



NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



Compass Conference for Early Career Teachers

NBTA Completes 2nd In-House Commercial

Staying in Touch with the NBTA Quiz



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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With September complete, schedules and routines are getting finalized and teachers and students are getting into the groove of the school year. I feel it is somewhat the same as a new NBTA President, my calendar is quickly filling and my irregular routine is beginning to feel regular.

I have been very pleased to read the good news stories being submitted to our NBTA Facebook contest and to me personally. It is so important that we continue to share the great things that teachers are doing in schools, both inside and out of the classroom. We must remind ourselves regularly to focus on what we have accomplished. Two themes have become evident to me in our early submissions. First, it is clear teachers truly are supporting our students to develop a strong sense of social justice, and we also have lots of great green-house / gardening initiatives ongoing. I applaud the efforts of all the great events and projects!

I purposely stayed away from schools during September and October as I know how busy the start-up is for all administrators and staff. My intention will be to increase my number of visits over the upcoming months, to check in on some ongoing projects, and to allow our members a direct opportunity to provide me feedback on any issue they feel warranted.

During my first two months, in addition to learning the ropes, I targeted my efforts specifically at the mental health issue and raising some educational issues at the federal level. I have focused on the lack of school psychologists, the functioning of the Child and Youth teams, along with stressing the importance of broadening the discussion of mental health needs in New Brunswick. I have met with current and former school psychologists, along with some of their professional groups, in hopes of better understanding the barriers that exist against filling the vacancies within our province. I have reported to our Board of Directors on this and will discuss it again with our Executive Committee in November. In regards to increasing Federal Government awareness on key issues, I have already met or spoken with several of our New Brunswick Members of Parliament and Senators, with

several other meetings set for the next few weeks. I am continuing to stress our high level of concern around potential changes to Section 43 of the Criminal Code, and on the upcoming review of the Copyright Act.

Other priorities update:

Policy 322/ Inclusive Education – The planned clarification document has yet to be finalized. After an update to our October meeting of the Board, we are carefully considering our next steps.

ISD – I continue to gather feedback from around the province about the functioning of Child and Youth teams. I will be meeting shortly with officials from EECD to discuss our concerns. Please feel free to share with me anything you feel warranted on this topic at George.Daley@nbta.ca. I will continue to reiterate that the program must not come at the cost of cuts to school staffing, nor should it be staffed using our classroom composition jobs gained in our new collective agreement. I will continue to push this government to, once and for all, properly fund and support the model with new positions.



Administrator Evaluation Process - As part of our new collective agreement, the parties were required to meet within 60 days of the contract signing to develop a fair and respectful evaluation process for administrators. Their work is well underway and a draft document was presented to our NBTA In-School Administration Committee on Sept 26th. Their feedback has been submitted and the parties are near to finalizing the new process.

George 

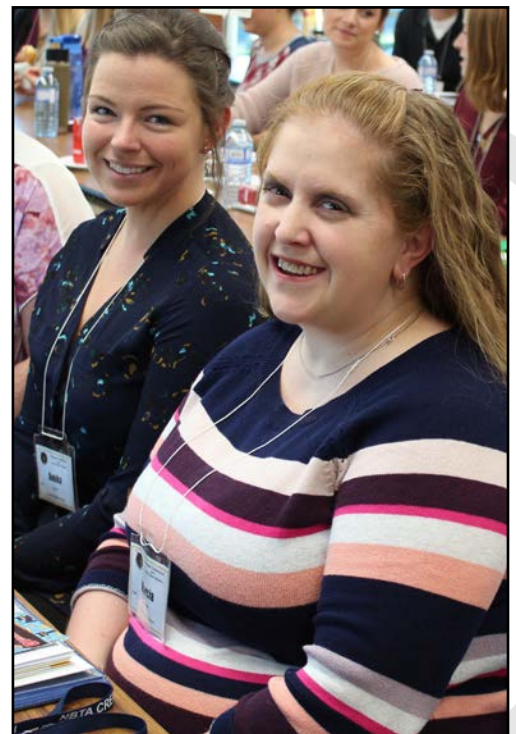
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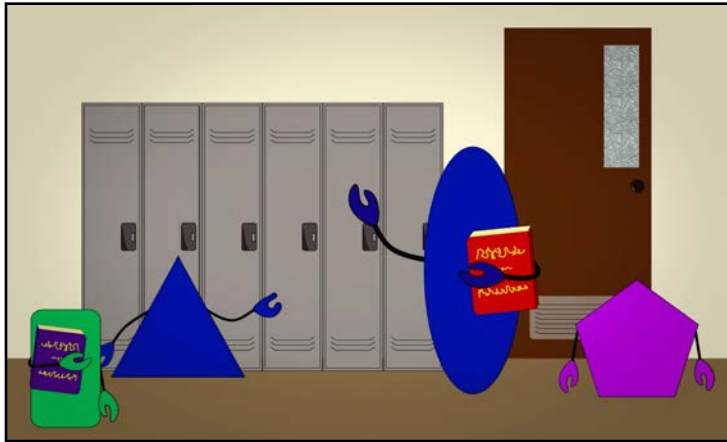
Compass Conference



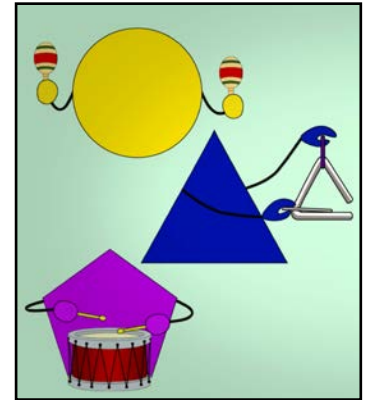
NBTA Hosts Early Career Teacher Conference



NBTA Completes 2nd In-House Commercial



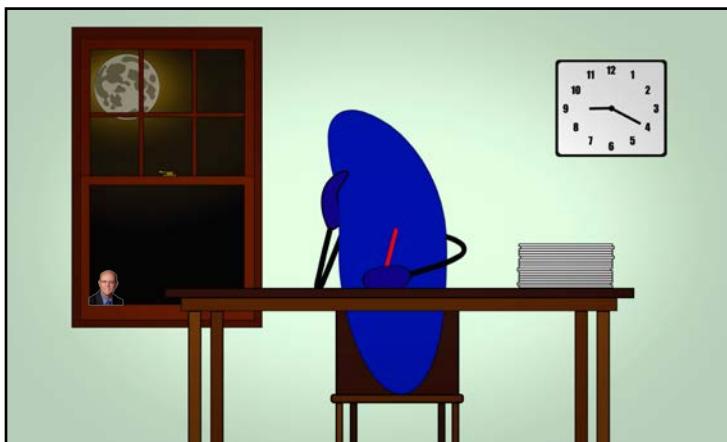
The graphic artist hired to fill a one-year maternity leave with the NBTA, Morgan Sinstadt, came to the position with a skill set that included training in animation. As a result, she and our Staff Officer – Communications, Blake Robichaud, were able to develop the Association’s first-ever in-house NBTA commercial in November,



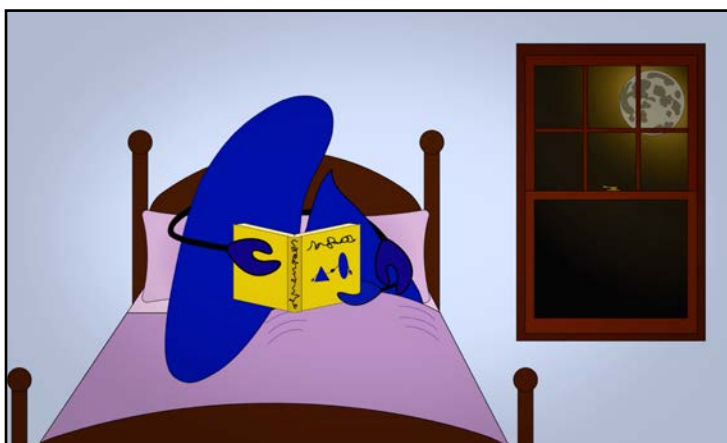
2016. The “Shapes” commercial cost only \$250 (almost \$7,000 less than a previous animated ad), was well-received by members, and aired on television and in theatres.



With the end of Morgan’s contract fast-approaching, we decided to use the opportunity to create a second commercial. This was developed in September/October 2017 with valuable input and feedback provided from the NBTA External and Internal Communications Committees.



The opening line of the commercial is “When your mom is a teacher, you have to learn to share.” The goal is to highlight the additional work teachers do, both volunteer and required, beyond school hours and that teachers care for, and spend time with, more than just their own “kids.” The final tag line of the ad is, “A message from the New Brunswick Teachers’ Association – We’re Parents Too.”



Once again, the commercial was completed for about \$250. It is voiced by a female middle level student whose mom is, of course, a New Brunswick teacher. The ad will run on CTV and watch for it in December during the preview shows at five New Brunswick theatres during the week when the newest Star Wars movie premieres.



NBTA Board of Directors Meeting October 18-20, 2017

Approximately thirty-five elected, volunteer teachers from across the province met in October in Fredericton. The NBTA Board of Directors receives reports from the NBTA President, Staff and Committees, participates in professional learning, and makes decisions which guide the work of the Association.



Contest: "Staying in Touch with the NBTA"

QUIZ

The NBTA understands that its members are very busy. They work in a profession that consumes their time and attention and, therefore, keeping them informed can be a challenge. As a result, we try to communicate with teachers in multiple ways. The following quiz relates to some of these methods.

1. **NBTA News:** In this issue of the *NBTA News*, there are numerous photos of early career teachers who attended which NBTA conference?
2. In the September, 2017 issue of the *NBTA News* on p.6 there was an article from a New Brunswick teacher who participated in CTF's Project Overseas last summer. Where did he go?
3. "Find the Georges:" In this issue of the *NBTA News* there are three *tiny* images of NBTA President George Daley. What pages are they on? Note: There are not easy to find.
4. The *NBTA News* is available in electronic format on the website (www.nbta.ca). On which side (left or right) of the main page is it found?
5. The NBTA has created several YouTube videos on "101" sorts of topics related to the Association. Find the link to them on the NBTA website and name two.
6. The NBTA Facebook Page can be linked to through the website. We share "Good News" stories from schools here. What posting won the prize for the most shares in September, 2017. (Hint: We announced the winner on September 29)
7. Also on the Facebook Page, we posted photos of the two winners of iPad Minis in our registration draws this year. What are their names?
8. Every teacher receives an NBTA Planning Calendar (8.5X11). At the back of each is a document on two yellow sheets. What is the name of this document?
9. The NBTA produces large format (desk-sized) PrinciCal/Staffroom Calendars. On the November, 2017 sheet of the calendar, what is the name of the final NBTA Professional Staff member listed?
10. Posters: Each fall the NBTA sends out several posters to schools. Name two of the NBTA posters sent to schools this year.
11. We try not to send too many e-mails to members, and when we do, they are fairly short. However, during the week of October 2, we sent e-mails reminding members to fill out what survey?

E-mail your completed response to blake.robichaud@nbta.ca by **December 1st**. A draw will be made from the correct entries and **the winner will receive an iTunes card and some NBTA swag.**

Branch Presidents' Meeting September 29, 2017

NBTA Branch Presidents are effectively the CEOs of their branches, while members of the NBTA Board of Directors have roles more akin to that of an MLA. Early in the school year, almost all of our 27 Branch Presidents met in Fredericton to participate in professional learning about their roles, receive updates from the NBTA and to get a head start on planning for the year.



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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
YOGASTUDIO

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

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

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

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

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

*200hr. certification begins in March
YogainSchools.ca

Paid Advertisement

Council Co-ordinating Meeting



Teachers from the Elementary, Middle Level, and High School Councils met in Fredericton on September 22nd. Planning for Council Day 2018 in May is well underway. These teachers also offer institutes throughout the school year, support professional learning and provide articles for the *NBTA News*."

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0360_0817

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2017-2018 NBTA Pension Seminars Registration Form

Date and Location of Seminar:

Deadline for Registration:

- January 20 - Bathurst - Bathurst High School
 February 3 - Fredericton - NBTF Building
 February 24 - Sussex - Sussex High School

January 12
January 26
February 15

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 2017 _____ Certificate Level: _____

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

If you receive a Responsibility Allowance (Principal/Vice Principal/SPR) or are paid by pay bands, please contact the HR Officer at your District to have your last 4 years' salary history emailed to tammy.boon@nbta.ca.

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
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.

Save the date!

Fierce Generations®

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

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

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

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

Watch for complete registration details at
www.nbta.ca

Fierce Accountability®

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

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

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

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

Watch for complete registration details at
www.nbta.ca

Enhancing Learning & Working Environments Committee



Three NBTA Committees in the "Enhancing Learning & Working Environments" Quadrant met jointly in Fredericton on October 5th. Volunteer teachers who are part of the "K-8," "9-12" and "Education Support Services" Committees examined and provided key input on a number of topics. The NBTA is intentionally structured to gather as much expertise and feedback as possible from front-line educators.



Random Thoughts from a Distracted Mind...

by Ardith Shirley,
NBTA Staff Officer



An article, by Dr. Larry D. Rosen, “Distracted Minds” published in the October issue of Phi Delta Kappan Magazine recently caught my attention:

“Due to the constant temptation to check their smartphones, today’s students are spending less time focused on their schoolwork, taking longer to complete assignments, and feeling more stressed in the process. Just how big of a problem is digital distraction, and how can teachers respond?”

Dr. Rosen goes on to question what this digital “obsession” means for today’s students. In doing so, he quotes several recent research findings that are sobering:

- Typically, college students unlock their phones 50 times a day, using them for close to 4½ hours out of every 24-hour cycle. Put another way, they check their phones every 15 minutes — all day long (and sometimes all night) — and they look at them for about five minutes each time.
- Teenagers are almost always attempting to multitask, even when they know full well that they cannot do so effectively.
- When teenagers have their phones taken away, they become highly anxious (and visibly agitated within just a few minutes).
- The average adolescent or young adult finds it difficult to study for 15 minutes at a time; when forced to do so, they will spend at least five of those minutes in a state of distraction.

As I read the research, I was reminded of a day last week when I had misplaced my cell phone while at the office. It was mid-morning when I noticed it missing and was immediately annoyed. My inner voice joked what a ‘blessing’ this was - knowing ‘the curse’ (as I often refer to my friend Siri) was in the building somewhere and sure to turn up given time.

While I clearly am a long way from my teen years, ‘highly anxious and visibly agitated within just a few minutes’ would certainly describe my state within about 8 minutes of trying desperately to focus. Despite my attempts to rationalize that

I had a landline phone at my elbow and a laptop computer in front of me, I soon found myself unable to concentrate on anything else. I soon recruited two of our support staff to help me look for my phone. After 15 minutes I was quickly reduced to a state that my childhood neighbour would have best described as ‘fit-to-be-tied’. Although we eventually found the phone, my reaction to losing it continued to bother me. I pride myself on not being ‘driven to distraction’ by technology. I am the first to turn my phone off for important meetings and always place my phone in the back seat when driving to avoid the temptation of looking at it when driving and yet I was clearly driven to distraction upon a few short minutes so of not having it on my person.

Since that experience, I have watched closely as the adults and children in my life interact with their technology. In doing so, I have concluded that the research Rosen highlights is credible and probably applies to adults as well. Given that, I share Rosen’s five recommendations for teachers and challenge you to consider what implication they might have for our students, families and even ourselves:

#1. Make sure students understand that their brains need the occasional “reset.” Young children should spend no more than 30 minutes at a time using interactive technologies, followed by a break of at least an equivalent amount of time, or more when possible. As they reach preteen and adolescent years, they should spend no more than 90 minutes at a time with technology, followed by at least 10 to 15 minutes of some activity that neuroscientists have shown to calm the brain, such as going outside in nature, exercising, listening to music, meditating, taking a hot bath or shower, talking to a friend in person, playing a musical instrument, or practicing a foreign language. Ten to 15 minutes should be sufficient to reset the brain.

#2. Help students build stamina for studying with tech breaks. If they’ve become habituated to constant smartphone use, students may need to relearn how to focus for periods of time without interruptions. I recommend treating this like any other kind of strength training: Start off easy, and then build stamina. For example, imagine that a student is sitting down to study with a phone by her elbow. Ask her to take a minute to shut down any web sites and apps that are irrelevant to what she’s studying. (Don’t just minimize those apps, since they might buzz with alerts and notifications, creating an anxious need for her to check in.) Have her set an alarm for 15 minutes, silence the phone, turn it upside down,

and put it within sight — this should keep her from becoming anxious, since 15 minutes is not long to wait. When the alarm rings, allow her one minute to check her messages and social media, and then repeat the process.

#3. Advise students to treat sleep as sacred. The National Sleep Foundation urges people not to engage in any active technology use in the hour before bedtime. The Mayo Clinic is a bit more lenient, recommending that LED-based technology should be placed no closer than 14 inches from one's face and the brightness dimmed — and both iPhones and Android phones include a setting that gradually changes the light from blue to pink at night. Recommendations for the hour before going to bed include: reading a paper book (paper reflects light in the warm spectrum, which continues the secretion of melatonin!); watching a favorite TV show, preferably a repeat since this requires less mental processing than a new show; or listening to a playlist of favorite songs, preferably ones that you can “sing in your sleep” since that requires much less mental effort than listening to new music.

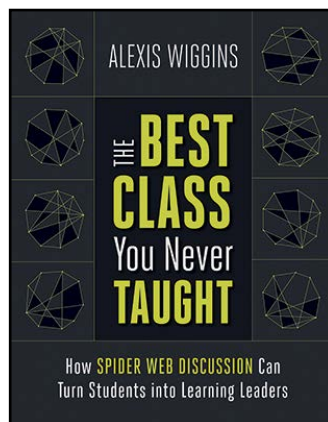
#4. Tell students to minimize the alerts and notifications. It may not even occur to students that they can turn off the alerts and notifications on their phones. But, if they can be persuaded to shut them down, that will reduce some of the stimuli that appear on their screens and beckon them to tap and click, almost without conscious effort. (Personally, at the end of the day, when I flick away all my open apps, I am always shocked to see how many of them I opened during the day. Most of them I don't even recall using.) It also can be helpful to suggest to students that they move their apps into separate folders so that fewer icons will catch their eye when they unlock their phones — the fewer apps they can see on their home screens, the fewer of those rabbit holes they're likely to dive into.

#5. Advise parents to create specific tech-free zones. This can include the dinner table, a restaurant, the car, the family den, or the bedroom (though this may require weaning the student from the habit of studying in bed, surrounded by devices). At first, teenagers may need to be given a one-minute break (midway through a meal, a drive, or whatever the activity may be) to check their phones and quell the anxiety that they are missing out on something happening on social media.



Book Give-Away!

Congratulations to Tracey Johnston of Florenceville Middle School for winning last month's book draw. This month's draw is for *The Best Class You Never Taught: How Spider Web Discussion Can Turn Students into Learning Leaders* by Alexis Wiggins (September 2017). Sound interesting? Send me an email with the subject line 'Book Draw' before December 15th.



More random thoughts from my readings this month:

“Every school has a mission statement, but how many schools practice the values that they preach much less check to see if students are aware of those values?”
Brian Sevier (Kappan Magazine, September 2017)

“We tend to think of creativity as fairy dust, magic, and eureka moments. In fact, it's a process that experts have advised for decades involves four stages: preparation, incubation, illumination, and verification.”
Carol Ann Tomlinson (Educational Leadership, October 2017)

“Our goal was to provide whole-class instruction in a way that included all students, not in an adapted or “sit-with-an-education-assistant-at-the-back” kind of way, but in a “we-picked-a-starting-point-everyone-can-launch-from” kind of way. Planning in a multi-age classroom was almost overwhelming in the beginning, however if I structure my lessons according to Shelly Moore's idea of “all, some and few,” the teaching becomes very fluid and all of the students feel involved and successful.”
Kerri Steel (EdCan Network, Fall 2017)

“We spend a lot of time focused on data related to the outputs of education, whether that is focusing on the Fraser Institute report or the latest results from the Programme for International Student Assessment (PISA). But do we spend enough time looking at the inputs of education? (...) I don't know about you, but I am starting to get tired of this worthless debate over test results, “fixing” curriculum and so-called discovery math. If we want to get real about improving education outputs, let's focus on fixing the education inputs.”
Jonathan Teghtmeyer, ATA News Editor-in-Chief (October 2017)
<https://www.teachers.ab.ca/Publications/ATA%20News/Vol52/Number-4/Pages/Editorial.aspx>

“There is no documented case of a school successfully turning around its pupil achievement trajectory in the absence of talented leadership. Principals who are struggling with burnout or their own personal well-being are less able to support teaching and learning in their schools.”
Dr. Katina Pollock, EdCan Magazine (September 2017)



Work Cited: *Distracted Mind* by Dr. Larry D Rosen was originally published in October 2017 *Phi Delta Kappan* 99 (2), 8-14. © 2017 Phi Delta Kappa International. Available online at: <http://www.kappanonline.org/rosen-distracted-student-mind-attention/>

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2018

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 2018 – December 2018. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online after November 6th, 2017.

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 8, 2017, 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, 2018. Start-up materials and funding will be delivered to each team.
- Unsuccessful team applicants will be notified by January 8, 2018.

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

Western Valley Wellness Forum

By Valerie Carmichael, Community Coordinator Carleton North High & feeder schools
ASDW Community Engagement Coordinator Programs



Thirty-five teachers accepted an invitation to attend the Western Valley Wellness Forum on October 4th at the Ayr Motor Centre, Woodstock. The Forum was organized by the Western Valley Wellness Network (WVWN) to promote wellness for all people in the region by facilitating community based opportunities and initiatives.

The WVWN School Committee, with ASDW support, provided the opportunity for two staff members from each school in the region to attend the wellness day at no cost. The Committee goal was stated as: “to support in building a culture of wellness in individual school communities. The “Wellness Sessions” were planned to inspire and educate, and to give time for networking, sharing and planning.

Teachers were inspired by Jim Diers, an internationally renowned speaker and author, who shared his passion for getting people engaged with their communities. He spoke of how communities can organize and develop to improve the lives of all. Ross Campbell led participants through the “how” and “why” (the value) of a school working to become a designated “Health Promoting School”. Lunch break offered walking, talking, sharing and idea time. Many teachers took the opportunity to meet community members and forge potential partnerships. Dr. Patty Peterson introduced teachers to the Mental Fitness Tool Kit to guide school staffs through intentional ways to support mental fitness for all members of their school community.

“The Wellness Forum was helpful in bringing communities and people from different work practices together for a

common purpose. We received several ideas on how to involve members from the community with our school to reach a wider range of needs. The importance of personal wellness was also emphasized, if we are going to help those around us to be well. It was a valuable experience”.

- Vicki Thompson, Bristol Elementary

“The opportunity to attend the Western Valley Wellness Forum with my co-worker, Laurea Shaw, was a truly worthwhile experience. We had the chance to network with others in our community and are already in the planning stages with several community members in the wellness field. The forum introduced us to ideas which we are hoping to implement in order to grow “well” children and adults in our building.”

- Sarah Mahar, VP, Florenceville Elementary

Community Wellness Champions were recognized at an Awards Banquet at the end of the forum. The Centreville Community School Home & School were recognized for the healthy, economical, “home-cooked” lunch meals, including full salad bar, being offered to students and staff from the school cafeteria. They have helped bring a culture of healthy eating for all to the school.

Gail Fellows DeGrace, a teacher at Donald Fraser Memorial School was nominated by her peers for being “their wellness champion” for the last 20 years. She was called a “professional who believes that it is her responsibility to teach (and model) the importance of healthy eating”

New York, New York! – Maker Faire

by Andrea Connors, Tech mentor for ASD-South



Recently, 47 fellow colleagues from New Brunswick and I, had the opportunity to attend the world's largest Maker Faire in New York City. The opportunity was granted through the work of Brilliant Labs in association with our local school districts. Our group consisted of teachers from all over New Brunswick and from a variety of educational levels and backgrounds. When I discuss this experience, the most common questions I get are: What is a Maker Faire? How was it? The Maker Faire in New York is best described as the World's Largest Show and Tell. The sheer volume of projects and ideas is overwhelming. The creativity and inspiration you gain from this event is immeasurable. It was awesome!

The trip consisted of two parts. The first was a chance to attend an educator's forum on maker education. Maker education largely focuses on problem-based learning with hands on learning experiences. The speakers focused on their development stories and allowed round table focused discussions on the merit of maker education as well as discussion on how to incorporate more STEM education into the everyday classroom. It also exposed teachers to new technologies and opportunities that could be shared with colleagues back home.

The second part was attending the Maker Faire. The Faire consisted of various sectors. You could purchase products made from vendors, participate in drone racing, learn how to solder, see a variety of new products, and chat with teachers and students about their projects. Everywhere you turned there was an opportunity to learn something new or inspire you to try something you didn't know existed. It was amazing to see projects that went from low tech to high tech and to also see the ability to scaffold these projects to include all learners.

The group of teachers who attended the Maker Faire in New York will work in a cohort to focus on collaboration. Projects will be completed in small groups with a goal of sharing lesson plans and ideas with other teachers to promote maker education in our classrooms. If you are interested in STEM or maker education, I encourage you to reach out to the technology mentors in your area and Brilliant Labs.

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

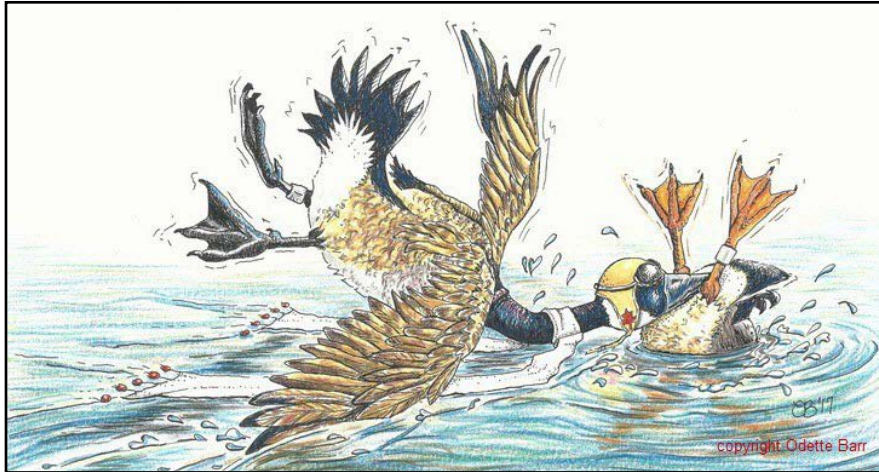
In meeting the needs of our members we value support from the NBTA and Group Insurance Trustees. For membership information, visit our website or contact:

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



Follow the Goose Butt... to Tantramar!

by Odette Barr and Colleen Landry



You may remember hearing about Camelia Airheart, the lovable Canada goose with a faulty GPS (Goose Positioning System), in a previous issue of the *NBTA News*. Over the past year and a half, Camelia has crash-landed in several New Brunswick communities. Co-authors Odette Barr, Colleen Landry and Beth Weatherbee, all full-time teachers in ASD-E, have introduced this avian character to hundreds of children and adults, entertaining young and old alike with her adventures.

As soon as last year's summer vacation hit, the trio travelled the roads, stopping in at public libraries, bookshops and various festivals around the province. Last October, they were invited to speak to roughly 200 educators and authors at the UNB Children's Literature and Literacy Conference, where they brushed wings with an impressive assortment of Canadian children's authors, including Barbara Reid, Sheree Fitch and Frieda Wishinsky. All three teachers were a bit starstruck!

The UNB performance caught the eye of the B.Ed. program at STU and they were invited to present to student teachers in the elementary teaching program the following February. Numerous connections to the NB K-8 curriculum were highlighted in the presentation but, of course, anyone who has attended an "animated reading" of *Follow the Goose Butt, Camelia Airheart!* knows that audience participation is mandatory. There is something magical in seeing grown women (and men in suits!) bent over with "wings up and out, feet in motion, outstretched necks and butt cheeks up" as they act out Camelia's take-off routine. And everyone loves to sing the Branta Bog Ballad!

Odette, Colleen and Beth were thrilled to receive an invitation to read at Moncton's Frye Festival in April. They performed at public libraries as well as in several schools throughout the Greater Moncton area. Camelia's whacky take-offs and crash landings mesmerized

audiences. As part of the festival, Odette, Colleen and Beth conducted a full afternoon writing workshop to grade 4 students at Mountain View School. Camelia was honoured to be the focus of their language arts class!

To round out the school year, the author trio presented to teachers at the NBTA Elementary Subject Council in May. Again, curricular connections were emphasized and many suggestions given on how to integrate Camelia's New Brunswick story into language arts, science, social studies, music, drama and physical education lessons.

A second book in the Camelia Airheart series, this time a picture book, was published in May, titled *Take Off to Tantramar*. As with the first one, Odette created the detailed, full colour illustrations of Camelia and her friends. In *Take Off to Tantramar*, Camelia flies with her brother to the Tantramar wetlands in search of "ankle bling" (a leg band) like their Aunt Tillie's. Unbeknownst to Camelia, she is trapped and experiences the surprising bird banding process before coming into possession of a lovely "anklet"! McCurdy, Camelia's big brother, has his own adventure at the wetlands.



As you may have already guessed, all three teachers, spent the past summer travelling the province to read to any willing audiences, once again. In September, they presented at Word on the Street, Halifax. Who knows where they will end up next! Rumour has it, Odette, Colleen and Beth have already started their next chapter book, *Follow the Goose Butt to Nova Scotia*, to be released in the spring of 2018. Stay tuned!

Follow the Goose Butt, Camelia Airheart! and *Take Off to Tantramar* are published by Chocolate River Publishing, Riverview, NB.

NBTA Sponsored Professional Course

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

Enrichment Triad Training Course

Target Audience: Teachers (K-12)

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

Location:

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

Registration Deadline: See below

(Please make cheques payable to NBTA)

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

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

Register Early - Limited Enrolment!

Spring:

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

Reg. Deadline: March 26, 2018

Summer:

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

Reg. Deadline: June 28, 2018

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

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

Participant Comments (2016)

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

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

PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS

Professional Courses: Fall

Name: _____

School: _____

Email: _____ Member Number: _____ Cell: _____

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

You will be emailed with a confirmation of your seat.

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

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

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

New NBTA Professional Staff Member



Tina Estabrooks, currently the principal of Centennial School in Saint John, will become a member of the NBTA Admin Staff for a 30-month term beginning in January, 2018. Tina will replace current Staff members Ardith Shirley and Kim McKay when they take consecutive one-year educational leaves. There will also be an additional six-month deferred salary leave to fill at the end of this period. The Board of Directors makes the decision on all hiring of NBTA professional staff.

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Leading Educators Around the Planet Canada/Australia 2017

by Kari Parsons, Forest Hills School



LEAP (Leading Educators Around the Planet) provides an opportunity for school administrators in New Brunswick to participate in a ten-day exchange with a counterpart in Australia. This summer, Julie Holt (2nd from left), Gibson-Neill Memorial School, and Kari Parsons (2nd from right), Forest Hills School, were participants. Kari worked in Sydney itself while Julie was in a school five hours to the north in Smithton. Australian Jillian Mudford (right) has just completed her term at Forest Hills in Saint John. Rod Campbell from UNB is on the left in the photo. LEAP is a program offered jointly through NBTA and the University of New Brunswick.

LEAP (Leading Educators Around the Planet) is a 10 day program designed by educators from New Brunswick and Australia to provide an opportunity for administrators and supervisory officials to engage in strong professional dialogue about common and diverse issues facing school leaders around the world. The program is offered through NBTA and UNB. Participants shadow and are billeted by partners in New South Wales for 10 days at the end of July/beginning of August. New South Wales educators then come stay with their partner towards the end of September/beginning of October.

Participating in LEAP was the best personal and professional development I have done thus far in my career. I was fortunate to stay in the Sydney area near Bondi Beach and was matched with a wonderful colleague, Jillian Mudford. During my stay I had the opportunity to visit many schools in the local area. It was interesting to see the similarities and differences in our school systems. Many of the schools had very large, open classrooms where co-teaching was becoming the norm. There was also a great emphasis on inquiry-based learning and integration of technology and the arts into the curriculum. I witnessed Kindergarten students composting, Gr. 5 students ballroom dancing, and upper elementary students performing at the Festival

of Instrumental Music at the Sydney Opera House! The last day of our exchange, Julie Holt (fellow NB LEAP exchange participant) and I took part in an international conference where we had the opportunity to listen and engage with speakers from around the world including Finnish educator, Pasi Sahlberg.

I learned a lot from visiting various schools but the cultural experience was also amazing. By staying with Jillian, I had the opportunity to learn more about the school system through discussions on our commute to work each day. I was also able to sample Australian cuisine and visit many local tourist attractions including; Taronga Zoo, the Blue Mountains and Manly Beach.

Jillian recently came to stay with me and visited several schools in the Saint John region. Not only did she learn a lot from her visit but my colleagues also enjoyed meeting her and our students loved listening to her read. We also spent a day in Fredericton where we had the opportunity to engage with professionals at UNB and meet Dr. Douglas Willms.

LEAP is a wonderful program and I hope many more people become involved in the future. If anyone has any questions, please feel free to contact me. :)

Leading Educators Around the Planet Canada/Australia 2017

by Julie Holt, Gibson-Neill Memorial School



Jenny organized opportunities for me to visit a wide-range of schools, from the small rural schools to a school with a population of almost 700. Regardless of the size of the school, the focus was consistently on implementing the curriculum with students being well-versed in learning intentions, the process needed to achieve them and the success criteria that would show they had met the criteria. During my conversations with administrators and teachers it was interesting to discuss the commonalities between education systems that are a world apart (Tell Them From Me surveys, STEM, coding and growth mindset to name a few).

Of course there were also opportunities outside of the school day to enjoy the local sights as well. Walking on the amazing beaches, watching whales breach, being only a few feet away from a mob of kangaroos, dining with Jenny's friends in South West Rocks where she lives, and in Sydney where we attended the LEAP conference with presenters from Canada, Singapore, Finland and New Zealand, this has been an adventure in learning and friendship that will be a lasting impression on me. While Jenny did not make the return trip this fall to New Brunswick, I am hopeful that she may be able to come in the spring as an add-on to her European adventure. It was a wonderful finale to be able to spend time with Kari Parsons and her LEAP match Jillian Mudford in addition to Rod Campbell who organized a day filled with rich conversation in a variety of settings.

This is an incredible professional learning opportunity and I encourage administrators to take advantage the LEAP program if at all possible. You will not regret it!

The LEAP Program had been on my mind for the past few years, but it wasn't until this past winter that I decided this was the year to submit my application. It was one of the best decisions I have ever made as it was the professional learning opportunity of a lifetime!

I was matched with Jenny Sawyer who is the Deputy of Smithtown Public School which is a rural school that has Kindergarten to Year 6 and approximately 60 students. It is located 5 hours up the coast from Sydney in a beautiful location beside a river with an open expanse of land behind the school. Jenny, and her wonderful children Nick and Hannah, welcomed me into their home for 10 learning-filled days.

Share! Share! Share!

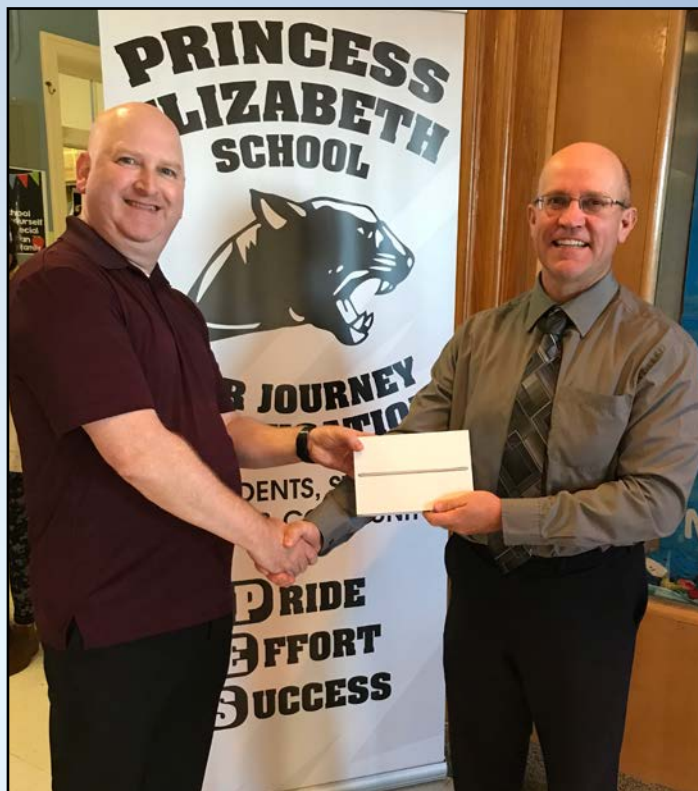
Our first Facebook Share contest winner is the group from Oromocto High School who marched in the Fredericton Pride Parade alongside their students and many parents.

Their great story has been shared from the NBTA Facebook page over 100 times and has reached more than 15,000 people! Great job!



iPad Winners - Member Registration Prizes

Congratulations to our iPad Mini winners Amanda Good and baby Emmett (left) and Harold Coughlan (right) from Princess Elizabeth School.



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

Jeff Whipple: Bliss Carmen School (1826)
Susan Lafford: Tantramar Regional High (0214)
Virginia Tingley: Dorchester Consolidated (0214)
Kevin Bowes: James M. Hill (1610)
Angela Churley: Saint John (0820)
Paul Dunnett: Kennebecasis Valley High (0619)
Lori Haley: Oromocto (1725)
Tammy Wright: Andover Elementary (1431)
Cynthia Hornibrook: Bathurst High (1542)
Kate Brennan: Sir James Dunn Academy (1023)

Twila Sturgeon: Blackville School (1608)
Andrew Shephard: Bayside Middle School (0820)
Erica Elliott: Meduxnekeag Consolidated (1429)
Angela D'Entremont: Park Street School (1826)
Gilbert Cyr: (1538)
Shannon Fillmore: Andover Elementary (1431)
Angela Willett: Norton Elementary School (0618)
Jennifer Graham: Petitcodiac Regional (0216)
Elizabeth Toner: Sunbury West School (1725)
Kendra French: St. Stephen Elementary (1023)

Thank you for registering with the NBTA!

We estimate that 99% of our contract teachers (over 5300) have registered with the NBTA!

Your NBTA Council Executive Members

Elementary



Middle Level



High School



Budding Musical Artists in Carleton County

by Peter McLaughlin, retired teacher



Thanks to a grant from the Canada 150 Foundation and the Carleton North Community Foundation, approximately 90 students in the schools that feed into Carleton North High School are in the process of becoming songwriters and recording/visual artists. Through a project of the Carleton Victoria Arts Council, students from Grade 5 at Bath Community School and Grade 4/5 at Bristol Elementary School met on Oct. 5th for the first of three 2-hour sessions at Second Wind Music Centre in Florenceville-Bristol. The Second Wind project team, including Artist/Graphic Designer Stephen Hutchings, recording engineer/musician Aaron Crain and musician/producer Peter McLaughlin are working with classes to help them write and record a song about their favorite Canadian “person, place or thing” and to design the accompanying cover art for their CD. They will be able to record the songs with a variety of accompaniment choices, from rap-style beats to traditional guitar or piano. Students from schools



in Centreville and Florenceville will be working on the project in November.

The end result will be that each student will get their own CD, with their song and the songs of their classmates, in a CD case/cover of their own personal design. CDs will be mixed, mastered and duplicated in time

for a “CD launch” which will take place at the Andrew and Laura McCain Art Gallery in late January, 2018, where the public can hear and see the students’ songs and artwork.



Elementary Council Day May 4, 2018, Saint John Keynote Announcements

Elementary Council Day 2018 will be taking place on May 4th in beautiful uptown Saint John. This memorable 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. One of the speakers included in this year’s lineup is Steve Brinder, who by day is a beloved school teacher and by night a brilliant stand-up comedian. Stay tuned for more guest speakers and mark Elementary Council Day 2018 down in your calendars now and prepare to be wowed! We hope to see everyone there!



Steve Brinder

Elementary Council

FROM 3 TO 3®

by Karah Raymer, ASD West



FROM 3 TO 3® is an award winning evidence-based program to improve children's language and literacy. The program is for educators teaching Kindergarten, Grade One, Two and Three. The McCain Foundation has partnered with ASD-W to pilot and evaluate this program in seven elementary schools in the Woodstock Education area

FROM 3 TO 3® is an effective program that keeps children asking for it again and again. Built on three straight forward components, the program curriculum builds from one grade to the next, starting in Kindergarten and increasing in complexity as children achieve. A seamless, cumulative program raises children's language, narrative, reading and writing while meeting New Brunswick curriculum expectations.

The first component of the program is oral language and narrative. **FROM 3 TO 3®** provides teachers with an extensive catalogue of oral stories, rhymes, chaining rhymes and poetry. The oral material develops children's vocabulary and grammar as well as their narrative ability to sequence their thoughts in a logical order. The second component introduces children to literature that is carefully selected to systematically expose children to stories that require them to draw inferences and think critically. The third component is representation and written re-tell. Children starting in Kindergarten work independently to illustrate and write rhymes and oral stories using novel vocabulary, grammar and experimenting with story structure. Program evaluation results from the pilot so far have shown:

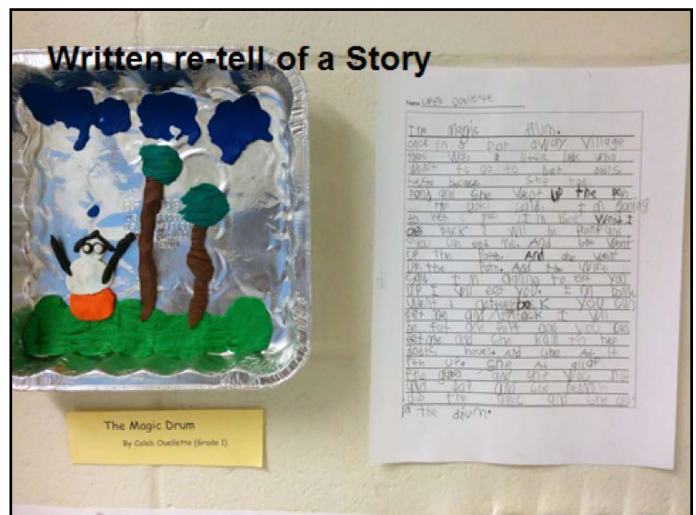
- Higher vocabulary scores and narrative ability
- Improved ability to reason critically and

logically

- Increased attention and working memory
- Writing with ease and at great length
- Raised reading scores

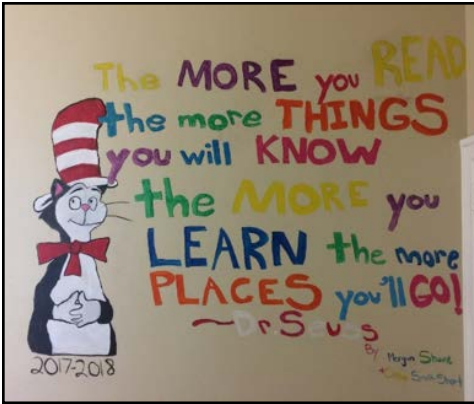
Teachers describe many non-academic benefits accruing from the program. Teachers say the **FROM 3 TO 3®** program builds confidence as well as concentration and focus, listening and enthusiasm for learning. The program builds teacher-children relationships and creates a collective learning experience where children cooperate and respect each other and learn from one another. The program is for the whole class – teachers say it gives equal opportunity to every child regardless of their ability. Teachers like that the program builds children's stamina; children learn to focus and attend for longer periods as material presented to them becomes more challenging. The benefit of the program is not only in the materials and the curriculum but in the philosophy, strategies and practices in implementing it.

Teachers using the program report doing things differently. They say they use a wider variety of materials, read different books, and focus on oral language and representing. Teachers implementing the program for the second year commented on the ease of implementation. Teachers also like the support they receive from workshops and from regular classroom visits to extend program use.



Community College Initiative at Princess Elizabeth School

by Jennifer Scott, Princess Elizabeth School and Katherine Miller



Every year, New Brunswick Community College students from a variety of faculties take part in the "Transform NB" initiative. The students

go out into the community to give back to local businesses, organizations, and even schools. On October 5th, 2017, Princess Elizabeth School was lucky enough to have 20 students roll up their sleeves and paint beautiful



murals on the walls. Each painting was a positive inspiration quote that is a constant reminder to students how special they each are! Along a hallway near the Elementary classes, the quote "Spread kindness" reminds students that being nice and friendly to a peer, is much

easier than being rude or insulting. "It's cool to be kind" is painted in the boy's bathroom, and is another reminder that being a nice person is always better than hurting someone else. After the NBCC students were finished painting their murals, the students of PES expressed interest in painting more of their own kind quotes around the school! We are very pleased that this project was so successful, with both the NBCC and PES students!



Council Day 2018

Call for Presenters!

Share your expertise with your fellow teachers and encourage your colleagues to do the same!

Go to www.NBTA.ca for more information!

High School Council

Greenhouse Dreams

by Laura Myers, Hampton High School



In the fall of 2016, Hampton High School students had the opportunity to watch *Before the Flood*, Leonardo DiCaprio's inspiring documentary on climate change. After watching the movie, Laura Myers's Grade 11 math class were spurred into action. They felt that they needed to do something to tackle the problem of climate change, but they weren't sure what to do. One idea was to build a greenhouse but that would require raising a substantial amount of money so the students put the dream on the back shelf, hoping that it would become a reality someday.

Their first step was to research organizations doing environmental education in Canada and they entered the Classroom Energy Diet Challenge (CEDC). This challenge offered cash prizes to classes who completed challenges designed to improve energy literacy. Miss Myers' class designed and implemented a school survey about climate change, they organized a seed swap with guest speakers, they applied for grants from various organizations and they made a video encouraging energy conservation. In May, they received word that Oliva DesRoches, one of the students in the class, won a \$1000.00 grant from Nature Canada

and their video placed second in the national competition, winning them a \$500 prize.

Inspired by their fundraising success, the students reached out to Hampton's community gardeners and Hampton's business community and the dream of a greenhouse started to become a reality. They have received the support of the ASDS, the town of Hampton and numerous financial and in-kind donations. A greenhouse committee of over 20 students and staff has begun work on the HHS greenhouse and a groundbreaking ceremony took place on Thursday, Sept. 21st. The ceremony was attended by the Honourable Jocelyne Roy-Vienneau, Lieutenant Governor of New Brunswick along with several board of directors of Nature Canada, MLA Gary Crossman, Mayor Ken Chorley, invited guests and students and staff of HHS.

The mission of the greenhouse project is: "Planting the seeds of environmental awareness through community involvement". This project is truly a community project and the food grown in the greenhouse will be used culinary tech classes. After construction is completed, the greenhouse will be maintained and supported by HHS Science classes.

Moving From Burnout to Engagement

by Michael LeBlanc,
Teacher Counsellor
Professional Counselling
Service for Teachers



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



In March of 2014 the Canadian Teachers Federation surveyed 8000 teachers about work-life balance in the teaching profession (<https://www.ctf-fce.ca/Research-Library/Work-LifeBalanceandtheCanadianTeachingProfession.pdf>). Almost 80% of teachers indicated that they were highly stressed, and many of those were feeling burned out. In May, 2015 the Professional Counselling Service for Teachers surveyed 2049 New Brunswick

Anglophone teachers and 42% cited that their stress levels were an 8 or higher out of 10 (www.teacherwellness.ca). Almost 50% of respondents indicated that their stress levels were higher than the previous year, 40% answered that they took time off from work due to stress, and 7% replied that they took over a month off due to stress.

Prolonged stress, or Burnout, is not new to our profession. It seems that the demands of teaching make it one of the occupations most at risk of its members getting burned out. If this is the case, we as teachers need to educate ourselves on how burnout happens and how we either prevent it or recover from it. This article aims to show how burnout happens and what we teachers can do to build the personal and workplace resources necessary to deal with the demands of this challenging profession.

What is burnout?

Current research shows that burnout has 3 identifiable components: physical/emotional exhaustion (Lost Energy), increased cynicism at work (Lost Empathy), and a reduced sense of personal accomplishment (Lost Confidence). It's no wonder that researchers say that people who are burned out have 'lost their way' (Fried, Borysenko, 2011). Burnout inventories assess the depth of our exhaustion and may be worth filling out to get started (the Maslach Burnout Inventory is the one of the most commonly used burnout assessments and has an 'educator' version for teachers – to access an assessment please contact me at michael.leblanc@teacherwellness.ca). In my experience counselling teachers, those who show symptoms of burn

Burnout has 3 identifiable components: physical/emotional exhaustion (Lost Energy), increased cynicism at work (Lost Empathy), and a reduced sense of personal accomplishment (Lost Confidence).

out have the shared primary experience of being physically and emotionally spent. This fatigue is not the type that is resolved with a good night's sleep. It's the type of fatigue that takes years to build up, so we are not surprised that healing takes time. Feeling better starts with detaching from the major stressor (usually time away from work or reducing our work schedule), focusing our energy on getting rest, and establishing daily self-care routines that fill up our tanks. Some burned out teachers can get back into their classroom in 6-8 weeks, while others can take a year or more.

How Burnout Happens

So, how does burnout happen? There are two areas to explore when trying to figure out how we get burned out – personal factors and organizational factors.

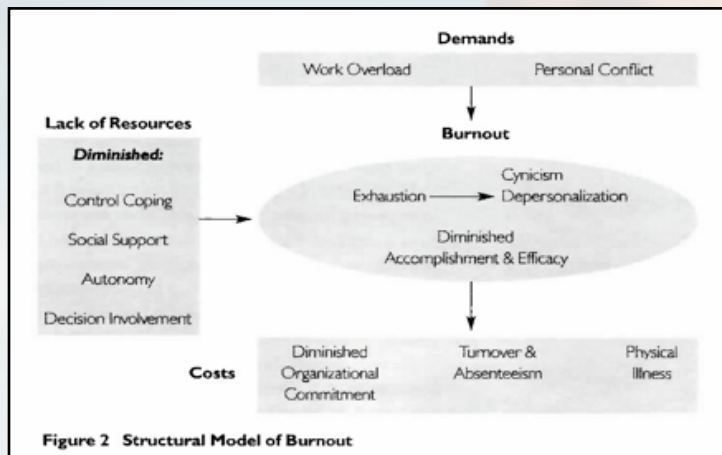
With regard to the personal dynamics of burnout, the process of pushing our bodies and minds to exhaustion starts at a young age. Perhaps we developed a personality style aimed at proving ourselves – driven, go-getter, perfectionist. Or maybe we were the type of person that learned that our purpose in life was to take care of others – caregiver, helper, healer. This belief system may have held us back from caring for our own needs. So what started as a way of being in the world gradually turns into a work ethic and world view that makes us push our bodies to their limits and deny our own needs for the benefit of others. Eventually the impacts of prolonged stress start to show: brain fog, chronic infections, insomnia, increased negativity about work, short-term memory issues, increased use of sick days, difficulty with emotional regulation, feeling increasingly inefficient at work, social isolation, and feelings of anxiety/depression.

When it comes to the workplace factors that lead to burnout, our employer needs to recognize that the current design of our workplace is not sustainable. Burnout research shows that there are 6 factors that lead employees to feel burned out: 1) workload is too much to handle for too long; 2) having little sense of control in our work environment; 3) feeling limited positive feedback or rewards; 4) having a low sense of workplace community or feeling a lack of emotional/physical safety; 5) perceiving a sense of unfairness in decision-making; 6) and experiencing a misalignment of personal and workplace values (The Truth About Burnout, Maslach and Leiter, 1997). The higher our scores in each category the more likely we are to feel burned out. While everyone gives different weight to each category, in my experience for many of us workload is perceived to have the most negative impact on our health.

The chart below shows the process of burn out from beginning to

end. An increase in life demands (personal and work) coupled with a lack of resources (personal and work) leads to burnout symptoms (exhaustion, empathy-fatigue and decreased personal efficacy). The end results are physical illness, increased absenteeism, increased likelihood to exit teaching, and a decreased ability to remain committed to our school or the education system.

Making Changes to Recover from Burnout



Source : (Leiter, Gascon and Martinez-Jarreta, *Journal of Applied Social Psychology*, 2010) See - http://cord.acadiau.ca/tl_files/sites/cord/resources/Documents/23.pdf

Now that we have explored some reasons for feeling burned out, how do we recover? How do we get our energy back, live a more balanced life, and make changes to our workplace so that we can feel good about the work we do? These are tough questions. However, there is hope for teachers to regain their energy and passion for their work. You CAN move from burnout to being more engaged at work.

Slow Down to Take Stock

First thing is first – we need to slow down long enough to do a check in. How are we doing? Are we so tired that we are falling asleep at the wheel on the way home? Are we taking 2 hours to prep when it used to take us 30 minutes for the same work? Are we forgetting things more often? Have we been feeling more pessimistic at work? Do we have less patience with our loved ones than we used to? Are we feeling less effective at keeping all of the balls we juggle in the air? We teachers are so used to running from one thing to the next that we can get stuck in ‘fight or flight’ mode – always putting out fires. So, we need to exit from that mode and take stock of our bodies, our minds and our hearts. We need to stop and breathe.

If we discover that we are indeed struggling, we need to remember that we are drained because of ‘over-caring’ and ‘over-giving’, not because we didn’t do enough and not because we did things wrong. We get burned out because we give too much of ourselves for too long. We teachers are prone to feeling guilty when taking time for us, so we might need to talk to a trusted friend or counsellor as we begin the process of accepting our current physical and emotional state of depletion. Once we accept this truth without judging ourselves, we are truly ready to make positive changes leading toward a more sustainable and healthier lifestyle.

Let Go to Move Forward

In my experience working with teachers struggling to manage their energy and recover from a burned out state, moving toward a re-engagement with teaching requires a lot of letting go. Letting go of the ideal teacher we hoped we would be. Letting go of the need to keep up this unrealistic pace. Letting go of taking responsibility for others. Perhaps it’s letting go of needing to work full-time. Perhaps it’s letting go of trying to be perfect. Maybe it’s letting go of the guilt associated with not being able to teach the way we want. Or maybe it’s letting go of the hurts we have experienced at our workplaces so we can free ourselves up to build a different future. Positive change

can’t come until we let go of some of the things holding us back to living a sustainable lifestyle. Once we have let go, we can start moving in the direction we want by incorporating the healthy routines we know are good for us.

Build Healthy Routines

We teachers are knowledgeable people. We read a lot and know a lot about being healthy. We teach it to our students, we help our friends to make changes, and we work with our colleagues to help them along. But when it comes to taking our own advice, we tend to fall short on occasion. Doing the necessary self-reflection work gives us the understanding and the permission to care for ourselves the way our bodies need. When we decide to take this knowledge and turn it into self-care action, we can move from burnout to re-engagement with our work and connect more to our true values. This often requires us to:

- Incorporate self-compassion as we make changes – observe our negative self-talk and treat ourselves with respect and kindness. For more on this topic see Kristin Neff’s work at <http://self-compassion.org/>
- Accept that we won’t be able to accomplish everything we want to. We are not robots and should not expect to be perfect. We do what we can, and work on letting go of the guilt.
- Get enough sleep – if we are unsure if we are getting enough sleep, try this simple questionnaire to get some answers, then starting implementing healthy sleep habits. <https://www.sleepapnea.org/assets/files/pdf/ESS%20PDF%201990-97.pdf>
- Develop a strong support team, including our family doctor, a counsellor, a massage therapist, a naturopath, and perhaps an acupuncturist...all covered by our Johnson Group Insurance plan.
- Take breaks throughout the day – especially at our workplace – even if you sense judgment from your colleagues. To believe that we can’t take time to go to the bathroom or eat a snack is an indication that we value other people more than we value ourselves.
- Develop stress management skills – mindful meditation, yoga, deep breathing exercises and gratitude journaling are great habits to establish. Do them everyday. Think of them as anchors, not extras. Consider this your very own mental health strategy.
- Exercise and move regularly, even in winter and especially when we are really overloaded with work – it helps reduce brain fog and increases energy.
- Practice saying ‘no’ to others and ‘yes’ to ourselves – we matter as much as any other person and deserve to meet some of our own needs.
- Start and finish hobbies or projects that bring out our creative sides – it gives us purpose beyond work. Accessing our creative brain helps us to ‘unblend’ from work and aids in recovery from depletion.
- Initiate conversations at our school or workplace on how to address the 6 workplace factors leading to burnout. Our school leaders may not be aware of how staff are feeling about these important aspects of work. Burnout prevention can be added to School Improvement Plans or yearly professional goals.

Conclusion

Prolonged stress is commonplace in our profession. It’s partly due to our personal ways and partly a result of how schools are designed and the expectations set upon teachers. Yet there are teachers who find a way to remain healthy in our system. And there are teachers who recognize that they are struggling and successfully recover from being burned out. They do this by stopping long enough to assess their fatigue levels, investigate how they got so worn out, decided that they need to change, then put into action specific self-care routines. While it is hard work to stay healthy in our profession, with some changes to our approach we can rejuvenate our energy and passion for our work. I encourage you to make changes to your self-care – your future self will appreciate it!

NBTA Golf Tournament 2017

On Saturday, September 30th, 95 NBTA members and friends gathered at Macataquac Golf Course for the annual NBTA Golf Tournament. Everyone enjoyed a beautiful day and good fun. Next year's NBTA Golf Tournament will be held at Macataquac Golf Course on September 22nd, 2018. Details will be in the June issue of the *NBTA News*.



Lowest Score Men's Team - NBTA Credit Union Trophy, presented by Bob Fitzpatrick, Chair, NBTA Credit Union Board of Directors
L to R - Josh Collins, Chris Skead, Bob Fitzpatrick, Shaun Davis (Team Captain) and Tim Dow



Lowest Score Ladies Team - L to R: Caroline Foisy, Nadia Roze, Carolyn Roberts and Nicole LeBlanc



Bucci Cup, presented to Lowest Score Mixed Team by Jim Clark, friend of the late Mike Bucci.
L to R: Jim Clark, friend of Mike Bucci; Darren Farrell, Jill Fox, Christy Tomah and Joe Tomah



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Atlantic Education International and the province of New Brunswick are currently affiliated with four schools in operation in **Brazil**. We are seeking a highly qualified Canadian administrator to begin June 2018, in Nova Lima, Brazil.

The administrator will be responsible for the implementation of the Canadian program. They will also work with students who will be earning credits towards a New Brunswick High School Diploma.

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Know Your Credit Score

by Jan Barrett, NBTA Credit Union

Your credit score is one of the tools lenders use to determine if you are a good credit risk. A perfect credit score is 900. The average score for Canadians is around 700. Any score below 625 may affect your ability to secure a loan. If your score is low, there are several ways to improve it over time. The best way to improve your score is to make at least the minimum payment on your credit cards. Loan, mortgage and line of credit payments will also need to be paid on time. For your score to improve you must stay under the available limit on credit lines.

If you are experiencing financial difficulties, talk to your lender. Often times you can work together to make a plan for improving your situation.

You can accumulate debt very quickly but it can take years to pay back the debt. You should consider the true cost of borrowing before you make a purchase on credit.

Consumers can receive their credit report by contacting one of the credit reporting agencies. Equifax and TransUnion are two of the agencies used in Canada.

Have a financial question you would like answered? Email questions to nbtacu@nbtacu.nb.ca.



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