



February 2022
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NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



Teachers Make a Difference

Media Campaign & Concert

What is an EIG and how does it work?

Teacher Designed PL Grants 2022



Your NBTA, Your Magazine

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

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

We look forward to hearing from you!

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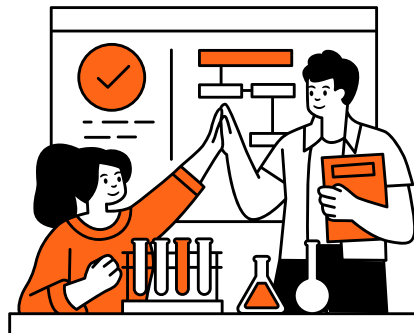
DAVID MYLES & CHRISTIAN KIT GOGUEN



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Message from the President

by **Connie Keating,**
NBTA President



Over the past six months, it has become blatantly clear to me the power of our collective teacher voice when we choose to use it. During these extraordinary times in education, we have needed to rely on one another in very stressful situations. In doing so, it can be easy to become discouraged. When frustrations mount, we cannot allow government decisions, that are beyond our control, to divide our membership.

Teachers must unite in solidarity, regardless of where we stand individually on the directives and protocols as we prepare to enter negotiations. Together, we can make traction on several longstanding issues that will have a positive impact on our working and learning conditions. In my view, as we inch toward the two-year mark of pandemic turmoil, one fundamental principle about our profession has been reaffirmed: teachers can and do make a difference in the lives of children and youth. Sadly, this is not a storyline that is commonly found in mainstream media, despite the selfless efforts of thousands of teachers in this province alone.

Someone once said to me, “our words make our worlds” and I believe that cannot be truer in this era of social media and 24-hour news cycles. With this in mind, our NBTF has launched a media campaign that focuses on the positive difference that **you** make in the lives of students every day. The 14 New Brunswick personalities featured in the TV, radio, and social media ads were appreciative and humbled to be able to participate in our initiative that offered them the opportunity to publicly thank a teacher who contributed to their success.

My hope for this campaign is threefold: that these stories inspire future teachers, help all New Brunswickers celebrate the role we play in the development of the province, and remind each other of the difference we make in the lives of students.

It is not a secret that there is a shortage of teachers in our profession. The last two years have certainly shown that teaching is not for the weak of heart, but we cannot lose sight of the fact that it is the profession that influences the path of every child we encounter. Although the demands of our role are tremendous, the impact on future generations is even greater. Hopefully, young people feel inspired to enter the teaching profession upon hearing the vignettes and our early career teachers who may be considering their options decide to stay.

Our media campaign has caused me to pause and reflect on the teachers who undoubtedly made a difference in my life. I am extremely fortunate to have several come to mind. I want to sincerely thank the late Dale Turner for providing me with a learning environment in high school where I felt accepted, challenged, and inspired to make a difference in the world. As a parent, I will also be forever grateful for the efforts of several teacher colleagues who encouraged and supported my boys throughout their educational journey.

Remember, the stories we tell ourselves shape our world. Together, we have over 6,400 stories worth sharing. So, I ask you this question: How has a teacher made a positive difference in your life or in the life of someone you know?

Connie Keating

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

we
make
a difference!

How has a teacher made a positive difference in your life?

Chantal Lafargue,
NBTA Staff Officer



This question is the focal point of a media campaign organized in collaboration by the New Brunswick Teachers' Federation (NBTF), the New Brunswick Teachers' Association and l'Association des enseignantes et des enseignants francophones du Nouveau-Brunswick.

Fourteen prominent New Brunswickers stepped forward to share their stories about how exemplary teachers made a difference in their lives. Hailing from all corners of the province, these entrepreneurs, dignitaries, musicians, athletes, executives, authors, leaders, artists, and entertainers from diverse linguistic and cultural communities voice first-hand how teachers shape New Brunswick's future, one student at a time.

According to Connie Keating, Co-President of the NBTF, "The professional expertise that teachers and school administrators bring to their roles is essential to quality public education. Helping students realize their full potential entails building positive relationships and responding to students' social, emotional, cultural, and academic needs. The investment that teachers make in our young people is key to New Brunswick's long-term growth and prosperity."

The testimonials are in English and French and will air on various platforms, including television, radio, digital publications, and social media. In the coming months, the videos will be featured on the three teacher organizations' social media channels to provide maximum visibility and engagement with the campaign. To view all the videos and to get a look behind the scenes, visit www.ednbdifference.ca.

Teachers and school administrators, both current and retired, are encouraged to spread the word on social media using the hashtag #ednbdifference. It is hoped that many New Brunswickers will share a story of their own by giving a virtual "shout out" to teachers who made a significant impact on their lives or in the life of someone they know.

What's more, teachers, students, and families from across New Brunswick and beyond are invited to a **bilingual Facebook Live concert featuring singer-songwriters, David Myles and Christian Kit Goguen**. This event, sponsored by Johnson Insurance, will take place during National Teacher / Staff Appreciation Week on **Monday, February 7 at 7 pm on the NBTF Facebook page**.

Mark your calendars and come celebrate!

Thank you, Mr. Lewis

FOR HELPING ME TO THINK OUTSIDE OF THE BOX AND TRY NEW TECHNOLOGY.



David Alston
Entrepreneur



Thank you, Mr. Mattatall

FOR YOUR SUPPORT WITH MY STUDIES AND MY COMMUNITY FUNDRAISING.



Danielle Dorris
Paralympian Gold Medalist

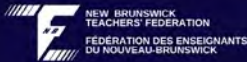


Thank you, Madam Lejeune

FOR ENCOURAGING ME TO BE FUNNY AND CHANGING MY LIFE IN THAT VERY BIG WAY.



Marshall Button
Comedian



Thank you, Mr. Fournier

I DON'T KNOW IF YOU KNEW THE IMPACT YOU HAD ON ALL THOSE STUDENTS, BUT IT WAS CERTAINLY VERY VERY PROFOUND!



David Myles
Singer/Songwriter

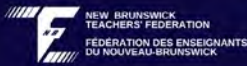


Thank you, Mr. Tozer

FOR ENCOURAGING ME TO TAKE A PATH LESS TRAVELLED.



Lori Clark
Senior VP of Operations
NB Power

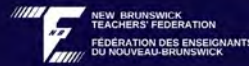


Thank you, Mr. Smith

FOR RECOGNIZING MY GIFTS AND ENCOURAGING ME TO ATTEND UNIVERSITY.



Graydon Nicholas
Former Lieutenant Governor
of New Brunswick

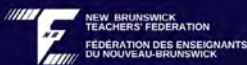


Thank you, Mrs. Smith

YOU MADE CANADA MY SECOND HOME, FOR SURE.



Kimia Karimi
Graphic Designer/Artist



Thank you, Mr. Shanahan

FOR BEING MY BRIDGE TO POST-SECONDARY WHEN I WAS 17 YEARS OLD.



David Adams Richards
Author/Senator



FACEBOOK LIVE

NATIONAL TEACHER/STAFF APPRECIATION WEEK
CONCERT

**DAVID MYLES &
CHRISTIAN KIT GOGUEN**

#EdNBdifference
Sponsored by Johnson Insurance



Monday, February 7, 2022

Join us at 7pm on the NBTF Facebook page





Know an exemplary New Brunswick teacher or principal?

Think they should be recognized by their professional association?

Want to celebrate their achievements and contributions?

The NBTA Centennial Award is the highest honour bestowed by the New Brunswick Teachers' Association. Established in Canada's Centennial Year 1967, the award is presented each year to an individual in recognition of having made a significant contribution to education in New Brunswick. Nominees can include persons who have died during the 24-month period immediately prior to the presentation of the award. Although there are no restrictions on eligibility except as based on the criteria noted above, the Centennial Award has traditionally honoured a long and prestigious career of involvement in the profession.

The NBTA Credit Union Award for Excellence in Teaching is presented to an NBTA member recognized by peers and the community as a teacher who exhibits excellence in teaching through ongoing commitment to students and pedagogical approaches. The award is sponsored by NBTA Credit Union as part of its commitment to rewarding excellence in various professions.

The Vince Sunderland Award for Outstanding Educational Leadership, sponsored by the Department of Education and Early Childhood Development, is presented each year to an NBTA member who is a principal or vice-principal, or to an in-school administrative team who demonstrate(s) the qualities of a successful educational leader by encouraging best practices of curriculum delivery and assessment, demonstrating excellent interpersonal skills, leading by example, and fostering a positive school climate characterized by community involvement, a collegial atmosphere, a safe and inviting learning environment.

The Indu Varma Fellowship Award for Creativity in Education is given annually to a K-12 teacher that displays excellence in collaborative, creative and inter-disciplinary teaching practices. The teacher must have demonstrated a high degree of student engagement through the linking of various subject areas taught within the curriculum as well as a focus on artistic and creative aspects, such as, art, music and drama along with significant community involvement. The emphasis is to be on student-led creative and ingenious projects that promote inventiveness, foster higher-order thinking, and problem-solving skills.

**Nominate a colleague for one of our four provincial awards at:
www.nbta.ca > Forms > Provincial Awards**

What is an EIG and how does it work?

Dawn Beckingham,
NBTA Staff Officer

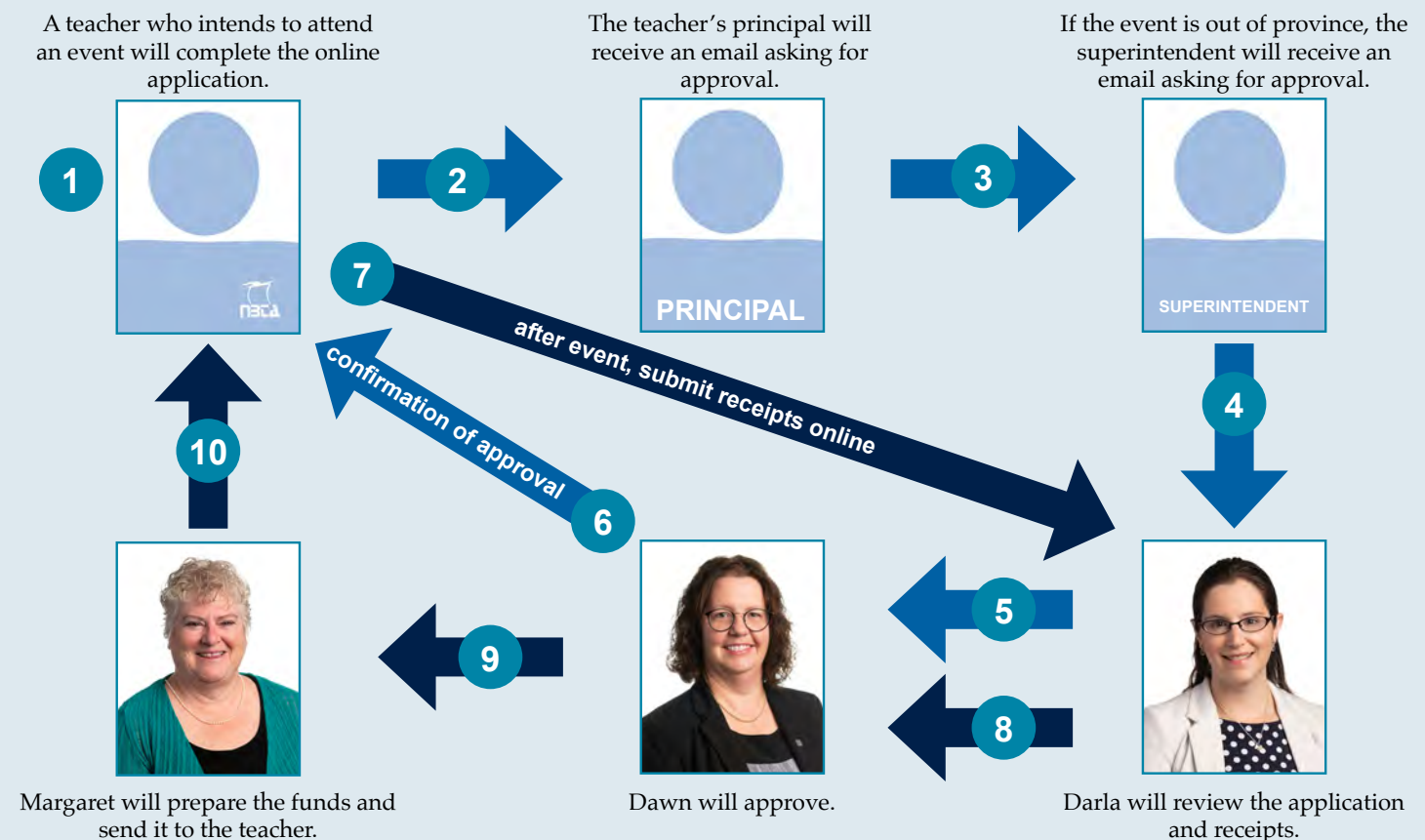
Is there a professional learning opportunity coming up that you are interested in? Is there a resource that would help you in the classroom? The first step would be to ask your school and/or district if there is funding to support your professional growth. If that is not an option, then an NBTA Educational Improvement Grant (EIG) may assist you in participating in your professional learning experience. The new and improved EIG process is a way for registered NBTA members to access funds to support professional learning. This process covers three different pots of money: Provincial NBTA PL funds, NBTA Council funds and NBTA Branch PL funds. By applying in one location, all three funds can be tapped into for a single event. Here is a breakdown of what each pot of money can cover:

Provincial PL Funds - This fund covers 50% of the cost up to maximum of \$500 per event. You can access this fund up to a maximum of \$1,000 over a three-year period. It will cover conference cost such as registration, travel, meals, and accommodations. Release time and resource materials do not qualify.

Council PL Funds - This fund covers up to a maximum of \$400 over a three-year period. The same guidelines as Provincial PL funds are used.

Branch PL Funds - These funds vary from branch to branch on what qualifies for funding. This is determined by your local NBTA branch executive who has given their guidelines to us to follow. Branch guidelines can be changed if a branch wishes to do so through a motion at their AGM, and then by notifying NBTA staff of the changes. In the past, these were the funds that were accessed at the local level through the branch PL Chair. Beginning this school year, these funds are accessed through this one-stop online process via the NBTA website. Some branches cover release time and resource materials. If you wish to know more about your branch funding guidelines, please contact your branch PL Chair for details.

Not sure what PL is available to you? There is an increasing number of online opportunities that cover a vast array of educational topics. A quick online search will lead you to them. You can also check out our NBTA website conference tab regularly to see if anything is coming up (<https://conferences.nbta.ca/>). Or you can always ask a colleague, your district leads or reach out to an NBTA staff member for suggestions. Professional learning conversations always lead to great things!



Teacher Designed Professional Learning Grants

Kimberley McKay, NBTA Staff Officer

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.

Allowing teachers multiple chances over several weeks to experiment with the new strategies in a low-risk environment, such as their own regular teaching settings, is important.
(Nelsen & Cudeiro, 2009)

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 on student and teacher learning activities within a job-embedded context and supported by both time and resources is the ideal professional learning context.

In support of teacher designed professional learning, the NBTA is pleased to sponsor five grants valued at \$1,500.00 each. The grants are intended to support teacher professional learning within the context of improving student learning, fostering teacher leadership, and facilitating the sharing of exemplary best practices. Each team has autonomy to spend the grant as they see fit. Provision for release time for team collaboration, purchase of equipment, or production of materials for sharing represent some of the most common uses of grant funding in previous years.

Grant applications were received from 13 teams representing all 4 districts and representing all 3 levels (elementary, middle, and high). Grants for 2022 were awarded to 5 teams – 2 high school, 1 middle, and 2 elementary. Successful team applications were designed within the context of best practices and required grant criteria. The successful applications were clearly linked to teacher professional learning and gave thoughtful consideration to how to make the work sustainable once the grant funding was depleted. Finally, the project proposals awarded grants were both convincing and clearly explained as to the potential impact on student development as well as describing a practical

and realistic approach to measuring team goals.

As Covid chaos continues to impact schools, recognition must be given to all teachers who submitted an application. It is hoped that all who submitted an application benefited from this collaborative experience of developing a professional learning project to improve both teaching and learning.

The grant recipients will receive their cheques, as well as the TDPL manual containing information to support record keeping requirements and current research pertaining to professional learning. Teams may extend their work until December 2022.

The grant criteria requires that each project include a sharing component. We look forward to learning more about the successes and challenges teams experience as they go through a personalized learning process designed to deepen teacher understanding and, ultimately, enhance student learning.

Works Cited:
Nelsen, J. & Cudeiro, A. (2009). Lasting Impression. *Journal of Staff Development*, 30(5), 32-35.

Grant Recipients 2022

Keswick Valley Memorial

Moving our Students Forward with the Science of Reading

Team Leader: Crystal Bourgoin

Sussex Elementary

SEL Mindfulness Project

Team Leader: Raya Khedheri

Dorchester Consolidated

PBL with Purpose

Team Leader: June Leger

Oromocto High School

Pre-Calculus 11, Outcome Based Assessment Pilot

Team Leader: Sheridan Mawhinney

Fredericton High School

Strengthening Assessment and Reporting Practices in High School English Language Arts

Team Leader: Amy Bourgaize

Supporting SEL with in the adage of Einstein in mind

by Tina Estabrooks,
NBTA Staff Officer



Welcome to *The Leadership Corner*, a shared space intended to support the work of New Brunswick school leaders.

“The definition of insanity is doing the same thing over and over again and expecting different results.”

~Albert Einstein

Over the past decade, education has expanded methods to support professional growth. In addition to events like a conference or a one-day workshop, coaches, lead mentors and school-based champions provide a grassroots approach to enhancing teacher performance. Some colleagues believe that one-off professional learning (PL) experiences fail to provide the substance necessary to evoke sustainable change. They suggest that the latter, more intimate, methods are the preferred way to build teacher efficacy. Although their rationale has merit, I like (and miss) the energy associated with large keynote sessions. I always leave pumped, eager to dive deeper into the learning and experiment with my own practice. In addition to enjoying a passionate address, I relish the opportunity to engage in robust conversation with like-minded individuals sitting nearby. Typically, the learning extends beyond my expectations and provides multiple, unique perspectives that align with my specific learning goal. This is not to suggest that teachers cannot achieve the same inspiration via mentoring sessions but, for me, there is a different power that ignites during the larger event.

Prior to the pandemic, the opportunity to participate in meaningful and engaging one-time PL events was difficult and current circumstances have limited the prospects even further. The scarcity of replacement teachers, coupled with exhaustion and exuberant cost, creates prohibitive scenarios. However, professional learning is needed now more than ever. The abrupt and compulsory response to the pandemic deprived teachers of any option to ease into new approaches. Many were pushed into unfamiliar terrains where, on a dime, they had to learn new technologies, adopt prioritized curriculum, and embed social emotional strategies into their practices. Although every educator I know epitomizes the “lifelong learner”, the hasty experience must have been exhausting. In these gruelling days of COVID, I suspect that most educators would appreciate any opportunity to feed their professional growth by participating in an energetic and inspiring learning session.

This article briefly examines what is necessary for professional learning to result in improved practice. It also details an opportunity that may entice anyone looking to strengthen their understanding of social emotional learning (SEL) and those wanting to enhance their ability to weave it into the fabric of a school. I hope you enjoy

the read and consider attending the event.

In his article, *What's Key to Sticky PD?* Fred Ende shares the ideas of colleagues who contend that the recipe for an optimal learning experience requires the following ingredients:

1. The learning must connect to the experiences of the audience and the facilitator must illustrate passion.
2. It must activate the participant, aligning with the goals and parameters of the work.
3. As well as being optional, the audience must have a voice in the design prior to the event and the opportunity to reflect afterwards.
4. The experience must provide sufficient time for the facilitator and audience to connect with each other and enough time to create a sense of urgency.

The NBTA is pleased to announce a professional learning opportunity that aligns with these recommendations and supports leaders striving to embed SEL practice into the school culture.

Thomas Hoerr, Ph.D., has a long history of studying the social side of learning and how leaders can help children achieve optimal success. He has authored many well-known educational reads:

- *Becoming A Multiple Intelligences School* (2000)
- *The Art of School Leadership* (2005)
- *School Leadership for the Future* (2005)
- *Fostering Grit: How do I prepare my student for the real world?* (2013)
- *The Formative Five: Fostering Grit, Empathy, and Other Success Skills Every Student Needs* (2015)
- *Taking Social Emotional Learning Schoolwide* (2019)
- *The Principal as Chief Empathy Officer: Creating a culture where everyone grows* (2022)

Saturday, March 26, 2022, Dr. Hoerr will offer a day-long professional learning session for members. The learning is open to all members of the NBTA and will be of particular interest to current and aspiring school leaders.

During my tenure as a school leader, I used *The Formative Five* as a tool to open reflective dialogue with staff. The school team served a high priority community and cared deeply for the children and their families. Staff effort was incredible and

“Back then, empathy was an emerging topic and I was uncertain if a deviation from historical practice would be well received. What I did know was that Einstein’s definition of insanity haunted my thoughts. I was attracted to The Formative Five because empathy and grit were prominent in the reading and notable educators were suggesting this was the way to go.”

by all accounts, teachers were doing amazing things. However, their relentless resolve did not produce the desired results and student engagement was low. At the same time, I was learning the benefits of empathy when working with children. This led to the belief that, if the children were to succeed academically, a concerted effort to improve student mental state was needed. Back then, empathy was an emerging topic, and I was uncertain if a deviation from historical practice would be well received. What I did know was that Einstein’s definition of insanity haunted my thoughts. I was drawn to The Formative Five because empathy and grit were prominent in the reading and notable educators were suggesting this was the way to go. Dr. Hoerr presents six trends, three of which are worldly predictions and three being educational predictions. He then contends that teaching five specific skills will help students succeed in the future. The book defines each skill, provides tools to assess personal awareness, and offers strategies to advance current practices. For me, the book was a mechanism to plunge the team into the abyss of authentic school-based reform.

Dr. Hoerr’s current work *The Principal As Chief Empathy Officer: Creating A Culture Where Everyone Grows* offers school leaders new ways to think about leadership and specific strategies to help everyone grow.

This book is designed to build and foster principals’ and other school leaders’ empathy to help them better understand and appreciate others and become more effective leaders. A principal’s skills, knowledge, and experience are important, but relationships are the essence of leadership. For that reason, it’s essential for principals to become their school’s Chief Empathy Officer (CEO). This book speaks to principals, but the ideas and lessons apply to anyone in a school leadership role. (2002, p. 1)

I suspect that school will never be the same. In addition to changed methodologies and curricula, responding to the mental health tsunami is and will continue to be a critical responsibility of the principal. So how might one heed Einstein’s warning and avoid insanity? What could a responsive approach look like? The March 26th session will dive into the benefits of becoming the Chief Empathy Officer and offer time to build a personalized school plan that responds to the needs of your entire community.

Dr. Hoerr will elevate your motivation and provide tools to facilitate relationships to weather any educational storm.

In keeping with Fred Ende’s ingredients for sticky PD, this session includes:

- An opportunity to customize the day by sharing questions and topics of interest prior to the event (sticky ingredients 1, 2 & 3)
- An opportunity for current principals to engage in a breakfast conversation with Dr. Hoerr (sticky ingredient 1, 2 & 4)
- A motivational keynote address (sticky ingredient 1 & 3)
- A two-hour workshop to plan a personalized strategy (sticky ingredient 4)
- A copy of *The Principal As Chief Empathy Officer: Creating A Culture Where Everyone Grows* (sticky ingredient 3)

Event Details

When: 8:30 am - 3:00 pm,
Saturday, March 26, 2022

Where: NBTF Building,
650 Montgomery Street, Fredericton

Fee: \$30.00

Registration Deadline: Wednesday, March 16, 2022

To register, contact Janet Peabody at janet.peabody@nbta.ca. If you have any questions about the conference, please contact Tina Estabrooks at tina.estabrooks@nbta.ca.

You may be eligible for an NBTA Educational Improvement Grant to assist with any associated costs. Please visit the NBTA website for more information <https://eigs.nbta.ca/>.

For those living outside of the city, the Radisson Kingswood offers a discounted rate of \$103 + hst for NBTA members.

We hope you can join us for a full day of learning!



In the event of unforeseeable circumstances related to Public Health measures, the event may be offered online or be postponed. Notification of any change will occur on March 14th.

Works Consulted:

Ende, F. (2021, February 1). What’s Key to Sticky PD?. Retrieved from ASCD: <https://www.ascd.org/el/articles/whats-key-to-sticky-pd>

Hoerr, T. (2017). *The Formative Five: Fostering Grit, Empathy, and Other Success Skills Every Student Needs*, Alexandria, VA: ASCD

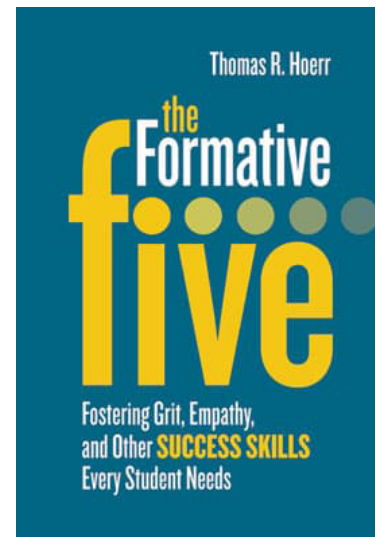
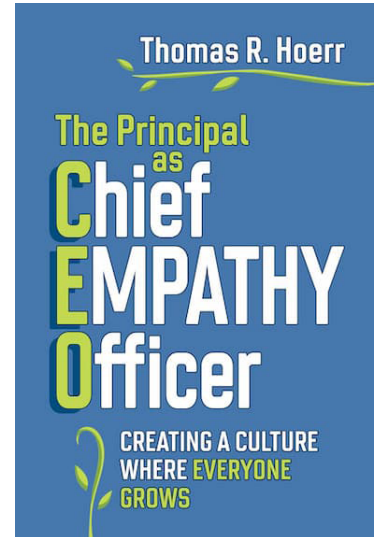
Hoerr, T. (2022). *The Principal As Chief Empathy Officer: Creating A Culture Where Everyone Grows*, Alexandria, VA: ASCD

Preparing Students for Success in Life with Dr. Thomas Hoerr

March 26, 2022
8:30 am - 3:30 pm



Dr. Tom Hoerr led students for 37 years and is currently a Scholar in Residence at the University of Missouri-St. Louis, teaching in the Education Leadership program. His newest book, *The Principal as Chief Empathy Officer: Creating a Culture Where Everyone Grows*, was published in January 2022. His previous two books, *The Formative Five: Fostering Grit, Empathy, and Other Success Skills Every Student Needs* and *Taking Social Emotional Learning Schoolwide: The Formative Five Success Skills for Students and Staff*, highlight the importance of SEL in preparing students to succeed in life and show how school culture can be a tool for implementing SEL. Hoerr has written four other books, more than 165 articles, and has presented at conferences around the world on SEL, grit, school leadership, multiple intelligences, faculty collegiality, and the Formative Five.



Preparing Students for Success in Life

What's the purpose of education? Author of *The Formative Five: Fostering Grit, Empathy, and other Success Skills Every Student Needs*, Dr. Tom Hoerr believes that academic achievement should be the floor, not the ceiling, of the expectations we set for our students. In the morning, he will present the Formative Five Success Skills (empathy, self-control, integrity, embracing diversity, grit) and show how school culture can become a powerful tool to help prepare children to succeed in life. In the afternoon session, we will engage in collegiality as we learn with and from one another, designing strategies and practices to implement SEL.

**Contact Janey Peabody (janet.peabody@nbta.ca)
by March 11, 2022 to register**

*In the event of unforeseeable circumstances related to Public Health measures, the event may be offered online or be postponed.
Notification of any change will occur on March 14th.*

You're not alone!



Dawn Beckingham,
NBTA Staff Officer

Since March 2020, we have all felt in many ways like early career teachers. What a learning curve it's been! If you are new to this profession and feel as if you are unprepared for what you've experienced in the first half of the 2021-2022 school year, you're not alone. Even experienced teachers are questioning their abilities.

You may have heard the phenomenon of "The Great Resignation". The term is believed to originate from Anthony Klotz at Texas A&M University when 4 million Americans left their jobs in April 2021. According to Matt Lundy's October 27, 2021, article in *The Globe and Mail*, 'The Great Resignation'? It's not happening in Canada, there seems to be less of a trend north of the border. You can find several other economists that will tell you the same thing. Does this mean we don't have to worry? Knowing the struggles that early career teachers are experiencing this year, added to the situation of unfilled absences due to supply teacher shortage, I'm very concerned. However, my optimism kicks in and I have hope that as a collective in the field of education, we will support each other, and we will get over this hump.

My first bit of advice for early career teachers is to remove your personal pressure of having a perfect classroom. Be kind to yourself and allow the process of learning the profession to happen. This will take some time. If you can find a solid mentor within your building, that would be fantastic. You can learn so much from your colleagues. Reaching out does not show a sign of weakness, on the contrary, it's a sign of professionalism by showing initiative to grow. Imagine a student in your classroom that isn't asking clarifying questions and as a result, isn't reaching their academic potential. Wouldn't you want them to reach out? Or a student who is struggling with mental health silently. Wouldn't you want them to talk to you? Recognize that you are part of a large team that consists of your school colleagues, your district leads, your local NBTA branch contacts and your NBTA staff officers. Your team is here to support you.

My second bit of advice is to work extra hard on making student connections. The initial energy put into this will be extremely beneficial in the end. It is particularly important for at-risk students. Validate their stresses and struggles, both academic and personal. You will see classroom management improve and you will feel greater job satisfaction. Students need to know that they are not alone as well. Teaching is not glamorous and there are no incentives associated with working the extra hours often required. We do it for the love of teaching and for the love of our students. It may not be apparent to you at this moment, especially if you are struggling, but you can make a difference in the life of a student.

My third bit of advice is to take advantage of as many professional learning opportunities that come your way. Knowledge is power. NBTA has hosted Saturday workshops for early career teachers this year. If you didn't have the chance to join us, reach out to let us know if you are interested. We also have a Classroom Management 101 workshop that will be offered throughout the year. Each district has a mentor program for first-year teachers. Ask your administrator whom to contact at your district if this had not been set up for you yet. I am currently advocating to have EECDC expand their year one program to complement the NBTA POINT program which supports teachers in their first five years. Year three and four teachers are reminded that they have a day of release time through our POINT program for professional learning. Contact your local NBTA POINT rep for more details. It bears repeating – You're not alone!

Hang in there, reach out and remember why you entered this great profession. Know that you can and will make a difference in the life of a student.

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Stepping UP: Realizing Culturally Responsive Schools We're Not the Same: A Journey in Therapeutic Education

Co-authors: Linda Davies, Edith Doucet, Sean Hochstetler,
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Monique Hughes and Tina Estabrooks

Opening up the existing cracks – between identity and ability – will allow and encourage more effective universal guidelines and conversations.

David Rose

CAST UDL Rising to Inequity Initiative

Dear TESS,

I am writing this to you in my second and final year in NBCC and on the great path to graduating come June from culinary arts management! I have pushed most of my year through every obstacle I have been facing and I seem to come back to a time where I wasn't so sure on anything even myself! I think of times where all of you were great supports, helping hands, leaders, teachers, and overall people who were always there for each one of us! It has been a long 3 years since I have walked the halls and attended classes with the amazing people who made school almost a second home to me. I just want you all to know how proud I am to have been part of something so amazing and be able to say with pride that it is because of the people there that made my life a success. Although I still face hard days and days where I don't want to face the world, I remember the lessons that I was taught... keep pushing, do your best, success is always within grasp! I miss being a part of the family that was created in those halls. I am proud to say that I grew with everyone there as a person, as a student, and into the successful life I am living now. I am where I am in my life because of the kind hearts, the stern ways, the love, and the passion that you all have had towards me! I will forever be grateful for you and can't thank you enough for taking a chance on me when I had no other choices in life and was heading down a road where I don't even want to know where it would have ended! ...Thank you from the bottom of my heart for putting up with one hard-headed, stubborn person that was searching in the fog for any kind of line to pull me out. Thanks for being there when [I] needed you the most!

Always pushing forward to strive for better,
Montana Hutchison (TESS graduate)

The Therapeutic Education Support Site (TESS) responds to at-risk students by placing them at the center of all learning. Working from a strength-based perspective, TESS reimagines what alternative education can be. TESS opened its doors in the fall of 2017. The team of ten educators (principal, 4 subject teachers, art teacher, shop teacher, guidance counsellor, resource teacher and intervention worker) has supported 600+ learners in grades 9-12. Since the beginning, staff members, have been on a continuous journey to develop a multifaceted approach that includes personalized learning, integrated services, trauma-informed care, project-based learning and whatever else their diverse population needs to be successful. We thank the TESS team for their contribution to Stepping UP.

TESS as seen through the eye of the team:

The TESS site consists of a diverse group of young people between the ages of 14-21. Their backgrounds influence how they approach situations, present themselves, and navigate the school and social environments. When staff and other students model authenticity, students are more inclined to positively integrate into the culture of the school. The TESS environment differs from the traditional siloed system, where a safe space to express oneself is limited. TESS staff have witnessed how a distinct and innovative structure promotes freedom of expression, which is woven into the fabric of our school.

What was your motivation to embark on this work?

We work with students who have felt disenfranchised by the traditional school system. Data analysis focused on input from incoming clientele that identified student non-engagement, chronic absenteeism, chronic course failure/incompletion, and overwhelmed education staff. Equally challenging were the perceptions and lack of engagement from parents and guardians who were frustrated with prior experiences. We wanted to provide students and families with ownership over their educational experience and bridge the many gaps that had accumulated. With this mission, students and teachers examined unconscious biases and adopted a strength-based, personalized, project-based, learning environment.

As educators, we want to be a part of a program that can challenge accepted policies and procedures, with the freedom to do what is necessary to reach and help students. At TESS, students find the opportunity to experience something genuine and intentionally crafted. Many of our staff were drawn to this program because of their own past struggles in school.

What did you find that you needed to learn? How did you go about this?

From a leadership perspective, we needed to address the fact that we couldn't change outside perspectives and institutionalized barriers. We had to engage with high school teams and use the data and evidence to prove that our approach was valid. We did this while advocating for the autonomy to operate the way we knew would best serve the interest of the students. Emphasis was

placed on sharing responsibility for implementing restorative practices and creating a culturally responsive, personalized learning environment. Once this was embedded, the next step was to learn how to enact strength-based programming for students who tended to believe they didn't have any positive characteristics, strength, or agency! In order to address student trauma, staff needed to be open and vulnerable with students. We learned that maintaining and teaching healthy coping mechanisms and personal wellness were of prime importance.

What were some challenges and how did you move forward?

At the onset, a student-centered approach with a culturally diverse student population was rare. There were a variety of challenges that, once addressed, led to successes. Parents and students were initially resistant to a new way of learning. Despite unsuccessful histories, they were comfortable with traditional education models. To move forward, staff and students needed to quickly build a rapport, build a culture of openness and acceptance, work to change the perceptions of those outside this innovative school community, and encourage students to take ownership of their individual educational programs. This came with growing pains as did finding adequate funding and time. All staff undertook the process of writing for grants and finding supportive stakeholders willing to invest in the education of our clientele. This team effort paid great dividends.

We used a social-emotional lens (SEL) in all undertakings. SEL was not an add-on in this school – it became the fabric of how we taught. We met as a whole staff every day to debrief student successes and maintain our momentum. The reminders of student success were transformative. The meetings enhanced

staff flexibility and strengthened accommodations to support student potential. Additionally, we were quick to renovate and intentionally design the physical spaces for students to learn.

What was the involvement and reaction of students and families?

Students and parents are our proudest ambassadors. We observed gradual improvement in student homelife and concurrently home and school relationships improved. Based on the OurSchoolSurvey, students identified a substantial increase in advocacy. We find our innovative approach helps build trust and facilitates stronger connections with students. Feedback from students and families indicates that TESS has given them an opportunity to be successful and, in the absence of the program, they might not have realized these successes. Students don't want to leave. Some graduates return and volunteer, while others stay in touch, with many openly celebrating their successes.

What were the results and/or benefits of the work?

The most interesting part of our work has been the mutual benefit that comes from working with the students who provide energy. Staff voice sentiments such as “they offer us the opportunity to grow and transform as people.” The success of our students has increased the visibility of personalized education and strength-based approaches. Artifacts that students produce allow for self-reflection, which enables students to draw upon personal experiences and foster resiliency in school and life. These profound realizations inspire those that work at TESS and challenge the educators to continue to be innovative and vulnerable in our teaching practices. It also challenges us to



continuously reflect upon our purpose which is to positively impact youth.

Students had opportunities to present at international conferences and have been on CBC TV/radio. They challenged the narratives of “at-risk” youth and, in many cases, witnessing this student tenacity increased teacher self-efficacy.

What are your next steps? How will you continue to move forward?

Ensuring continued success is reliant upon our ability to accept change as a fundamental component of growth. We believe the focus of our education system needs to be student-focused and students should drive the programming. We are currently navigating a global pandemic where instances of poor mental health and illness are increasing. As a school, we are navigating uncharted waters and need to remember to anticipate and proactively respond to the needs of our students. Finally, we are hopeful to be more visible and be able to dismantle some of the institutional boundaries that impede progress for any student facing personal struggles, including those with mental and emotional concerns.

All staff are ambassadors for the program. We will always be willing to adapt and change approaches based on whoever is in front of us. Our individual/collective responses to student needs and voice will continue to shape future programming. We hope to further our own research, adapt our approaches and expand to larger educational contexts.

What advice might you give to others who want to work on realizing a culturally responsive school but are unsure of how to start?

Any school or team wanting to examine or create a culturally responsive school could start by observing individual biases within themselves, the system, and the community. Supportive actions include:

- Ongoing professional learning
- Input from students/parents and teachers embedded in any framework
- Time, within school hours, for teachers to collaborate, share data/evidence, debrief, celebrate successes, and complete regular check-ins to discuss actions taken and how effectively they've worked
- Understanding student data and evidence and using it to inform and direct the needs and goals of the school
- A willingness to be vulnerable, trust other colleagues, reflect, and be flexible with pedagogy
- Making every effort to facilitate constant dialogue between kids, parents, staff, educators, and stakeholders
- Being open to change



School Indicators:

Many school improvement indicators are involved in this work. Here are a few:

- 6.1 School leaders are actively involved in creating and furthering an inclusive school culture.
- 10.2 The principal encourages, welcomes and employs feedback from staff members, students, and families.
- 10.3 Administrators facilitate and support engagement in professional learning and leadership activities for and by staff members.
- 11.1 School leaders prioritize tasks, create structures, and manage time to support effective team practices, professional learning, and innovation.
- 12 The school fosters the development of student leadership skills and the modelling of appropriate behaviours by peers.
- 15 Teams meet regularly to discuss planning, instruction, intervention and innovation using student data.
- 15.4 School leaders work with teachers and teams in gathering and interpreting data on student performance to inform decisions, including setting targets to close achievement gaps.
- 16 The school collaborates with a diverse network of partners to support the goals of the school improvement plan in order to extend opportunities for students.
- 16.3 Families and community members are actively involved in the school.
- 18 There is a culture of reflection, evidence-informed inquiry, and innovation, designed to achieve positive student outcomes, and to advance individual and collective efficacy.

Recommended Resources from the TESS Team:

Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management (ASCD 2015)

This book highlights restorative practices and presents positive steps in helping students/staff learn to resolve disagreements, take ownership of behavior, and engage in acts of empathy and forgiveness to move forward. Weaving restorative practices into everyday practice was a learning process that required staff and students to learn together, support each other, and celebrate together.

The Motivated Brain: Improving Student Attention, Engagement, and Perseverance (ASCD 2015)

This book helped staff understand the complexities of Project-Based Learning (PBL) using a strength-based instructional lens. Our PBL approach required complex curriculum mapping to allow transfer of both social emotional and academic learning to real world situations. This was foundational and formed our yearly themes such as What's On Your Mind?, Alice in Wonderland, Dystopian World View and the current year theme of Wizard of OZ.



Book Giveaway

If interested in these titles, please email tina.estabrooks@nbta.ca and provide the name of the book and your current school.

Stolen Lives: The Indigenous Peoples of Canada and the Indian Residential Schools ~Various authors

21 Things You May Not Know About The Indian Act: Helping Canadians make reconciliation with Indigenous Peoples a reality ~Bob Joseph

Courageous Conversations About Race: A field guide for achieving equity in schools ~Glenn E. Singleton

Big Ideas for Expanding Minds: Teaching English language across the curriculum ~Jim Cummins & Margaret Early

Better Than Carrots or Sticks: Restorative practices for positive classroom management ~ Dominique Smith et. al.

Tapping The Power of Personalized Learning: A roadmap for school leaders ~James Rickabaugh

My Words Flew Away Like Birds ~Debra Pearson & Shrija Jain (elementary level storybook)

Councils

NBTA Elementary Council Institute Hits the Road

by Tamara Sealy, Nutrients for Life Foundation Canada.



On November 25th, sixteen teachers from across Anglophone East boarded a bus in Sackville to tour local farms to learn more about what it takes to feed a very hungry world.

The first stop on the tour was at Timber River Eco Farms, where teachers had a tour of their potato processing and warehouse. Our hosts Pirmin and Jonathan Kummer were happy to share their story on how to grow spuds and answered many questions from the group.

Trueman Blueberry Farm was next on the agenda where the teachers learned about how this 175-year-old farm has evolved into its current format of wild blueberries, bees, agrotourism and, of course, homemade ice cream!

The afternoon began with a stop at Terre Beata Cranberry processing facility where teachers learned how cranberries and wild blueberries are cleaned and processed right in Sackville to ship to countries all over the world.

Jessica Prescott was our host for the last tour stop of the day where the teachers toured their dairy barns, milking robots and we cannot forget the cutest maternity ward around.

The day was well spent learning about local agriculture and ways to incorporate some topics into their classrooms. There was some great feedback from the day, and we hope to continue to roll out this format in other areas of the province.

Elementary, Middle, and High School Teacher Recognition Awards 2022

by Breanna Saulnier, Middle Level Council

“The most valuable resource that all teachers have is each other.”

– Robert John Meehan

All of you have been doing a wonderful job of rolling with the changes of this academic school year. Perhaps there is a colleague that you wish to honour or acknowledge for many different reasons. Now is the perfect time, because the NBTA is accepting nominations for the annual Elementary, Middle Level and High School Council Teacher Recognition Awards.

Are you unsure if your colleague would qualify for recognition?

- Do you have a colleague that has contributed to boosting teacher morale and wellness?
- Do you have a colleague that is committed to teaching and supporting individual student development?
- Do you have a colleague that engages students by creatively integrating subjects with hands-on strategies and problem-solving for community involvement while offering constructive feedback?

- Do you have a colleague that participates in professional activities? (e.g., serves on an NBTA Council or Committee, offers Professional Learning, prepares documents for the teaching profession, participates and implements professional learning in their teaching, and/or mentors new teachers)

If you found yourself answering “yes” to any of the questions above, your colleague would be a candidate! Their contributions to one or all of the following categories are award-worthy: school environment, school spirit, student learning opportunities, teacher morale, individual student development, and/or professional activities.

It is easy to nominate on our newly revamped website (www.nbta.ca). Go to Your NBTA > Councils and click on Award for either Elementary, Middle Level, or High School. The deadline to nominate your colleague is April 1, 2022.

We look forward to reading about all the wonderful contributions your colleagues are making to the teaching profession. Thank you for applying and acknowledging New Brunswick teachers’ finest resource, other teachers!

Finding Flow in the Theatre

by Karrie Harris, High School Council

Flow was introduced into the field of Positive Psychology by, Mihaly Csikszentmihalyi in the 1970's and has been proven to be highly connected to well-being and flourishing. Being in Flow is the mental state we are in when we become totally immersed in an activity, losing all sense of time, feeling focused, energized and fully involved in the enjoyment of the activity. People find flow in many different activities, but it is most often described by people engaged in the creative arts. There are many benefits to finding flow, especially when considering the positive impact on our mental health. It requires a deep level of concentration, focuses our attention on the here and now creating a mindful experience which lowers stress and improves well-being.

Throughout the last 22 months (but whose counting) we have lost a lot. Students lost their sense of normalcy and the arts in particular, took a hit, with the canceling of band, choir and musicals. This fall, however, Rothesay High School endeavored to put on a show and despite many set-backs, they did it! Needless to say, they were presented with numerous barriers, including cancellations, postponements, vaccine requirements, isolations and school closures to name a few, but they showed great perseverance and grit in bringing this show to the stage.

In Positive Psychology, the focus is on solutions, strengths and resilience. So, while it is important to acknowledge the challenge and difficulty, it is equally important to shift to a mindset that allows for growth and flourishing. Engaging fully in rehearsals, focusing on the goal, and seeing the big picture, have been excellent coping tools for the students and teachers involved in this production and for this they should be commended. In a conversation with the musical director of the show, Jenny Shea, she shared that during rehearsals, all sense of time was lost, kids were engaged and having a ball, it was so nice to see them back in their element. This is a perfect example of flow!

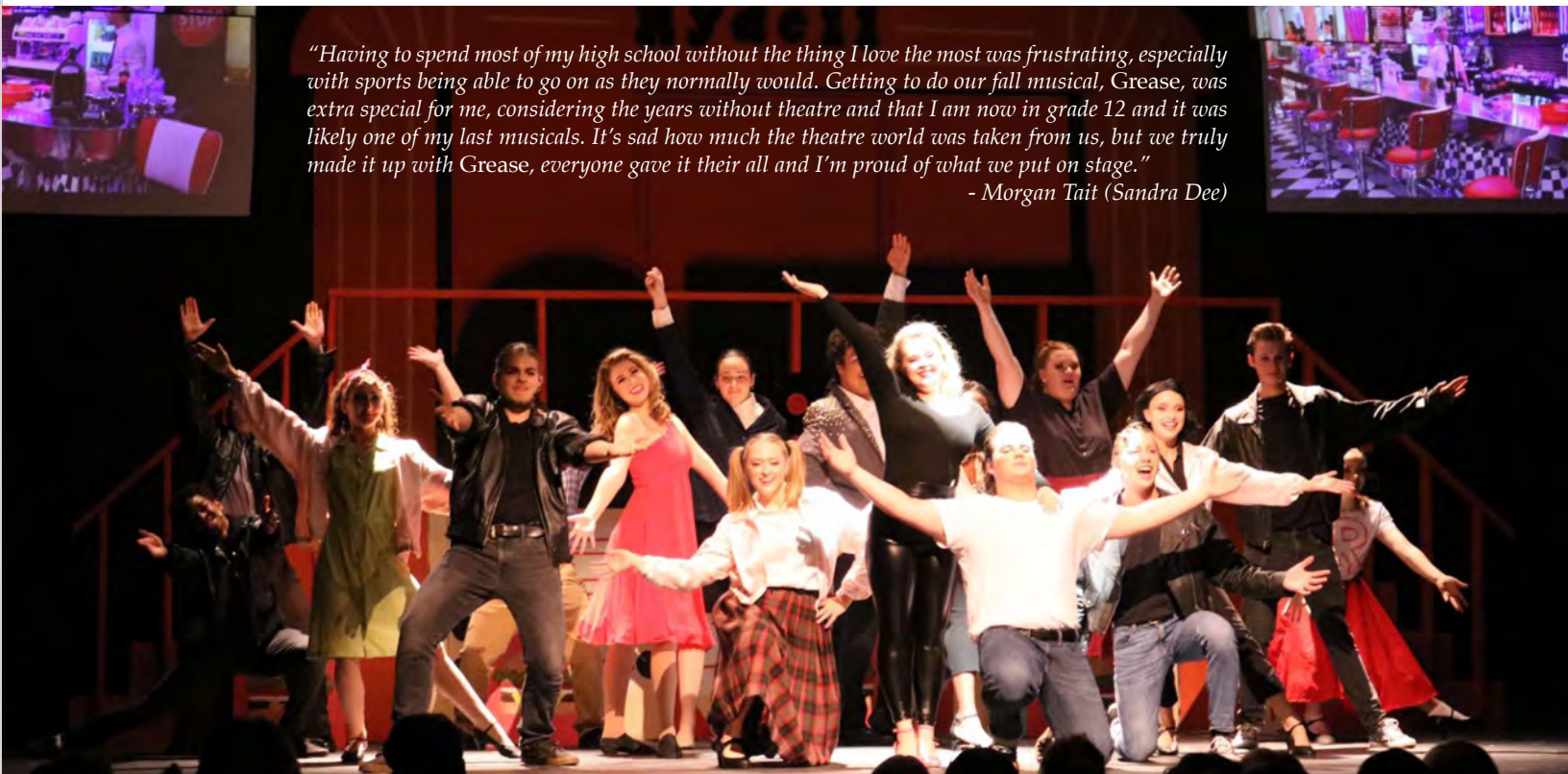
Finding flow requires self-awareness and self-love. In order to immerse oneself fully in an activity that brings them joy and light involves making oneself a priority. While this may be very challenging, it is crucial that teachers and students take the time to sharpen the saw, invest in themselves and focus on what it is that brings joy. The result of prioritizing oneself will do wonders for establishing a sense of well-being, which is much needed by all in these times.

Bravo to Rothesay High School for digging deep and putting together a beautiful performance of *Grease*. This example of grit, perseverance and resilience is an excellent reminder of the importance of taking time to invest in that which brings joy.



"Having to spend most of my high school without the thing I love the most was frustrating, especially with sports being able to go on as they normally would. Getting to do our fall musical, Grease, was extra special for me, considering the years without theatre and that I am now in grade 12 and it was likely one of my last musicals. It's sad how much the theatre world was taken from us, but we truly made it up with Grease, everyone gave it their all and I'm proud of what we put on stage."

- Morgan Tait (Sandra Dee)



May 6, 2022

Virtual Council Day 2022: Forever Evolving



Elementary Council



Middle Level Council

Elementary, Middle, and High School Councils met in October 2021 and decided to work together to plan Virtual Council Day for 2022.

This decision was based on the knowledge of the day from Public Health, along with the uncertainties of what lies ahead. Since then, your Council volunteers have collaborated on what promises to be an excellent program.

The conference platform will be the same as last year, Zoom. A wider variety of sessions will be offered this year, as the program has been expanded. Eager to know more? Find out in the next issue of the NBTA News.

ATTENTION TEACHERS!

Are YOU eligible for a PAY RAISE?

Are you an **EARLY CAREER TEACHER** with previous work experience that is related to teaching?

Apply to have previous work experience count!

If you are a new teacher who has previous work experience that is related to teaching, you may apply to the Office of Teacher Certification to have it considered for an increase on your salary grid. The form you need is available from the NBTA website www.nbta.ca. Click on the Certification button and download the form called **Application for Work-Related Experience for Salary Purposes**. You should also contact your district office to ensure that all supply teaching experience has been credited.

March 31st is the deadline to have the increase back-dated to January 3, 2022.

Are you a teacher who has **COMPLETED COURSE WORK** towards a certification upgrade?

Don't forget to apply for your certification increase!

The form you need is available from the NBTA website www.nbta.ca. Click the Certification button and look for the Application for Upgrading Teacher Certification Level at the bottom of the page with other forms.

Don't forget to include the evaluation fee!

March 31st is the deadline to have the increase back-dated to January 3, 2022.

Save the Date!

DSS 2022

Developing Successful Schools Conference

July 12-15, 2022
(Tentatively)

"This was an extremely practical session that will support our work with teachers and leads. Networking opportunities were very productive and I learned a lot from around Atlantic Canada."

— DSS Attendee

Conference on New Techniques and Classroom Teaching

CONTACT -2022-

This 3 ½ day conference explores educational trends as well as simply great teaching techniques that stand the test of time. It includes sessions facilitated by classroom teachers from all four Atlantic Provinces.

August 2-5, 2022
Hosted by NSTU

Deferred Salary Leave

Michael Ketchum,
NBTA Staff Officer



While conducting a Pension Seminar, the topic of Deferred Salary Leave (DSL) came up and a teacher shared this story. She said “Mike, I was on my deferred time off and travelled to Italy (pre-Covid). While there, I was enjoying the sunshine on a hillside vineyard and realized I was getting pensionable service to do it. How good is that!”

Her story makes a couple of points about DSL. The first, is that while paying into the DSL and while off, teachers contribute to the teachers’ pension as if they are working full time. There is **no negative impact** on a teachers’ **pension** while enrolled in a DSL. The other point is that teachers can travel, or basically do what they wish, while off.

There have been some teachers who began a DSL plan, from their very first contract and continued until retirement. This resulted in two things happening. Primary was that every few years they could look forward to having a year or a portion of the school year off to do “other” things. Second, was they never had to adjust to a reduced salary, because they were always paying into the plan. Doing this can certainly break up the hectic pace of a teaching career by providing some strategic breaks throughout.

The basic premise of a Deferred Salary Leave, is that teachers pay into the Plan over a period of years and then take time off from teaching. The options available to be off vary from 4 months to a year, depending on the grade level teaching. This is where the terms like 3 over 4 and others, come into play. The “3 years” represent the time paying into the deferred and 4 represents the year during which the teacher is off. Other plans available are; 2/3, 3/4, 4/5, 5/6 and 6/7. By choosing a longer plan, teachers have a smaller reduction to their salary, due to paying into it over more years.

A Deferred Salary Leave may be just what is needed to get you through your teaching career. Information on the Deferred Salary Leave plan can be found on the **NBTA website** under **Member Services > Leaves**. The deadline to apply for the upcoming year is February 28th. If you have questions about this, please contact NBTA Staff, Michael Ketchum.



So, You Have Decided to Retire?

Below is a checklist of things you should do when you have decided to stop teaching and receive your pension.

Retirement Process

- Verify that you are eligible to retire by contacting NBTA or Vestcor Pension Services.
- Notify your superintendent, in writing, of your intention to retire: specify the date of retirement (always at end of the month - e.g., June 30, 2022)
- Make arrangements with a financial institution to have your retirement allowance placed in a RRSP account or any other registered investment mechanism.
- If you are age 60 or over, do not forget to apply for the Canada Pension (CPP).

Note: In the case of a disability pension, these steps will only occur once the teacher has received approval for his/her disability pension from the Vestcor Pension Administration Services (Pensions Branch).

Pension cheques are received on the 24th of each month, except December. For any additional information on the above process, please contact:

Michael Ketchum
michael.ketchum@nbta.ca
452-1722

District Office will contact you to complete various forms and will require the following documents:

- birth certificate for you and, if applicable, your spouse / partner
- blank / void cheque for direct deposit
- name of financial organization to send your retirement allowance
- your latest Income Tax Assessment (to verify RRSP space)

Vestcor Pensions Preliminary Retirement Statement will be forwarded to your home address. Choose the surviving spouse / partner percentage option on this document (if applicable).

Note: It is important that the Vestcor Pension Administration Services receive the necessary forms properly filled out (notice of termination and TD1) at least **90 days** prior to the month you expect to receive your first pension deposit. The school district will look after sending these forms where appropriate.

Attention 2022 Retirees!

Teachers retiring this school year will be able to choose the option of having a donation made in their honour to the **Make-A-Wish Foundation**, rather than receiving the framed, inscribed print, featuring the NBTA stained-glass window. Those retirees wishing to choose the option of a donation must **contact Tammy Boon at the NBTA by April 20, 2022** (tammy.boon@nbta.ca).



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



The Wellness Movement

Carmen Meehan is a Teacher Counsellor and Wellness Coordinator in the "Professional Counselling Service for Teachers."



Are the words Wellness and Self-Care overused and misunderstood?

In 1979 when introducing a "60 Minutes" segment, Dan Rather is quoted as saying, "Wellness. There's a word you don't hear every day." That is certainly not the case today. What does this word mean to you? Do feelings of positivity flood your being or do you groan inwardly when you hear it used? If it is the latter, right now it is understandable because it may seem like it is one more thing that you are expected to add to your already overflowing plate. While practicing acts of self-care is not meant to be the solution to all the challenges in education, it may help minimize the potential for burn-out and in turn, contribute to your longevity in education.

The wellness movement began years before Dan Rather's famous quote. Today it is a part of our culture and there are whole industries built around the concept of wellness. We are bombarded with information on what we should and should not be doing to be well. In 1961, physician Halbert Dunn published his book *High Level Wellness*. He had the foresight to recognize that the state of being well was multi-dimensional and ever-changing. He considered the body, mind and spirit all connected, interrelated and interdependent. Then in the 1970s, Dunn's holistic approach to wellness was further developed when Dr. John Travis published *The Wellness Inventory* and *The Wellness Workbook* and opened the world's first Wellness Resource Centre in California. It did take some time for the word wellness to become more mainstream and to be accepted. In 1988, 68% of the Usage Panel for the American Heritage Dictionary of the English language disapproved of the word. This panel consisted of a group of prominent scholars, creative writers, journalists, diplomats, and others in occupations requiring mastery of language. However, it gained momentum with the concept of integrative medicine and eventually, a wellness industry emerged.

Food and fitness industries experienced change and rapid growth. Clean eating no longer meant simply wiping the dirt off the carrot you just pulled from the garden before eating it. You were not training for a marathon when you ran; it was usually about getting somewhere a bit more quickly! Many medical experts and those in the self-help fields began writing books and appearing on talk shows promoting wellness and self-care. Paramedical practitioners offering services such as massage or reiki gained popularity as more people saw the benefits of adding preventative measures to their personal self-care plans. Employers began seeing the value in workplace wellness programs. Our very own Teacher Counselling and Wellness program was born in 1990 when the need to assist

teachers experiencing stress was identified, as well as the need to promote proactive approaches to well-being.

The term self-care entered the mix at some point. To practice self-care is not a selfish act and it is not about overindulgence. It means allowing time to intentionally check in with yourself and determine how you are feeling mentally, physically, and emotionally. It means identifying areas where you feel more attention and focus are needed. It is connecting with yourself. It is doing things that you like and that are within your budget. It does not have to mean going away for wellness retreats or spa days. Check out the many services partially covered through group insurance. I often get asked if you can max out each one, and the answer is yes. If you have a gym membership, make sure you use it. If you prefer to exercise at home, designate an area and make it as comfortable and inviting as possible. Walks in nature are free and, while the obvious is that it is physical exercise, we can't overlook that exposing our brain to nature benefits our mental health as well. The point is to do healthy things that bring you joy, and the cost should not increase your stress level. Presently some of these things may not be available to us due to public health guidelines but let us be optimistic that we will eventually get back to being able to access these businesses and services.

What constitutes self-care can also depend on the situation. Maybe taking a block of time to clean out and organize your closet is an act of self-care for you so that you do not waste valuable time every morning looking for something. Being kind and compassionate with yourself is too often overlooked. Sometimes we say or think negative things about ourselves that we would never dream of saying to others. Positive affirmations can help us challenge negative and self-sabotaging thoughts. Taking a few minutes each day to be thankful and grateful for the people and things in our lives can boost our mental health. Laughter can be one of the top stress busters ever! Laughing with others is the best, but with the never-ending number of funny videos to be found online, we can also enjoy a good laugh by ourselves.

With the dawn of 2022, our New Brunswick Teacher Counselling and School-Based Wellness Program is entering its 32nd year. Free confidential counselling services are available to all NBTA members for both personal and work-related issues. Our Wellness Program has grown substantially since its inception. A key component of our program is having one teacher in every school act as Wellness Rep and if possible, a few others to form

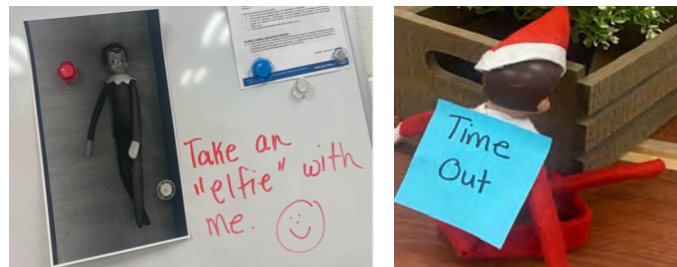
a Wellness Committee. They devote their time and energy to plan activities and share resources to promote individual and staff wellness. Take note and participate as often as you can. Covid restrictions have forced reps to scale things back, but the emails and pictures we have received are evidence that reps have been creative, and wellness is still happening in schools while following guidelines.

Have the interrelated terms wellness and self-care been overused? Possibly. But prioritizing your own well-being goes beyond mere words. What you do to be well is an individual choice, but it is so very important that you do take time for you, however that may look. Your physical, mental, and emotional health depend on it. In a blog on the Psychotherapy Networker site, Gracy Obuchowicz shares some content from her book *Selfcarefully*. She coined the term Authentic Self-Care, and she delves more deeply into recognizing its many facets. She expresses an interesting view of what can prevent us from practicing self-care, and she identifies those things as blocks.

As I wrap up this article on this stormy Friday afternoon, I think I will borrow a Danish concept, *hygge*. There is no one word to define it; rather, my interpretation is that it is about a feeling or atmosphere that is contentment and well-being. This evening I plan to curl up in my favourite chair with my warm soft blanket and new book and experience *hygge*.

Like the Danish, perhaps we need to invent our very own concept that embodies wellness and self-care! We are always open to suggestions!

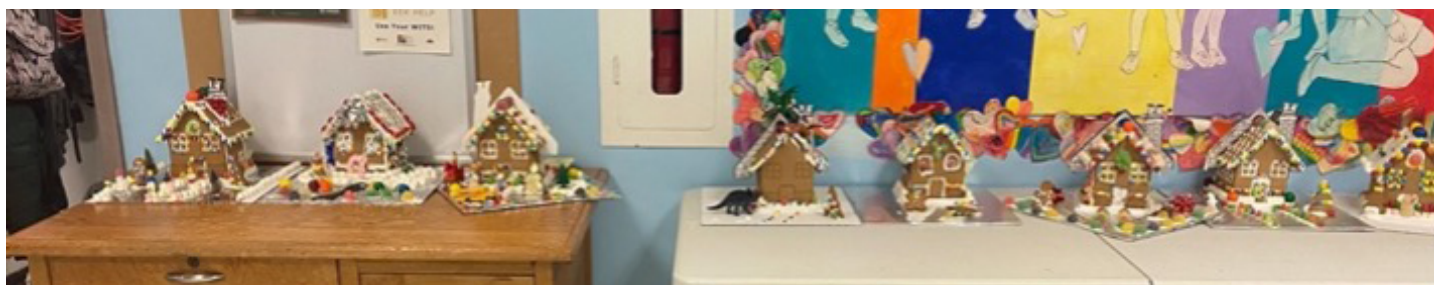
Be Well!



Chris Saunders Memorial having fun with their Christmas Elf



A most creative Christmas tree at Hazen White



Dr. A.T. Leatherbarrow's creations from their gingerbread house contest.

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- Productivity Game (2022, January 13) *Tiny Habits by BJ Fogg Core Message* [Video]. Youtube. https://www.youtube.com/watch?v=S_8e-6ZHKLS

Also Check Out:

June 11, 2022: <https://www.globalwellnessday.org/>

Great News: December Winner

Lawrence Station Elementary School
submitted by Stacey Peters

Lawrence Station Elementary School (LSES) is a small country school in ASD-S. One of the facilitators of Girl's Circle, who visits many schools in Charlotte County, along with an employee of the Fundy Region Transition House, were impressed by the students in our building. One of her last visits in November, she asked the students in various schools if they were looking forward to Christmas and their visit from Santa. The answers she received from our students melted her heart. Instead of answers like "a new gaming system" or "a tablet" she got answers like "a new pair of boots" or "a new snowsuit so I can play in the snow". Her husband and she decided to bless the students at LSES with their Christmas Outreach this season. So, together with the Transition House, LSES students were blessed with a little extra this Christmas!

Every student in our school received a pair of new pyjamas, new slippers, mittens, a toy or two, a bag full of breakfast items to use Christmas morning. The Fundy Region Transition House provided at least two to three extra toys per student. It's safe to say that the boys and girls at LSES were spoiled this Christmas! We have an amazing staff at LSES. While talking over lunch one day, it was decided that LSES staff needed to find a unique way to make the deliveries extra special for our student body. So, with the cooperation of our transportation manager, one of our school bus drivers, and the entire staff, we made the



delivering of gifts, something to be remembered by all! LSES Elves delivered gifts to each student's home! We were met with smiles, hugs, and even some tears!

I have been in the school system for over 20 years, and this by far was one of the most rewarding, bucket filling activities I have ever done with my work family. It truly was one of the BEST DAYS EVER!

#DedicatedNB
TEACHER

There is always something newsworthy happening in the schools
of New Brunswick!

Use the new hashtag on Facebook or Twitter and we will spread
the word about these wonderful initiatives.

Don't use social media? Send a photo and a three-line caption to
nbta.communications@nbta.ca

All Supply Teachers must register each school year at www.nbta.ca *(after working their first day)*

Visit these websites for more information on rights,
responsibilities, and benefits:

www.nbta.ca

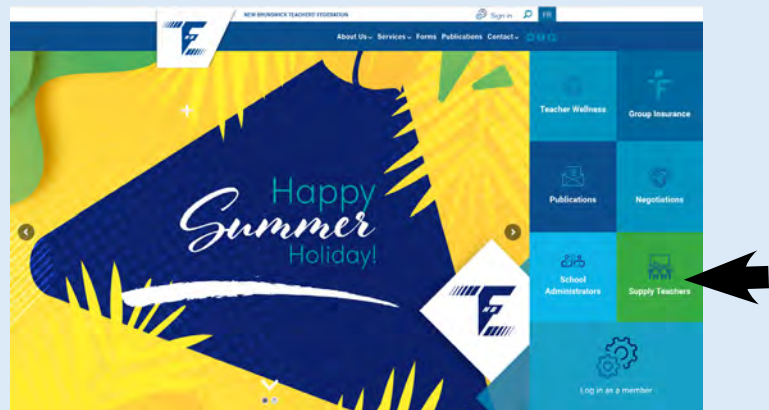


click on:

Early Career and Supply Teachers



www.nbtfffenb.ca



click on: Publications > Category >
Collective Agreement



Members' dues are deducted automatically, whether registered or not.

Registering with the NBTA means you have also registered with the NBTF

If you are experiencing difficulty registering, contact Carlene Parker at
(506) 452-1833 or carlene.parker@nbta.ca.

Interest-Free Loans up to \$1,500

2022-2023 School Year

Up to **\$1,500.00** in any one school year shall be made available to statutory NBTA members who are **on leave** and **improving their professional qualifications** through educational programs.

Application forms are available on the NBTA website (www.nbta.ca) under Forms > Interest-Free Loans.

Have questions?
Tina Estabrooks
tina.estabrooks@nbta.ca
or (506) 452-1834.

Deadline: March 31, 2022



WINTER 2022

www.ctrinstitute.com

Live Virtual and In-Person Workshops

Bullying

Responding for Prevention

VIRTUAL February 16

Anxiety in Children and Youth

Practical Intervention Strategies

VIRTUAL February 26 & May 12

Play Therapy

Tools for Helping Children and Youth

VIRTUAL March 1-2 & May 17-18

Gender and Sexual Diversity in Youth

VIRTUAL March 8-9

Self-Injury Behaviour in Youth

Issues and Strategies

VIRTUAL March 16-17

Crisis Response Planning

VIRTUAL April 1

Regulation Strategies for Children and Youth in Crisis

VIRTUAL April 7

Critical Incident Group Debriefing

VIRTUAL April 12

Attachment

Strategies for Fostering Connections

VIRTUAL April 13

Addictions and Youth

Substances, Technology, Porn

VIRTUAL April 28

Walking With Grief

Helping Others Deal With Loss

VIRTUAL May 4-5

MONCTON May 4-5



The Helping Rock

A Story to Celebrate the Ways We Help Each Other

The *Helping Rock* is about the importance of sharing our gifts with others and the strength we gain by working together. As a colourful sparkling rock is passed among Lani's friends, readers witness the many ways we help each other.

Available March 14

MORE WORKSHOPS on our website www.ctrinstitute.com

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TO THE TEACHERS OF NEW BRUNSWICK

It is time to recognize and salute all teachers in the province for their dedicated work, their ongoing professionalism, their willingness to be flexible, and their continued determination to provide a first-rate education for NB's young people. Teaching has not been easy under the present Covid-19 coronavirus pandemic, which has put even the health of our teachers at risk. At this time last year, it was possible that everyone thought we all thought that the 2021-2022 school year would be a more normal, traditional school year.

The **Kings County Retired Teachers' Association (KCRITA)** wishes to acknowledge the continued work and efforts of our teachers to educate students and to provide on-going support to both students and parents as everyone strives to figure out the best possible way to navigate through the on-going effects of Covid-19 on the educational system. Thank you to each and every teacher – to those working in schools, online from home, in District Education Centres and School District offices. You are our heroes!

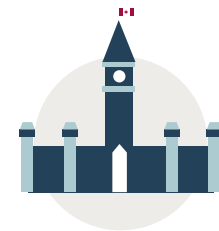
This message is from the Executive of the **Kings County Retired Teachers' Association**, a branch of the New Brunswick Society of Retired Teachers:

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

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



- Games
- Videos
- Classroom activities
- Professional development



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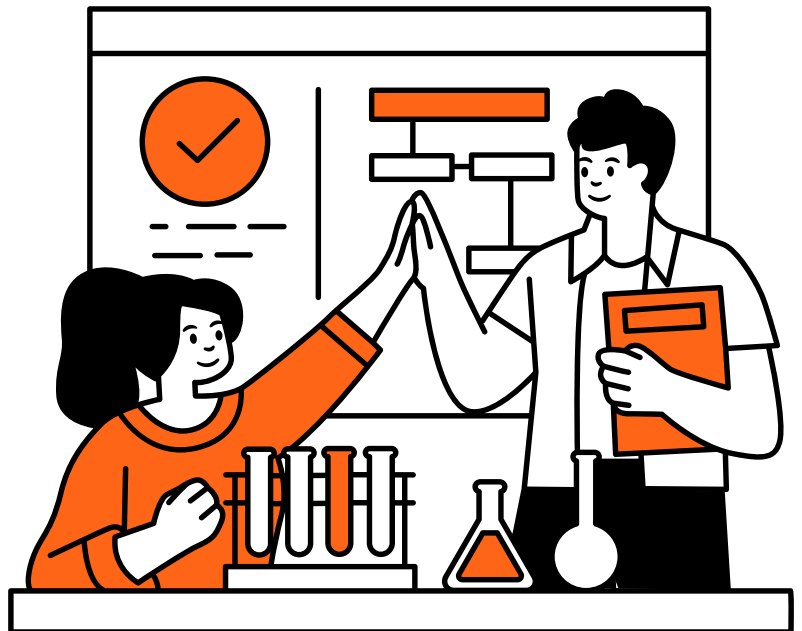
STEM TEACHER AWARD

Six awards are available each year to deserving New Brunswick teachers who teach grades 6-12. Each recipient will receive \$2,000 to be used at their discretion for professional development, equipment, resource materials or other tools to improve their teaching practice and their students learning.

**NOMINATE A DESERVING
TEACHER TODAY!**

Nomination deadline is March 18

**EMAIL
STEM@APEGNB.COM
FOR MORE
INFORMATION**





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Smart Money – February 2022

By Kristy MacKinnon, Personal Banking Officer, NBTA Credit Union

RRSP season has arrived once again. There are many benefits to contributing to your RRSP and we will take a quick look at some of them now:

- The contributions you make to your RRSP are tax deductible. This means you can deduct the contribution amount from your gross annual income and reduce the amount of income tax you pay. This year, you can contribute up until March 1, 2022 for the 2021 tax year.
- The interest earned on your RRSP is tax sheltered which not only allows the balance to grow more quickly, but also means you do not pay tax on the growth until you withdraw it in retirement.
- Investment options are plentiful with varying risk and return options so you can choose the option which most closely aligns with your financial goals.
- There are a few RRSP programs in place which allow you to borrow from your RRSP to help you achieve your personal goals such as the First Time Homebuyers' Plan and the Lifelong Learning Plan for continuing your education.

Whether you have been contributing to an RRSP for years, or you are just thinking about getting started, it is always a good idea to meet with your financial advisor and see what options are available to help you achieve the retirement you have in mind.



Have a financial question you would like answered?

*Email questions to:
nbtacu@nbtacu.nb.ca*

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Give your money a raise.

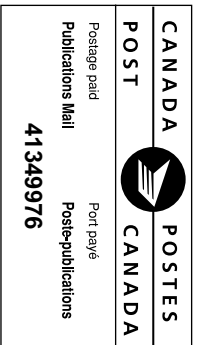
Whether you're saving for retirement,
a home or something else, talk to
someone who's invested *in you*.

nbtacu.nb.ca
1.800.565.5626



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

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