed with a confirmation of your seat.

Please print and mail registration form with payment (cheques payable to NBTA) to:
Judy Deveau, Executive Assistant, Professional Learning
NBTA, PO Box 752, Fredericton, NB E3B 5R6

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



iPad Winners - Member Registration Prizes

Congratulations to our iPad Mini winners Joseph Armstrong (left) of Fairvale Elementary School and Adam Wilson (right) of Nackawic Elementary School.



Congratulations also go out to our 20 supplemental prize winners who chose either a \$25 iTunes card or a NBTA Logo product.

Jackie Hay, Nashwaaksis Memorial School
Janet Wilson, Harbour View High School
Julie Campbell, Sunny Brae Middle School
Stacey Wood, Saint John High School
James Arseneau, Casual Teacher ASD-W
Jeffrey McGinn, St. Stephen Middle School
Tim Grattan, Blackville School
Karen Branch, Sugarloaf Senior High School
Beth Ryder, Assiniboine Avenue School
Jennifer Reicker, Sussex Middle School

Stephanie Flanagan, Rexton Elementary School
Melissa Landry, St. George Elementary School
Allen Roy, Bliss Carman Middle School
Leslie Melvin, Hartland Community School
David Fleming, Champlain Heights School
Michel Thibodeau, Petitcodiac Regional School
Keith Comitz, Summerhill Street School
Katy Levesque, Evergreen Park School
Nicole Cormier Fontaine, Devon Middle School
Joanne Sheils, Hampton Elementary School

Thank you for registering with the NBTA!

We estimate that more than 95% of our members registered by mid-September 2016!

Your NBTA Council Executive Members

Elementary



Middle Level



High School



Getting Passion Out of Your Profession: How to Keep Loving Your Living, Come What May

by Nina Spencer, Keynote Speaker at Elementary Council Day, May 5, 2017



When work and/or workplace politics challenge your passion... when you want to protect yourself from falling into a professional funk, use these strategies to muster your zest for work:

1. Practice Positive Self-Talk: How do you think about Mondays? Fridays? Sundays? Septembers? Junes? Noticing how you feel about the rhythm of your week (and year)

tells you plenty about your negative or positive feelings about work. Consciously choose positive language and thinking in your communications with colleagues, staff, students and parents/guardians, etc., to protect and heighten your own passion for your good work, and to persuasively communicate your ideas, messages and perspectives to others. Learn the difference between the “good” and the “bad” of words you choose. **For example:**

1. I/we can't do anything about this until I've/we've talked with...
2. Is this a bad time?
3. Thanks for holding/thanks for waiting.
4. If you have questions, don't hesitate to ask.
5. You've misunderstood me.
6. I understand but... S/he's doing great but... Everything is okay but...

2. Acknowledge Professional Self-Worth: As a teacher/educator/part of the education process, YOU hold a powerful position (even if you don't think so day-in and day-out), for you are a direct or indirect conduit for shaping your local, and perhaps even national and international, communities. By way of your instruction and/or education-related contributions, students who directly or indirectly experience your professional contributions go on to shape our world. You already “know” this, but truly believe it!

Answer these questions to remind yourself of your terrific contributions:

- What professional abilities and gifts come easily to me?
- What professional skills do I demonstrate better than most?
- How have I grown this year?
- What's the most important professional lesson I learned this year and how will I apply that learning come September?
- What are the most difficult things I've accomplished in this position?
- When it comes to my teaching, about what am I proudest and about what would I most like to receive compliments?

3. Demonstrate Your Sense of Humour: Despite school day stressors, challenging students (or other “clients”), when it's tasteful, timely and appropriate, fold-in some workplace humour. The bond created by shared laughter can powerfully strengthen teacher-student/management-staff relations and promote a local culture that's more conducive to the harmony, productivity and the positive energy required to get the job done well. How can *you* foster tasteful and appropriate humour? First, start by remembering this: you can't make *them* into something *you* are *not*. Assess your own efforts at starting humour cycles, rather than one of stress or anger.

4. Reframe Perspective: How do you look at control? Who do

you control? Who don't you control? Think of control like the weather... when you go outside you get whatever is there! It's up to you to modify your perspective, your sense of destiny control, to healthily cope. Practice creativity too. Resourcefulness and perspective go hand in hand. Improved creativity is a frequent byproduct of shifting perspective, and shifting perspective is a skill *all* can develop... it's the ability to see problems and solve them *creatively*. It's easy for most to *see* “problems,” but more artful to practice the skill of changing how you *think* about those problems. One who thinks “solutions” instead of “problems” is a difference maker. And a school and school board *filled* with “difference makers” can really get things done!

5. Nurture and Grow Your Professional Relationships: Keep in touch with a network of enthusiastic, energized colleagues to help sustain your passion for your profession. Find time efficient ways to stay in touch with your *professional* circles of influence and connections, *and expand those circles regularly*. Finally, *always* attend NBTA events for the sake of your own professional development.

Answer these questions:

- With whom do I enthusiastically talk shop at my school/location?
- With whom do I enthusiastically talk shop or exchange professional ideas outside of work?
- How many ways can I expand my network to include people who share the same professional interests as I?
- With whom do I share my professional victories?
- How big and diverse is my network?
- Who are my best friends/dearest colleagues at work? Do I stay connected enough?
- Do I want to expand my network?
- If so, what's one action I can take today towards that commitment?

It's a basic truth that protecting your passion for your profession - especially *some* days - is challenging, but remember this:

Life is changes, challenges and uncertainties, and *work* is changes, challenges and uncertainties; but *passion* for your profession is *optional*, and *you* get to choose!

— C. S. Lewis (*The Chronicles of Narnia*)

So, “Make your choice, adventurous stranger. Strike the bell and bide the danger. Or wonder ‘til it drives you mad, what would have followed, if you had.”

My kindest regards, respect and best wishes to all NBTA members for the balance of 2016 and beyond. See you May 5, 2017, at which time it will be my honour to be of speaker service. Feel free to reach out anytime before that if you'd like to have a chat or exchange emails. It would be my pleasure to connect with you even before we meet next spring!

Nina Spencer is a Canadian Keynote Speaker, TV Host, Radio Personality, Bestselling Author of *Getting Passion Out of Your Profession*, and NEW BOOK *A Time to Creep, A Time to Soar: Lessons Learned for Work and Life from Climbing Mt. Kilimanjaro*. She is also a featured speaker at our Elementary Council Day on Friday, May 5, 2017. Reach Nina at: www.ninaspencer.com, nina@ninaspencer.com or call: 416-588-3334.

Elementary Council

Elementary Council Day 2017 Keynote Speaker: George Couros



George Couros is a leading educator in the area of innovative leadership, teaching, and learning. He has worked with all levels of school, from K-12 as a teacher, technology facilitator, and school and district administrator, and is the author of the book, *The Innovator's Mindset; Empower Learning, Unleash Talent, and Lead a Culture of Creativity*. He is a sought after speaker on the topic of innovative student learning and engagement and has worked with schools and organizations around the globe. George is also the creator of ConnectedPrincipals.com, an initiative that brings educators and leaders together from around the world to create powerful learning opportunities for students.

Although George is a leader in the area of innovation, his focus is always on the development of leadership and people and what is best for learners. His belief that meaningful change happens when you first connect to people's hearts, is modelled in his writing and speaking. You can connect with George on his blog, The Principal of Change (georgecouros.ca) or through Twitter @gcouros.

Elementary Council Day 2017, Fredericton

Elementary Council Day 2017 will be taking place on May 4th and 5th in beautiful Fredericton. This memorable two-day event will consist of a number of large presentations by well-known keynote speakers and smaller breakout sessions for those who enjoy a more intimate setting. Some of the speakers included in this year's lineup are: George Couros, Nina Spencer and Silken Laumann. Things will kick off Thursday evening with our AGM at the Delta Hotel, which borders an inviting waterfront trail on the south bank of the Saint John River. Following that, put on your dancing shoes and get ready to rock the night away to the incredible Raglan Road! This spectacular band will be travelling from Bathurst to provide us with great live entertainment all evening long. With all that being said, mark the Elementary Council Day 2017 down in your calendars now and prepare to be wowed! We hope to see everyone there!



Global Citizen Trip to Kenya

by Sarah Brooks, George Street Middle School



How do you instill a sense of global citizenship? Take the youth in your community on a volunteer trip to a developing country! Everyone will have first-hand experiences in how you can make a difference in the lives of others.

This past July, I set out with 15 former students and their parents on a Me to We/EF Tours trip to the Masai Mara region of Kenya. My school, GSMS, helped ignite a passion for helping others in me and the young people who wanted to participate in a trip of this nature: giving of themselves, volunteering and investing in a global community. We all wanted to be more involved in global citizenship so we set up this adventure independently with other community members here in Fredericton.

Our group of sixteen flew to Eastern Africa on the 4th of July. After 24 hours of travel, we arrived to a warm and sincere welcome from our Me to We hosts in Nairobi. After staying the first night at Me to We's HQ in Nairobi, Rosslyn Camp, we set out on our bus for the Masai Mara, a region 2000 metres above sea level and spanning close to 25,000km². This area is home to many tribal communities in Kenya, over two million people, living in less than favourable conditions.

We arrived at the community of Kipsongol where we would spend the next eight days volunteering. The community is home to the Kipsigis tribe who live in round mud huts and tend goats and cattle as farming is a primary source of food and income for most families. Most of the people in this community live on a few dollars a week and try to provide the basic necessities for their children, including an education. Our housing consisted of army tents with cots, outhouses, showers as well as a cook tent. We spent very little time in this housing area other than eating and completing learning modules at night on the five pillars of the Adopt-A-Village Initiative (education, water, health care, food, and income).

Our group was the first to volunteer on what would become the grade six classroom for the community's elementary school. We spent four days digging a four-foot deep trench that would become the footing of the classroom's foundation. Motivated by Kipsongol's school children and their grateful families, we felt empowered and inspired to dig through the hard packed earth knowing that we were making a difference in the education of future generations of this developing area.

The remainder of our days were spent working with the adults in the community. We participated in a Water Walk, following the local women to their water source and carrying 20L water jugs

back to their homes. Our group of volunteers learned to bead Rakiki chains with the local women and community mobilizers as a source of income for the families in the Mara, helping to send their daughters and sons to school. We visited the Mulot Market, the local subsistence market and observed the barter process. The farm at the Olelesha all-girls high school was where we observed rural farm techniques for the higher altitude climate. This particular farm produces many varieties of vegetables (as well as a fish pond) and enough food all year long to feed more than the 5000+ children who attend the Free the Children schools in the Mara.

Creating an action plan in the area of community support and volunteering was a large focus for our trip. Our group members were inspired by all that we had taken in during our trip to East Africa and encouraged to focus on a cause of our own; to begin planning how to see our dreams of becoming active global citizens come to fruition. Each person came up with inspirational ideas that they felt they could execute at home on both local and/or global levels.

It was with heavy hearts that we returned home in mid-July. We felt sad leaving behind such a loving and thankful community. The beautiful Kipsigis people of Kipsongol made our entire stay joyous and inspirational. I had never before met a group of people who had so little and yet were so willing to give us so much. Men and women opened their homes to us when we visited them, they helped pick-axe at the building site without being asked and everywhere we went the children would join our party of Canadians and participate in local games of soccer, tag and dancing. They would run down the dirt roads just to walk our youth home, holding onto their hands. We were treated like family.

If you would like information on how to participate in a community-based trip of this nature with the youth in your life, please feel free to email me at sarah.brooks@nbed.nb.ca. I can promise you, it will be a truly inspiring experience for all of you.



Artistic Wellness and Professional Learning

by Heather Ingalls, Bliss Carman Middle School

On a beautiful autumn day in October, teachers from across the province gathered at the New Brunswick College of Craft and Design in Fredericton to spend the day with three talented artists. Elementary, Middle and High School Councils sponsored a day of artistic wellness and professional learning with local artists and teachers Ron Leger, Chris Brown and Marcus Kingston.

The day offered divided sessions both in calligraphy and painting with acrylics. Some teachers came to find ways to support learners in their classrooms with new skills and techniques while others were looking for ways to express themselves and relax using art as the medium. Whether it was learning how to relax and paint with Chris and Ron or rediscovering the lost art of handwriting and calligraphy with Marcus, the day was filled with hands-on experiences, new friendships and professional learning for everyone.

In the calligraphy session, Marcus, a trained teacher and accomplished artist, supported teachers as they tried various Gothic, cursive and individualized hand writing



'I learned so many new things that I could do at home and at school.'

'I really enjoyed the opportunity to play around with the medium and experiment.'

techniques. Marcus provided various tools, such as 'nibs' and antique ink wells that were both inspiring and fun to use. From a variety of writing utensils, to a myriad of styles of paper, Marcus modeled, coached and supported teachers through the beautiful and breathtaking journey of calligraphy. Teachers gathered around as he created words, illustrated how to use various pens, nibs and inks and encouraged us to 'just have fun with it.' One teacher said a full day of writing with these new techniques would have been a great way to spend the day! Marcus encouraged each of us to incorporate calligraphy into our classrooms; it is possible! From Gothic lettering to creativity and enjoyment with cursive writing, the time flew by. We will definitely bring our new skills and passion for writing back to the classroom and inspire our students in this stunning and graceful art. Marcus put the joy back in writing.

Our journey with acrylics began with Chris, another accomplished artist, who found inspiration with the book *Daily Painting: Paint Small and Often to Become a More Creative, Productive and Successful Artist* by Carole Marine. With his last 15 paintings (out of 150!) on the wall to inspire the room, Chris explained the tools and objects that we can use when we paint. We learned about using various frames, how to begin painting objects and the brushes to use in each circumstance. Ron, the second accomplished artist in the room, brought his knowledge of colour to provide guidance as the group began to mix and apply paint. It started with shadows, edges and details of objects that brought new perspective and vision to our paintings. Modeling how to colour after shadowing and details are created, Ron guided teachers through their first strokes with acrylic paint. Mixing colours, shading and finding the right hue offered great conversations as well as inspiration. Providing new perspective and understanding not only allowed us to take this talent back to our students, but also created a foundation for utilizing painting in our own daily lives.

It was an engaging, inspiring and fun filled day that was enjoyed by all who participated. As the second annual Art Wellness Institute came to a close, plans were already underway for our next event. What will the third annual Art Wellness Institute of 2017 bring: Watercolour? Sketching? Pottery? Photography? We look forward to our next adventure.

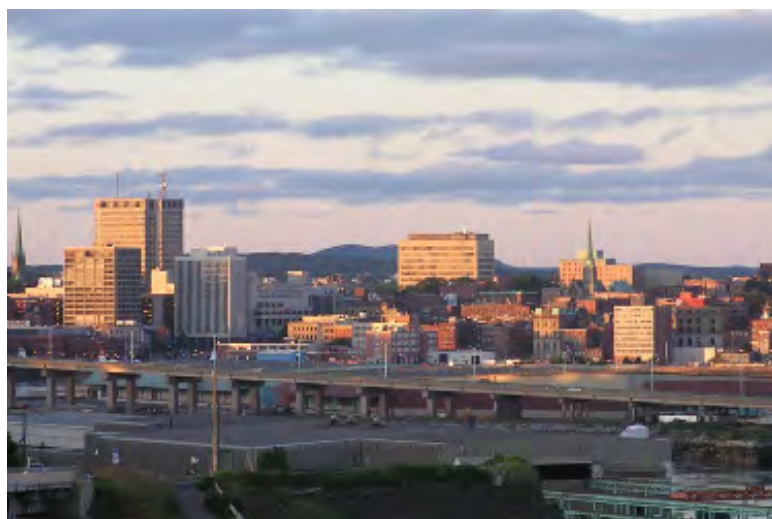
'Hands on learning about Art was/is the best for bringing ideas back to the classroom and rejuvenating passion in the teacher.'

Middle Level Council

Middle Level Council Day May 5, 2017, Saint John Keynote Announcements

May is right around the corner and Council Day will be here before you know it! We are excited that Middle Level is being hosted in Saint John this spring.

We are excited to welcome **Monte Selby**, this year, as one of our keynotes, as well as **Jack Berckemeyer** to entertain and engage us throughout the day. We look forward to seeing you at Council Day 2017.



Jack Berckemeyer

tnb theatre

ARTIST TRAINING: SHAKESPEARE AND VERSE



SEPT 10-11, 2016

INSTRUCTOR: KEN SHWARTZ

TNB Shakespeare and Verse Workshop, September 2016. In the photo: Participants from the UNB B.Ed. program, two teachers from ASD-W, Joanie Herron from LHHS and Angela Lardner from Stanley High School, and three professional actors. This workshop was supported by the Councils through paid registration.

HOW TO START OR EXPAND A FARM TO SCHOOL PROGRAM IN YOUR SCHOOL!

By Laurie-Anne Patenaude, Farm To School Regional Lead for New-Brunswick



Have you been thinking about starting a farm to school program in your school, but are unsure of the best approach to take? Or do you have a Farm to School program in your school but have the desire to take it to the next level? This article will answer your questions, provide necessary resources to help you take action and inspire others to do the same!

To help you get started, 5 steps have been identified to make the process as easy as possible:

Step 1: Assess your goals

What do they focus on? This will help you determine which activities will help you reach your goals.

BENEFITS OF FARM TO SCHOOL PROGRAM & TOOLS FOR SUCCESS

➔ Benefits:

Farm to school initiatives provides a wealth of benefits to students and to their community.

- Improvement in food literacy
- Contribute to the creation of a healthy and local sustainable food system
- Helps schools and their community to make educated choices about how to best support their community, economies and the planet.

➔ Resources section

If you would like to learn more about how you can get started and get some inspiration for future activities, a complete factsheet is available on the Farm to Cafeteria website at <http://www.farmtocafeteriacanada.ca/resources/f2cc-fact-sheets/>

You will find other informative fact sheets on how to start a school garden, how to benefit from a learning lab and how the Farm to Cafeteria movement all started!

A very useful tool that can be used to plan your activities and evaluate what your needs are is the farm to school planning template from Vermont that can be accessed here: <http://vtfeed.org/resources/guide-farm-schoolcommunity-action-planning>

You will need to provide a valid email-address to download the template at no cost! It's a great tool to monitor, evaluate and report on your activities.

➔ Follow us!

Facebook Page:

<https://www.facebook.com/farm2schoolnb>

Twitter: @Farm2SchoolNB

Step 2: Form a team and collaborate

Identify individuals and groups who have an important role to play in your planned activities. Common examples are the school board, parents, community groups and local farmers. Identify what each one contributes to the team.

Step 3: Establish one or two attainable goals to get started

Choose one or two goals to get started as you learn how the school and the community engages with them.

Step 4: Learn from others

No need to reinvent the wheel! If you are having challenges, there are resources and guides out there to help you get back on track. The BC Farm to School Guide, various fact sheets and other resources are available on the Farm to Cafeteria website. Your regional Farm to School lead is also there if you need help!

Step 5: Promote Farm to School in your school and community

To get people excited about your Farm to School activities and create awareness around healthy and local school food, use a variety of channels to share information and get students and community members involved!

Funding opportunities:

Various grants are available for different types of Farm to School projects. Some examples are:

- **The Whole Kids Foundation school garden grants** <https://www.wholekidsfoundation.org/schools/programs/schoolgardens-canada>
- **TD Friends of the Environment** <https://fef.td.com/funding/> (their greening grants provide support for a garden, a kitchen upgrade and help to get local food in schools)
- **Agriculture by Choice Program, Agriculture in Education** <http://www2.gnb.ca/content/dam/gnb/Departments/10/pdf/Services/Agriculture/HowtoEducation.pdf>

For more information, please contact me at
LaurieAnne.Patenaude2@gnb.

** More information is available on the "Getting Started" factsheet, available at: http://www.farmtocafeteriacanada.ca/wpcontent/uploads/2014/08/GettingStartedF2S_EN.pdf

High School Council

Get Ready and Start Planning NOW!

High School Council Day 2017 will be in the beautiful MIRAMICHI!

High School Council Day, to be held on May 4 - 5 2017, will take place in the gorgeous setting of Miramichi. Teachers are encouraged to mark their calendars now and to plan on staying on-site at the Rodd Resort which is nestled on the banks of the Miramichi River in the city's Historic Water Street Business District. Take a break from shopping and breathe in the best of what nature has to offer, all while spending time with colleagues and friends. We have some exciting keynote speakers lined up with multiple break-out sessions that can accommodate a variety of interests.



If you have never attended a Council AGM or the social before council day, let this year be the start of a new tradition. At the AGM, learn what your council has been doing on your behalf and celebrate the achievements of exceptional teachers at our awards ceremony.

Then follow it up with a night of laughter and dancing while enjoying a stunning view of the river. We are particularly excited to announce that we have booked Jared Lutes for the social. His accomplishments include: winning 1st place at the Indie Internationals in 2015, winning at the Independent Songwriting Competition in 2015, and creating five albums

to date. Car pool down with your colleagues, book a room, and come see what your council is all about. We need you there to make it the best it can possibly be!



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How to Enjoy Your Work

by Michael LeBlanc



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

Teachers are tough. They deal with challenging problems every day and most come through in great shape. But over time these stressful situations can take their toll and can lead to fatigue and burnout.

Do you still enjoy teaching? Has teaching turned out to be what you expected? How about your daily life - do you have more good days than bad? Do you know how to have a good day at work?

Every day I have conversations with teachers about how to enjoy their work more and how to stay healthy while doing it. We often discuss how they started their work in schools with the hope of making a difference in the lives of students, and with the expectation that they would love their time as educators. But many teachers tell me that they are tired. They say that they are not happy at work and don't know what to do to get their passion and energy back. They struggle with keeping up with an impossible workload, with the nightly loss of valuable sleep hours, with a lack of time, with increasingly challenging classes, and with meeting the increasing demands of students, parents, their employer and their own busy families. Too many demands, not enough time and energy. So what are they to do?

This article will outline strategies and habits that can help teachers develop reasonable expectations for their self-care, help them organize and focus on the priorities that matter most, and on taking things one day at time.

Work-day enjoyment is a key factor in a teacher's well-being

Some research indicates that over half of the workforce does not enjoy their work. With increasing workloads, emails, and deadline pressures it can be difficult to be satisfied with 'the daily grind'. The research also shows that **workday enjoyment** (see the Workforce Retention Study at <http://www.apa.org/news/press/releases/2012/08/work-life.aspx>) is a key factor in employee well-being. So, how do teachers go about enjoying their work?

How teachers can start to enjoy their work more

Self-Compassion

First and foremost, teachers need to cut themselves some slack. Self-compassion goes a long way when it comes to creating more positive workplace wellness habits. It re-directs attention and energy away from self-blame and toward self-accepting. Being accepting of your limits should be the foundation of any wellness approach. But calming the self-critical voice can be a challenge since many teachers have been talking to themselves with judgement since they were young. It seems automatic now, but they can change. It will require teachers to be aware of this harmful self-talk, stop using it, then switching to more supportive, compassionate language. For more reading on this topic see <http://self-compassion.org/the-motivational-power-of-self-compassion/>

Attempting to implement multiple self-care changes at once can lead to feeling overwhelmed and may eventually result in not being able to stick with the changes

A 'one day/one change at a time' approach

After teachers ease up on themselves they become free to put daily habits and routines into place that give them a good start and finish to each day at work. Daily success can lead to work satisfaction. As Annie Dillard wrote, "How we spend our days is, of course, how we spend our lives." These daily successes start small. Instead of focusing on multiple changes at once, teachers should aim to implement one change at a time. These small changes, done every day, can become automatic over a short period of time with the right amount of sacrifice. This 'habit groove' will free up energy and time to add another, and before they know it, they start feeling better.

Teachers should be prepared to be flexible while making their changes. Wellness plans based on all-or-none thinking will eventually fall apart. It's about progress, not perfection. If a teacher slips, they get back on track the next chance they get. No judgement. No critical self-talk. This self-acceptance frees up their brain to focus on the habits they want to create.

Three habits for a good day at work

In her book, "How to Have a Good Day", Caroline Webb describes three habits that make for a good day at work:

1. Putting your attention and time toward what really matters to you
2. Feeling good about the work that you do
3. Being able to quickly bounce back from the rough patches

Determine which tasks are most important at work, and do them every day

Teachers work in an environment bombarded by demands, and these demands are ever increasing. There is always more to do. In an ideal world a teacher would complete all of these tasks, but in reality teachers can't value all work tasks equally. They have to prioritize. Teachers must decide which aspects of their work day are most important to the bulk of their energy toward these items. Some examples of their daily work tasks include connecting with students, sending and receiving emails/calls, working one-on-one with students, delivering a well-planned class, spending time with colleagues, organizing their classroom, and marking student work. It might be time for teachers to rethink how they spend their unstructured time. Perhaps there's a better way to start their day than to arrive in their classroom and start reading emails. In her book, "Great Days at Work", Suzanne Hazelton devotes a chapter to how to organize the day in a way that also supports 'you'. Teachers should consider what matters most to them, and do those things first. Accomplishing daily priorities can lead to feeling good about themselves at work.

Accomplishing daily priorities leads teachers to feeling good about themselves at work

Teachers need to feel good about what they do

Doing the important things first helps teachers feel good about

what they do at work. Teachers are famous for feeling guilty. They have a long list of items they blame themselves for, such as not being able to 'reach' every student, for not preparing the perfect lesson for every class, for not being there for their colleagues in a way they wish they could, for not volunteering enough, and for not being able to balance work and home. But, when the school year comes to an end, teachers should look back on their work and be satisfied with their effort. As I like to say, "I have yet to meet a lazy teacher." They deserve to pat themselves on the back for how hard they work. They have earned the right to feel good about that effort. Carol Dweck, a Stanford-based researcher and author of "Mindset", believes that effort-based praise is not only important for kids (see <https://www.youtube.com/watch?v=NWv1VdDeoRY>), but for adults as well.

Bouncing back from difficulties

Teachers are tough. They deal with challenging problems every day and most come through in great shape. Over time these stressful situations can take their toll and can lead to fatigue and burnout. Daily self-care habits can have a positive impact on their ability to rebound from difficulties. This is resiliency. How exactly can teachers build resiliency?

- Treat problems or conflict as natural occurrences that can be worked through with a 'what do I have to learn?', not a 'Oh no, I messed up' approach
- Treat each day as a new start, and focus on what matters most as soon as you open the front door
- Develop and use their support network so they don't feel alone
- Remember that they are more than a teacher
- Remember that it will be very difficult to do a good job at work if they don't have their health, so they should put themselves first without feeling guilty about it
- Eat lunch, use part of the prep to sit down and breathe, leave work at a reasonable time every day, go for walks, participate in school-based wellness activities and say 'no' more
- Take responsibility for their own workplace satisfaction and not wait for the system or those around them to make changes first
- Try not to take teaching so seriously – have fun and smile!

Teachers deserve to go to their school and be happy. They deserve to work in a job where they don't feel burned out, anxious or guilty. They have the ability to take care of themselves despite the expectations of the work environment. This will require being open to trying new ways to think about themselves and how they work. While making wellness changes in their lives won't be easy, it certainly will be worth it.

Michael LeBlanc is a teacher counsellor and wellness coordinator for the NB Professional Counselling Service for Teachers. For more wellness information go to www.teacherwellness.ca



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Question: How do you keep yourself safe from fraud in 2016?

By Shawnalynn Swain, NBTA Credit Union

Fraud is on the rise across Canada and across the entire world. As new technology, like the chip card, drives debit fraud down for example, there are several types of fraud popping up that are somewhat new. For example, mortgage fraud (falsifying documents to obtain a mortgage) is on the rise in Canada.

No matter the type of fraud, and noting that anybody can become a victim of fraud, there are some things you can do to protect yourself in today's world:

1. Protect your PIN on your cards, don't share them, and don't write them down. The same goes for your online banking ID's.
2. Beware of phone calls and emails asking for personal information. When in doubt, call the organization on a trusted phone line such as a toll free number listed on the corporate website. Remember, these attacks, called "phishing", try to prey on your emotions to get you to think irrationally making claims like "your account is at risk." Phishing is one of the most prevalent fraud schemes in Canada.
3. Keep your computer clean by updating your anti-virus/spyware/malware protection, don't download material or programs from untrusted sites, and beware of untrusted WiFi networks. Also, don't forget to keep your phone/tablet up to date as they often contain security updates.
4. Monitor your accounts regularly. Yes, this sounds simple but it's a very important to keeping your accounts safe. Review your credit card bills, your account statements, and credit report regularly.
5. Shred/destroy personal documents like pay stubs, tax documents, and other information with personal information. Identity theft, mortgage fraud, and similar types of fraud are prevalent worldwide. Ensuring someone isn't using your personal documents to, say, apply for a loan with your information is important; this threat can be minimized by disposing of them safely.

As fraud increases, so does the technology that will help to stop it. By following these five pieces of advice, you will be able to ensure that you are not an easy target for fraudsters!

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