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NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



Teachers: The Heart of our Communities

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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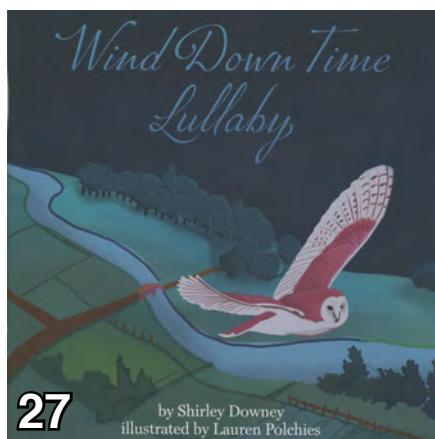
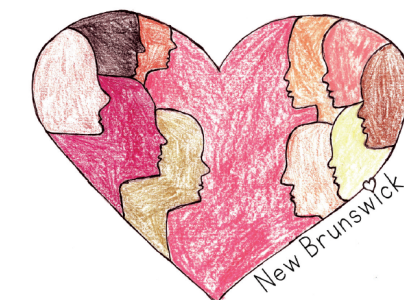
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Cover art by Nashwaaksis Middle School student **Josie Colford**. See page 14 for more information!

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From the President's Desk



As the fourth school year impacted by the pandemic unfolds, the NBTA continues to focus its efforts on building upon our professional community, working shoulder to shoulder provincially with our sister francophone organization (AEFNB) as part of NBTF, and our national organization, the Canadian Teachers' Federation. There is much to celebrate in the strength teachers continue to show as New Brunswick's schools and

communities are growing and changing. This evolving landscape is dotted with challenges and opportunities for our education system, especially its teachers and school administrators.

There are many unknowns in our school communities, which presents challenges for all. To address this, the NBTA Board of Directors is pressing decision-makers for clarity regarding ongoing school governance reform, high school renewal, and consultations regarding French second language frameworks. Undeniably these matters are of importance to the teaching profession and are being monitored closely. Your NBTA continues to be focused on the daily teacher shortage crisis in the anglophone sector. The employer's inability to fill absences with certified replacement teachers is compromising teachers' capacity to do their work, offer key services to support students, and ultimately entire school communities are paying the price.

Add to this the ballooning enrollment occurring in numerous schools and you have the perfect storm. This has further destabilized a system that is over-reliant on the goodwill of teachers and school administrators to operate short-staffed schools, let alone recover the lost learning opportunities since the onset of the pandemic. As New Brunswick is growing, getting younger, and becoming increasingly culturally diverse, we need proactive planning from government for human resourcing at the community level so that our schools can be equipped to adjust to changing demographics.

This diversity can indeed become our strength if investments are made to increase capacity by hiring certified teachers who can support language acquisition, literacy development, and, more specifically, intercultural competencies for all members of the school community. Imagine a New Brunswick where government reinvests its budget surpluses in its growing communities with measures directed at certified teachers doing the important work of welcoming students and supporting their families in putting

down roots in this province. An "all hands on deck" approach to solving the issue is needed if we are to keep these new people in our communities and our teachers in the profession in the long term.

Despite the opportunities that currently exist, there are challenges. Teachers are seeing the dire impacts of three years of interrupted schooling on student achievement and student mental health. We are witnessing firsthand New Brunswick Health Council's wellness survey findings, which reveal that almost half of New Brunswick high schoolers and middle schoolers have experienced symptoms of anxiety. Sadly, teachers see the daily strain that all this is taking on their colleagues, and many are re-evaluating their future, concerned about their mental health.

As I reflect on these issues which are impacting our NBTA community, it is hard to believe that I am already just past the midway point of my 'unique' two-year mandate as leader of our New Brunswick community of teachers. Much has been accomplished; significant work and lobbying lie ahead. Normally, at the start of a new president's mandate, a leadership event is held. With COVID restrictions in place last year we postponed it, which may have been a blessing in disguise. As you are aware, we decided to try something different by organizing Hatch 2022 and see where the journey to organizational renewal might take us. Additionally, 2023 marks NBTA's 120th anniversary. We are steeped in over a century of traditions and values. It is my belief that we are at a fork in the road, organizationally. We can either proceed cautiously, or together, we can take these next steps forward boldly and daringly.

Brené Brown in her number-one *New York Times* bestseller *Dare to Lead* summarizes our path forward in the following two quotes:

Daring leaders fight for the inclusion of all people, opinions, and perspectives because that makes us all better and stronger. That means having the courage to accept our own privilege and staying open to learning about our biases and blind spots...

Daring leaders work to make sure people can be themselves and feel a sense of belonging...

We must strategically move forward together, open to having daring conversations with colleagues, ensuring they feel a sense of belonging to their professional community. My hope is that we continue to build upon the momentum from Hatch 2022 as we grow our NBTA community, one conversation, one member, one school, and one branch at a time. Together, as an empowered collective of teachers, we can and will shape the very fabric of our communities, including our NBTA.

Connie Keating

Hatch Dispatch

By Kimberley McKay,
NBTA Deputy Executive Director

Introducing “The Hatch Dispatch”

The September edition of the *NBTA News* included an executive summary of the Insight 2022 member survey. Since the submission of the report, the NBTA Executive Committee met twice, the Insight Incubator focus groups sessions were completed, and the NBTA Leadership event Hatch occurred — all of which have advanced actions pertaining to the report recommendations. “The Hatch Dispatch” is a new column that will appear in each issue of the *NBTA News* as one way to keep members informed about actions taken as a result of the Insight 2022 report. Members interested in seeing the full report can access the document on the NBTA members’ section of the website.

Insight Incubator Focus Group Sessions

The final question of the Insight 2022 survey conducted in May asked for volunteer participants for focus groups. The purpose of the focus groups was to dig deeper into what we learned from the survey. Registration for focus group sessions was held the last week of June, and over one hundred members expressed interest. Your NBTA Executive Committee held its orientation August 16-17. One objective of orientation was to provide input into the focus group questions. The Committee reviewed the survey results and findings in depth to identify what findings to have members speak about in more detail. The focus-group interview protocol was developed using this input. Eleven one-hour focus group sessions were held between August 23 and September 8, with 104 members representing all four districts registering to participate. Focus group participants were asked the following questions:

- *The survey findings indicate that the structure of teacher organizations in New Brunswick results in confusion between the mandate of the professional association versus the mandate of the union. Such confusion can strain relationships, diminish relevance, and make the work of the NBTA less visible. What are your suggestions to reduce this confusion?*
- *The survey findings indicate that the COVID-19 pandemic has negatively impacted some members’ satisfaction with the NBTA — for a variety of reasons. How does the NBTA re-establish and reaffirm relationships with members?*
- *Just over 40 per cent of respondents think of NBTA primarily as the “voice of teachers,” and some of the 243 comments asked*

for the voice to be louder. What does a louder NBTA voice sound like, look like, and where does it go/how is it used?

- *75 per cent of respondents indicated that NBTA provides relevant information. How do members decide what is relevant? What improvements could you suggest in this area?*
- *There is evidence in the survey findings that many members do not understand the roles and responsibilities of NBTA elected officials and staff. What, if any, impact does this have on member satisfaction?*
- *75 per cent of survey respondents were either not sure or not able to provide suggestions for NBTA professional learning topics. What should NBTA’s role in professional learning be in the future in order to maintain relevance and credibility?*

The initial review of the focus group data was shared with Hatch leadership participants (described below), and a follow up electronic analysis will be conducted in partnership with UNB and the New Brunswick Institute for Research, Data, and Training (IRDt). Your NBTA Advocacy, Research, and Engagement Committee will meet on November 3 to consider the results of the focus-group sessions in conjunction with the draft NBTA member engagement plan.





Working on the Work

In addition to contributing to the focus group interview protocol, your NBTA Executive Committee also participated in a structured process to consider the ten Insight 2022 recommendations and to prioritize the recommendations they believed would move the Association forward. The results of these discussions were revisited and reaffirmed at the September NBTA Executive Committee meeting. For the upcoming school year, the following recommendations will be actioned:

1. **Articulate mandates and responsibilities at all levels of the NBTA.**
7. **Develop strategies to rebuild trust in the professional association in a post-pandemic era.**
10. **Prioritize the development of the NBTA School Representatives leadership skills.**

The next section highlights more details on actioning these recommendations.

Hatch

The Insight and Incubator opportunities were designed to hear the voice of the NBTA membership. Hatch, as the name suggests, focused on starting to move innovative and change-thinking from the incubation stage to the action stage. Through the overarching theme of building community, Hatch attendees participated in numerous leadership, learning, and networking opportunities to suggest specific next steps both for the priority recommendations described above and for their own local branches. The NBTA Member Engagement Plan will draw on the tremendous wisdom and experience that was generously shared over the two-day event.

#DedicatedNB
TEACHER



Hatch Highlights

**By Chantal Lafargue,
NBTA Staff Officer**

Over 125 teacher delegates convened at Hatch 2022, a signature NBTA leadership, learning, and networking event held September 23-24 in Fredericton. The gathering provided a forum to build community, enhance capacity, and increase access for more members within the NBTA.

Hatch 2022 took its initial inspiration from the NBTA Leadership Workshop, which was traditionally held for branch delegations at the beginning of the new president's mandate. For the first time ever, this event was re-envisioned to occur at the halfway mark of the sitting president's term. Additionally, members were also invited to apply for one of seventeen open-access seats designated for under-represented segments of the membership (i.e., contract status, district/region, position/grade, level of prior involvement with the Association, etc.). The aim of changing this model was to explore how divergent voices could be invited to the table and connect to the ongoing work led by NBTA Board and the Executive Committee in setting priorities as a response to the Insight member survey and the follow-up Incubator focus group interviews.

Featured guest and tech-sector community builder David Alston joined NBTA Executive Director Ardith Shirley for a fireside chat that focused on how to create community by extending one powerful invitation, one member at a time. Branches "hatched" ideas to build community with and for their members at the local level. Although this gathering deviated from some longstanding traditions, others were reaffirmed. Participants celebrated milestones and achievements of their colleagues, including the retirement of former Executive Director Larry Jamieson and the presentation of the inaugural Indu Varma Fellowship Award for Creativity in Education to music teacher Lisa Sanderson.

NBTA leaders from all corners of the province overcame a pandemic and post-tropical storm to join together, share ideas, and commit to building upon the momentum within their branch communities. Prior to parting ways, attendees challenged themselves to invite a colleague to chat with them about how they might see themselves reflected in their professional association. Captured here are a few of the moments from Hatch 2022.

*Ardith Shirley and
David Alston at
Hatch 2022*





"Community building is the foundation of what we must do. The importance of the branch is to get members engaged, involved and proud to be a member of the NBTA. The power of a personal invitation."



"Sending out a call for interested members wanting to attend gave teachers who are not 'in' a branch role or knowing someone who is a chance to participate and share their voice at the table . . . I was one of the 17 and felt like my voice was heard and that I was valued as a member of the NBTA."



2022 Indu Varma Fellowship Award for Creativity in Education



Former NBTA President Indu Varma presents Lisa Sanderson with the Indu Varma Fellowship Award for Creativity in Education

The Indu Varma Fellowship Award for Creativity in Education recognizes an exceptional teacher who exhibits excellence in collaborative, creative, and interdisciplinary teaching practices. The teacher demonstrates 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 on student-led creative and ingenious projects that promote inventiveness and foster higher-order thinking and problem-solving skills. This fellowship provides financial support for the further development of the innovative project or these teaching practices.

This year's award was presented to Harbour View High School music educator Lisa Sanderson, a teacher who was determined to not let pandemic restrictions prevent students from accessing and benefiting from their school's music education and band programs. Lisa encouraged her students to pair their resourcefulness and resilience with technology to overcome barriers to learning.

The goal of this project was to transform music education programming in her school at a time when pandemic restrictions presented exceptional challenges that required ingenuity and flexibility on the part of the teacher, students, and the greater community. Examples of these challenges include organizing socially distanced deliveries of instruments, music, and music

stands during the March 2020 shutdown; introducing the grade 9 instrumental music students to their instruments at a time when wind instruments were not permitted in schools; promoting the co-curricular band program to students in grades 10-12; and learning and using technology to not only teach music but also to foster a continued sense of school community and belonging despite periods of isolation.

Some of Lisa's cross-curricular efforts extended beyond the music curriculum and impacted the entire school staff. Lisa understood the importance of remaining connected to students and made this her priority during the full shutdown in 2020. She taught herself how to use video-editing technology and created a song project, recording all the practice and background tracks, and then she encouraged other teachers to submit their recordings. The staff video, *True Colours*, proceeded to go viral and gain national recognition. The 2020-21 school year brought about many restrictions and more limited playing time during a year of hybrid learning. Lisa maximized periods of hybrid learning for smaller rehearsals and collaborated with the student band leadership team to record band concerts to share with parents, the school community, and the public.

The 2021-22 school year brought further restrictions and more online learning due to a labour dispute and the pandemic. While most returned to masks in full classrooms, Lisa was measuring distances, researching safe ways for bands to practise, and moving her entire band classroom outside. Every instrument was carried outside for each period of the day. The closest available "out of the wind" spot was next to the dumpsters in the parking lot! During one of the periods of disruption to in-person instruction, Lisa switched her focus to rhythm and introduced band members to bucket drumming while her students learned from home. To do so, she appealed to her supportive administration and band families to source buckets, sticks, and music resources.

March of 2022 saw a return to in-class instruments, and although there were not as many students continuing in the band as pre-COVID, the numbers were still strong, and the students were as determined as ever. Their success was certainly because of their dedication but also because throughout the pandemic Lisa helped them connect and learn music in the community with alumni as well as the Saint John Youth Orchestra and the St. Mary's Band.

Recently, Harbour View High School held its first in-person concert since December 2019, filling the auditorium with family, friends, and alumni. A diverse group of students have remained in the band program. Their interest and commitment speak volumes about the connections that Lisa makes with her students. It also speaks to the creative release that students experience when making music together, even when physically apart but connected through technology. Funds from this award will further her pursuit of technology-infused music education that creates a sense of connection and community.

NBTA Info-Brief: Evolving French Language Learning (EFLL)

By Kimberley McKay, NBTA Deputy Executive Director



Introduction

In February 2021, Commissioners John McLaughlin and Judge Yvette Finn were appointed to review the *Official Languages Act* (OLA) and to identify ways to improve access to and learning of both official languages for New Brunswickers. The Report on Second Language Learning was received by government and on March 28 the announcement was made that all recommendations have been accepted and EECD will begin work, with the goal of a 2024 implementation. The project is *Evolving French Language Learning* (EFLL) and EECD is currently in *Phase I: Initiation and Discovery* of the project timelines. That is, between March 2022 and December 2022, project managers will “scope all aspects of change and transition through communication, research, and consultations”. To view the complete project timeline, consultation strategy paper, and other supporting documents, please visit the Department of Education and Early Childhood Development website.

A key component of *Phase I* is the release of the consultation strategy paper and a public call for submissions. Your NBTA Board of Directors and your NBTA Executive Committee, with support from your NBTA Enhancing Learning and Working Environments (ELWE) Committees, have already taken numerous actions in preparation for the consultation phase of the EFLL project. This info-brief will update you on steps already completed and proposed next steps.

What We’ve Done

February 2022: Presentation on the *Report of the 2021 Review of the Official Languages Act of New Brunswick* by Commissioners McLaughlin and Finn to the NBTA Board of Directors.

February 2022: The NBTA Board of Directors reviews historical positioning of the NBTA at the time of the Croll-Lee Report (2007) and the Lockyer-Robichaud Report (2012).

March 2022: Briefing update by Deputy Minister Daley to the NBTA Executive Committee. Focus of the briefing was the status of the recommendations.

April 2022: The NBTA Board of Directors reviews the OLA recommendations, discusses what is known about the EFLL project, what is not known, and makes recommendations for next steps.

May 2022: The NBTA Executive Committee reviews summary notes for April Board discussion and agrees on the interim position statement of the NBTA. The position is labelled “interim” because the consultation process has just begun and the position may change as the project progresses. The interim statement is as follows (and is reflective of the position statements in both 2007 and 2012):

The NBTA has been briefed on the Official Languages Act review as it pertains to second language learning. While the specific details of any changes have not yet been released, the NBTA believes that any provincial decisions must be made in the best interests of all students. In addition, New Brunswick schools continue to experience classroom composition challenges and any changes to French Second Language must not further aggravate this situation. Further, additional human, pedagogical, and professional resources need to be part of any proposed changes, and recognize the ongoing difficulties caused by teacher shortages in the province. Finally, the NBTA is in agreement with Commissioners McLaughlin and Finn, that “decision-makers remain cognizant of the tremendous strain that COVID-19 has placed on various institutions.” The NBTA looks forward to actively participating in future consultations on this topic.

June 2022: EFLL Project Lead Sylvie Arseneau briefs the ELWE Committees on the project status and members have an opportunity to ask questions.

August 2022: The NBTA Executive Committee is provided with the consultation strategy paper as advance preparation for September Executive.

September 2022: The NBTA Executive Committee meets with EFLL Project Lead Sylvie Arseneau. The meeting involves both a short briefing and an opportunity to ask questions. Focus of the session was to collect information that will be useful as the Executive and Board move to approving a consultation submission by the November 30 deadline.

What We’re Doing Next

November 2022: The NBTA ELWE committees’ first meeting will focus on collecting information pertinent to the EFLL submissions in order to make recommendations to the NBTA Board. The meeting will include presentations and discussion from classroom teachers currently teaching in English Prime, French Immersion, or participating in a Language Learning Opportunity (LLO) pilot.

November 2022: The NBTA Board of Directors will convene to consider a draft submission. This feedback will be compiled and shared with the NBTA Executive Committee, who will make final recommendation on the submission.

As your NBTA elected officials and staff continue to develop and implement strategy pertaining to the EFLL project, we encourage you to stay connected through these info-briefs and your own local branch meeting. In addition, we encourage all members to visit the EECD website and to make an individual submission to ensure your own experiences and perspectives are conveyed directly through your voice to the project leads.

We invite all members to keep an eye on this column as ongoing updates will be provided in each edition of the NBTA News.

Article Addendum

This article was submitted on October 11, 2022 – prior to Minister Cardy’s resignation and subsequent political announcements pertaining to French language learning. As a result of decisions made at the October NBTA Board of Directors, the proposed steps for November have halted and a revised position statement was approved for release to the membership and media. The new position statement is:

The NBTA strongly opposes the political decision to accelerate to September 2023 the implementation of any changes to French second language learning. Such a decision is contrary to the advice cited in the Report on Second Language Learning. It is imperative that decisions be made in the best interests of all students, address pre-existing classroom composition challenges, and acknowledge the strain that current teacher shortages are placing on the system. A September 2023 implementation would further aggravate these situations. Until now, the NBTA has participated in good faith in the formal French consultations currently being conducted. Unfortunately, trust in the process has been broken and the Association will no longer be engaging in the formal consultation process until such time a mutual collaborative consultation process is in place.

New NBTA Staff Member



Rick Cuming
NBTA Staff Officer
Finance

We are pleased to announce that the NBTA Board of Directors confirmed a recommendation from the Hiring Committee that **Rick Cuming** will become the Staff Officer responsible for finance and administration. He will replace Tina Estabrooks, who will transition to retirement in January 2023.

Rick, BSc and BEd (UNB) and MEd (MUN), is the current NBTA Past President. His extensive involvement with the NBTA at both branch (1450) and provincial levels as well as the Canadian Teachers' Federation in multiple capacities over the past twenty-six years provide him with valuable perspective on the workings of teacher organizations. Specifically, his recent experience as ex-officio member of both the NBTA and NBTf Finance committees, paired with his previous roles as a high school math and science teacher and SPR, district lead, and acting vice-principal, and his prior community service as finance officer for the Madawaska-Victoria Family Resource Centre Executive will inform his work as Staff Officer.

Rick returned to classroom teaching at John Caldwell School in Grand Falls in August 2021 at the end of his term as NBTA President (2019-2021). He will begin to transition to his new role in November (as soon as a replacement is found) so that he will be ready to hit the ground running in January.



Know an exemplary New Brunswick teacher or principal?

NBTA Centennial Award

**Vince Sunderland Award
for Outstanding Educational Leadership**

**NBTA Credit Union Award
for Excellence in Teaching**

Indu Varma Award for Creativity in Education

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



Reflections on My Retirement

By Michael Ketchum,
Retired NBTA Staff Officer

September 30 was my last day of employment with the NBTA. In looking back on my transition to retirement, I recall some important milestones, including the onboarding of my replacement (congratulations, Michael Butler!) and the day I forwarded my completed retirement forms to Vestcor. Wow, this is really happening! Sending the retirement letter and these documents are huge steps full of emotions. They are signs that this change, the move to retirement from working for thirty-seven years in the field of education, is indeed happening. I have coached hundreds of teachers through the same process over the past decade, and now it is my turn to go through the process.

Excitement

I am truly looking forward to the slowing of life's pace. I have witnessed this in others who have retired, all of whom seem to look years younger. "What are your plans?" people have been asking. As I have shared with others, it is indeed important to have a plan in place, but it is okay to have a flexible plan for retirement. I intend to spend more time doing the things that work has been interfering with, things like completing the writing of the book I have started or laying on my yoga mat and letting my body rest in the space without thinking about the multitude of tasks needing to be completed once I arrive at the office. I am looking forward to spending more quality time with my wife, with my elderly mother, with my adult children, and with my grandchildren. I am truly looking forward to this next stage of life with excitement and joy, knowing there are many opportunities yet to come, some of which I am not even aware of.

Grief

Whenever we move forward in life, we must move away from something that will be left behind. This is called growth. With this, there will be grief and loss for the items left. There will be the loss of daily contact with valued colleagues in my work world. There will be the loss of an all too familiar routine. There will be the loss of meaningful and extremely rewarding work with the teachers of New Brunswick. (As an aside here, I have been very privileged to work in this capacity as an NBTA Staff Officer, helping teachers make the life transition to retirement and in other ways as well. Thank you for your support during this time. I will indeed miss you and I will grieve for this work as well.)

Grief is a natural part of life and an emotion that must be acknowledged or it may become buried deep within our bodies, only to surface in some strange manner in the future. It certainly is a natural part of the retirement process, and being aware of it will help to mitigate the impact on me as much as possible. I may need to touch base with our teacher counsellors on this one!

Fear

When moving into a new phase of life, there are always unknowns. This may cause fear for some folks. What will fill my days with purpose and meaning? What will I do without the daily interactions with my work colleagues? These are strong connections that I will truly miss. Where will I find new meaningful connections to complete my weeks? I enjoy my time alone at home, but until my wife retires, who will I interact with during the day? Retirement will present an opportunity to spend more time with friends and extended family.

Fear is a normal part of retirement; however, I have faith that my life will evolve, and new connections will form. They always have in my past, and I am sure they will in the future as well. As with grief, being aware of this emotion is important.

Gratitude

Ultimately it is with much gratitude and excitement that I make this transition to retirement. I have been extremely blessed to have worked in the noblest of professions, that of teaching. During my career, I have had the opportunity to work with and learn from some of the most wonderful people one could hope for. It is my hope that the students, teachers, and colleagues whom I have shared this time with have benefited from our connection in at least some small way.

Anecdote and Closing Thoughts

As vice-principal of Fredericton High School, I recall sitting with a grade 9 student on the cement front steps near the end of his first week in high school. I listened as he shared his fears and concerns about his ability to "do" high school. With his frustration, the tears flowed. I assured him that he was not alone and that he and I and others would work together to help him through to graduation. I worked closely with him and his mom over the next few years and watched as he struggled but made continual small steps in the process. Four years later, as he stood at the base of the steps leading to the stage, I couldn't help but feel happy for him. He had "made it" and was graduating from high school. A tear or two came to my eye as I glanced at his mom, trying to control herself as she waited to take a picture from the other side of the stage. This was a huge accomplishment for him. He had made it.

It has been an honour and a privilege to be a teacher and help students like this and to help teachers in my capacity as NBTA staff. Thank you for sharing this time with me.

Take good care,

Michael

The Only Way Forward is Together

By Sam Hammond, President of CTF-FCE



Now that we've weathered the pandemic, the storm of all storms, what's next? Public education may have survived the storm, despite the teacher shortages, mental health challenges, and lost learning opportunities, but a major investment is needed to bring it back from the brink and save an exhausted teaching profession along with it.

The last two years showed us all what we are made of, what we can endure, and how we are able to change course in an instant to adapt. Of course, none of that is sustainable. The only way we can continue is through unity and collective action, and that begins at bargaining tables.

There are currently 250,000 teachers across Canada without a contract, and more will follow in the coming months. With the teaching profession and publicly funded public education at a crossroads, our unity and collective action have never been more important. Our public education systems may be provincial and territorial, but together they form the most important foundation to our national cohesion, identity, to our democracy.

We need to ask our politicians what kind of a future they want to leave Canadians. We know from national polling that more than 90 per cent of Canadians hold publicly funded public education as an essential pillar of our society. Now is the time to fight for nothing less than our communities expect. Together, with one voice, we must move forward for the sake of publicly funded public education. Teachers and education workers deserve it, students and their families deserve it, and Canada deserves it.

Project Overseas 2023

Project Overseas (PO) is a joint endeavour of the Canadian Teachers' Federation (CTF/FCE) and its Member and Affiliate Organizations to support partners in developing countries as they co-plan and co-deliver professional learning to local teachers. Since 1962, PO has assisted teacher organizations in over 50 countries in Africa, Asia and the Pacific, and the Caribbean. Every July, PO places over 50 volunteers in between 10 to 15 countries. Financial support is provided by the CTF/FCE and its Member Organizations.

MAIN OBJECTIVES OF THE PROGRAM

PO is a key part of the CTF/FCE's International and Social Justice Program. It focuses on teachers taking action for:

- **Teaching** — Canadian teachers work with overseas colleagues to plan and deliver professional development workshops for teachers and education workers.
- **Teacher Organizations** — The program assists overseas partner organizations as they strengthen their capacities to provide professional services to their members.
- **Gender Equality** — The program addresses gender equality for students and teachers, assists in the development of gender-responsive school environments, and works to eliminate school-related gender-based violence.

PO is often an integral part of long term projects that strengthen and promote equitable, high quality, publicly-funded education for all.

TERMS OF THE ASSIGNMENT

Participants:

- must be prepared to be assigned to any location where there is a CTF/FCE project;
- must be available for an assignment during the month of July;
- can expect a challenging assignment in collaboration with other teachers in Canada and overseas;
- will be part of a team, which is usually led by an experienced PO participant;
- usually share living accommodations with other PO participants;
- do not receive a salary, but travel and basic living expenses are covered by the CTF/FCE;
- cannot be accompanied by family members and friends.

SELECTION OF PARTICIPANTS

Applications are received and reviewed by the CTF/FCE Member Organizations before the selected applications are forwarded to the CTF/FCE. Participants are chosen on the basis of advice from Member Organizations and the expressed needs of the overseas partner organizations. Successful applicants are notified of their assignments in February.

Deadline for Applications: **November 14, 2022**

Go to www.nbta.ca for more information and application form.

ReconciliACTION through the Arts

By Heidi Stoddart, Quispamsis Middle School

Quispamsis Middle School is proud to share that, through a recent ArtsSmarts project grant, grade 8 students were able to work with prominent New Brunswick artist Bonny Hill to create a massive, temporary art installation on June 17, 2022. This was the culminating event of a year-long project that encompassed social studies learning through active participation in the visual arts. Students learned about the historic roots and modern-day impacts of the Sixties Scoop and met Minda Burley, a Sixties Scoop survivor, who shared her story. Row by row, 14,280 pieces of repurposed, hand-painted cardboard were arranged on the Qplex arena floor. The final work, measuring 18m x 18m, depicts a portrait of Minda as a child and strives to show support for and bring attention to the Every Child Matters movement.

This project resonated with teachers and students, who shared:

"Minda Burley's story about losing her culture, her religion, was extremely meaningful." Claire

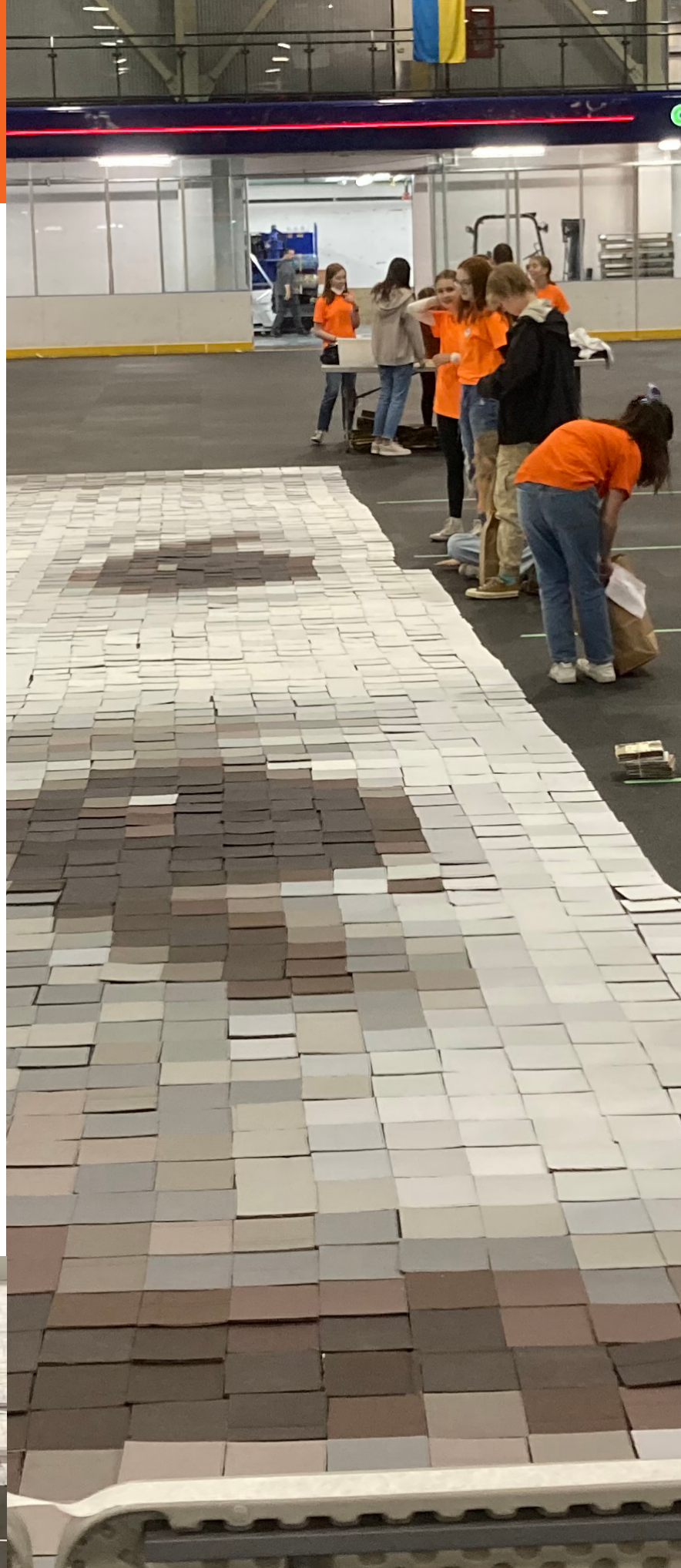
"The most meaningful thing to me was hearing Minda's story. It was really inspiring to hear, and I loved being able to help on this project. It didn't change what happened, nothing can, but recognition is great because then it can help prevent stuff like this from happening again." Julia

"The most meaningful thing I learned was the Sixties Scoop. I didn't even know what it was before September." Matthew

"It's important for QMS to undertake this project because this is bigger than us, but we can do something." Lydia

For more information on the project and the creative process, search "Minda Project" on YouTube and Instagram.

Use this QR code to view Minda's story.



Celebrating NB's Cultural and Linguistic Diversity

By Kathy Whynot, Learning Specialist, Culturally and Linguistically Diverse Schools, EECD

In spring 2022, the Department of Education and Early Childhood Development (EECD) launched the first Design Challenge celebrating the cultural and linguistic diversity of our schools and our province. Students were invited to create original artwork with real-world applications, as winning designs are printed on water bottles, note cards, mugs, and stickers that EECD will share with colleagues, educators, and partners in education. The winners were chosen from four grade-level categories — K-2, 3-5, 6-8, and 9-12. The chosen artwork captures the unique, inclusive, and vibrant nature of our schools and showcases our pride in our diversity.

Students were encouraged to let their own identities and creativity shine through as part of their message. Several teachers and students who participated in this initiative volunteered to share their stories about how art provided a lens through which to view the complexities of diversity and affirm its many forms.

Julia Reid, the visual arts teacher at Nashwaaksis Middle School (NMS), supported students across the school to participate in the challenge. Julia connected the challenge to creating and expressing visual ideas with using critical viewing to distinguish and respond to the elements of visual art, specifically expressing those characteristics from diverse cultures locally. Julia says she chose to participate because the contest was not only a great cross-curricular learning opportunity for the students but also

encompassed the importance of teaching inclusion and diversity in our schools. This contest gave her students an opportunity to represent their own personal culture as well as to show the diversity of NMS. In her words, the challenge was the perfect way to educate students on how diverse and growing the province of New Brunswick is and was introduced when many Ukrainians were arriving in their new home. Students acknowledged how welcoming and diverse we are here and that we would not be the province we are without these cultures, customs, and languages. Art plays a huge role in that.

At the elementary level, Candace Douglass at Forest Glen connected the challenge to the global competencies of citizenship, communication, and collaboration and supported all students in taking part. Candace noted, "One of the things I love most about teaching at Forest Glen School is our diversity. In my class last year, I had nine different countries represented. It was amazing to have the opportunity to learn about different religions, foods, customs, languages, and music. It was inspiring to see the students come together as one family, lift each other up, value each other, celebrate each other's differences, and empower each other to be ourselves. We learned from each other and grew as individuals because of it. The competition was a great way for my students to be able to express artistically what they had been living all year." Candace gave special thanks and appreciation for Forest Glen's Education Support Teacher for English as an



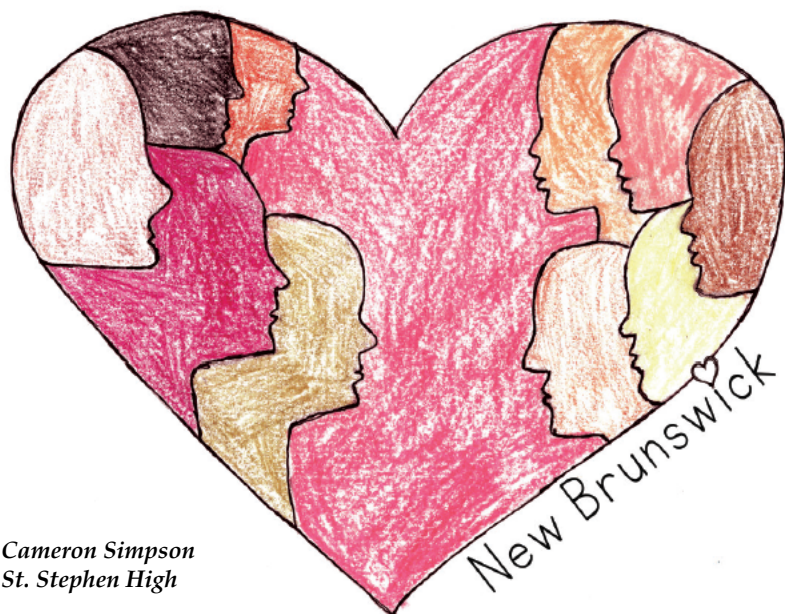
Josie Colford, the winner in the middle school category, wrote in her artist statement that, “When designing my logo, I was inspired by all the people from diverse backgrounds that I have had the chance to meet through school. I wanted to communicate how New Brunswick’s culture is not one-sided, and that it is made up of many cultures from around the globe.” Cameron Simpson, winner in the high school category, shared, “This challenge meant a lot to me being a trans man who is also Indigenous. I am seen a lot as a minority or a lesser being for that. But I am proud to be diverse and I really hope others like me are also proud. This challenge meant much for me and others in my class.”

The winning entries in each category are as follows:

K-2	Ariana Uwera	Forest Glen School	ASD-E
3-5	Katrina Sharpe	Gibson-Neill Elem	ASD-W
6-8	Josie Colford	Nashwaaksis Middle	ASD-W
9-12	Cameron Simpson	St. Stephen High	ASD-S



*Josie Colford
Nashwaaksis Middle*



Cameron Simpson
St. Stephen High



*Katrina Sharpe
Gibson-Neill Elementary*

Step-T: A Pathway to Teaching Trades

*By Graham Loughborough, Nashwaaksis Middle School,
and Amber Bishop, Strategy Lead for Teacher Recruitment and Retention, EECD*

In the fall of 2021, provincial data was collected on the current retirement projections for the skilled trades educators in New Brunswick's education system. At that point, there were over five shops closed due to a lack of qualified educators, and it became abundantly clear that within five to ten years there would be little to no educators with the skills required to offer this curriculum.

To address this issue, EECD is announcing the 2022 launch of a new upskilling program targeted at NB-certified teachers who are seeking a career pivot and have an aptitude for the skilled trades. The Skilled Trades Education Program for Teachers (STEP-T) is a sixteen-week partnership with NBCC Saint John, where fifteen educators from around the province are working through the carpentry and automotive curriculum and prepare to safely and competently become trades teachers. Over the next three years, forty-five educators will be upskilled in three different cohorts to ensure high school trades continue to be offered in schools. The STEP-T program is a collaboration between EECD, PETL, the Anglophone School Districts, NBCC, MAP Strategic Workforce Services Inc., and several schools from around the province.

While the road may be long for some travelling from various parts of the province to participate, the learning opportunities abound. Morning lessons include construction theory, material calculations, and planning for structures. Afternoons are spent in the shop at NBCC, putting theory and practice into action. Teachers-turned-students are following the high school curriculum for carpentry: building toolboxes, step stools, and birdhouses as well as walls, floors, and trusses. In the second half, participants will explore the automotive curriculum. Many may indeed need oil changes and tire rotations!

Participants are a mixture of skill level from novice to intermediate. Some have never set foot in a school shop; others have been tasked with teaching the trades with little to no professional development. The group also represents a wide range of teaching experience: there are a number of D-contracts in the first five years of their careers and a number of seasoned teachers, some with over a decade in the classroom. The motivations of the participants are as varied and diverse as their home schools.

Some participants are keen to break down perceived gender barriers:

"Anyone, regardless of gender and norms, can learn anything if given the confidence and opportunity to explore their interests and aptitudes. The shop wing at my school is male dominant, and many students I teach fear tools and equipment. I am planning on helping more students of all genders try something new and break barriers. Everyone should know how to use a hammer and change a flat tire!"
— Sarah McCord, Kennebecasis Valley High School

Others see an opportunity to bring new skills back to their schools to enrich course offerings:

"I work in a small school where many students want to learn trades. However, due to the size of the school, we only have a carpentry teacher and no automotive teacher. When this opportunity came up, I jumped at the chance to learn a skill that would bring automotive back to our school." — Sussanne Driscoll, Belleisle High School

Other participants are keen to explore career pivot opportunities to add to their teachable toolbox:

"I have always had an interest in working with my hands and building — childhood Lego led to wood as I spent summers working in the construction industry as an undergrad. My teaching career started with middle level FSL, and I've spent twelve years in that world. When the call for applications came out, a long-glowing ember inside me sparked to life at the prospect of returning to my roots and sharing the passion with my students." — Graham Loughborough, Nashwaaksis Middle School

Participating in STEP-T is a new opportunity to combine a love for lifelong learning with a passion to share experiences and skills with others. The experience supports the need to take a pause from continually giving of yourself to others: to give, you must feed and renew yourself as well.

STEP-T checks many boxes — personal growth, lifelong learning, and a rebalancing of work-life. This program is the ultimate professional learning community: people coming together with varied knowledge and experience to discover and implement new lessons and ideas.

Applications for the fall 2023 STEP-T will open in December and will be sent via email province-wide. NBCC Woodstock will be the host, and the curriculum to be covered will be carpentry and welding. For questions or additional information see skilled.trades@gnb.ca



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Prime Minister's Awards for Teaching Excellence

Excerpts from Canada.ca

Certificate of Excellence Andrew Harris

Outstanding achievements:

Andrew has developed an innovative method of tracking student progress. Using the principles of Triangulation of Data, Andrew took it upon himself to create a digital assessment binder using OneNote – allowing him to assess any student, on any outcome, with the touch of a button. He is able to use an iPad to capture evidence of learning through conversations, observations, and products. This innovation has been shared within his school and district as a best practice.

Andrew is a leader in implementing the New Pedagogies for Deeper Learning (NPDL) teaching model. NPDL is a global initiative to help teachers better prepare students for the future. Lessons are intended to promote 21st century skills and mindsets. His students view themselves as change makers as they tackle real world issues including the UN's Global Goals. He is considered an NPDL leader within the school district and province.



Andrew Harris
Riverview East School
Grade 2
Literacy, Math, Social
Studies, Science

Certificates of Achievement Angela D'Entremont and Shauna Kelly



Angela D'Entremont
Park Street Elementary School
Kindergarten to Grade 5,
Guidance Counsellor

Outstanding achievements:

Angela's action goes beyond the narrow transmission of knowledge and skills. One of her biggest strengths is her connection to others. She is actively involved with school families, and continuously communicates with them about their children's growth. She listens to families' concerns and offers empathy and guidance as to how to best help their children. She has on occasion visited families' homes, purchased winter clothing for children and provided supplies to help them succeed at school. Angela's achievement is taking generations of students on the road to success.



Shauna Kelly
Park Street Elementary School
Grade 2, all subjects

Outstanding achievements:

Shauna is the co-creator of the ARCC (awareness, resilience, community, and compassion) model used at Park Street School. ARCC encourages students to be contributing community and global citizens by providing authentic opportunities to learn by doing. Through this program, Shauna teaches her students, not only the curriculum, but to understand the significance of giving back, of being kind to others, of demonstrating empathy. This, in effect, is coaching them to grow as contributing citizens to their school community, their local community and their global community.

Professional Orientation and Induction for New Teachers

Dawn Beckingham,
NBTA Staff Officer

Over seventy early-career teachers, mostly in year two of the profession, gathered for the annual Compass Conference on October 11 in Fredericton. It was a full day of information about their Association, networking, and learning from colleagues. If you are a teacher with less than five years of experience and have not heard of POINT, contact dawn.beckingham@nbta.ca for information on how NBTA can support you. A reminder to year three and four teachers to take advantage of your release day for professional learning this year. Contact your local POINT rep for more details. November is known to be a difficult month for teachers. Hang in there, and remember: You Make a Difference.



Rebecca Richard, Chelsey Briggs, and Veronica Daley



Community:

A Sense of “Something Good” in the Air

By Thérèse Trofimencoff, Antiracism and Equity Coach, ASD-S



My name is Thérèse Trofimencoff, and I am Anglophone South's Antiracism and Equity Coach. I'm the only one in my school district, which means that I serve each of the sixty-nine schools, however I can. In my role, I have visited about half of these schools directly, and I have interacted with a few more of them via other channels (presentations/PLs, correspondence, etc.). It's my second year in this role, and it didn't exist before me, which means I have had the privilege of crafting exactly what this means on a day-to-day basis. One aspect of my work has been educating staff, professional learning communities, schools,

and students in a variety of ways. I've used my knowledge and skills to help promote equity and further the cause of antiracism.

What this means is that although I am part of a community of people within the context of the district and work with other coaches, I weave in and out of school communities as I do my work. I get to observe classroom atmospheres, notice community support for an idea, and get a feel for the sense of connectedness. Through interactions with staff, students, and school administrations, the one common thread has been this: where there is a strong sense of community, there exists a desire to form connections, to uplift students, and there is a plan for those who do not have strong connections within the building. It creates a sense of well-being and invites a person to want to return.

I've seen staff meetings begin with team-building, smile-inducing activities or accolades, and a variety of responses to strong antiracism messaging. Teachers have reached out to me for reassurance or to talk through a situation, out of an abundance of caution, only to require nothing but a conversation to feel comfortable delivering lessons on antiracism, a difficult subject to begin teaching explicitly. I've seen staff rooms where there is an understanding that if any colleague in the building

needs caffeine, someone will go out of their way to ensure it materializes. I've also seen buildings where it is everyone for themselves. I've seen short-term interventions where students grew curious about the nuance of racism in their context while respectfully acknowledging their own learning.

That last one is very telling. You see, learning happens in the context of relationships. And so when students have strong relationships with their teachers, they respond to a guest speaker or guest teacher in much the same way that they do their teacher. I borrow and leverage the teacher's relationship with their students when I come in to talk about hard things or in response to a racist incident. If that relationship is strong, the lesson sticks. If that relationship has yet to be built, the lesson doesn't stick as well.

Since my work involves very short bursts of interaction with students, I rarely have the occasion to build a relationship from scratch. There's just not enough time. There must be an existing community connection for the students to respond to what I am saying. Otherwise, I'm just some adult who is there one day and gone the next.

There is nothing like the pulse of a building. A strong school community is one where there is a feeling of welcome palpable in the air, even to a visitor. Teachers drop by others' classes, whether to have a brief social chat or to share resources. Co-teaching happens. Signage on the walls reflects the values held by the school community, whether they are general messages inspiring kindness, clear indications of school rules, stories of representation, or class projects. The school colours are woven throughout the building reflecting the values of the school. Avenues are created for those who need a bit more time, a bit more support, a bit more space. School-wide activities are organized to support community building. You get that sense of something good in the air. And the things that happen in those buildings exceed all expectations.

That is the benefit of connection in a school community. Relationships extend beyond students' time in them; they ultimately help form the foundation of society.

Not a hard job at all, eh?

Calling All Supply Teachers!

Please register each school year
at www.nbta.ca
(after working their first day)



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

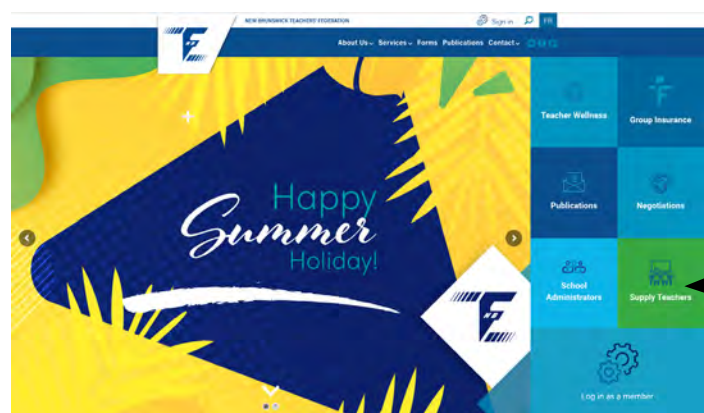
www.nbta.ca



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 NBTFF

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



NBTA Pension Seminars 2022-2023

DOLLARS & SENSE: **Making Sense of Your Pension**

Virtual Seminars:

(7:00 - 8:30 pm)

January 10 & 11

February 7 & 8

Registration Deadlines:

December 16

January 13

In-Person Seminar:

February 25

NBTF Building, Fredericton

(9:00 am - 1:00 pm)

February 1

Find registration forms at: [NBTA.ca /forms](https://nbta.ca/forms)

Pension inquiries? Call 506.452.1722



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FIERCE Accountability[®] and FIERCE Generations[®]
NBTA is pleased to offer FIERCE Accountability[®] and FIERCE Generations[®] as professional learning opportunities for New Brunswick educators. ***Please note that certification in FIERCE[®] Conversations is a pre-requisite for these 2 courses***

What: FIERCE Accountability[®] is an approach that moves teams from excuses to action: embracing responsibility, overcoming obstacles and achieving goals. Fierce Generations[®] is an approach that will undo age-related silos, increase inclusion, and reduce bias within teams.

Target Audience: NBTA members certified in Fierce Conversations[®]. The session is limited to 30 people.
Cost: \$30 for 2 resource kits

Date: Jan. 13 (Accountability) and Jan. 14 (Generations)*
NBTF Building, Fredericton
Friday evening 6h30 – 8h30
Saturday 9h00 – 12h00
*Storm date: January 20 & 21

Registration opens December 2.

NBTA Men Teachers Curling Bonspiel

January 20, 21, 22
Carleton Curling Club, Saint John

Registration: \$160.00/team

No more than 16 teams will be accepted on a first come, first served basis. Entries should include skip's name, and/or contact person with an active email address. (If you want to participate but aren't on a team, contact Terry)

Send entries and cheque to:

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

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2023

What is a TDPL grant?

TDPL is an annual school-based professional learning opportunity funded by the New Brunswick Teachers' Association. NBTA will award five \$1,500 grants for the calendar year January 2023 – December 2023. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online beginning **November 7th**, at www.nbta.ca.

What criteria is considered?

- 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 the TDPL grant selection process?

- Applicant teams develop a project proposal and complete an application form. Applications received after 4 pm on December 16, 2022, will not be considered.
- The NBTA committee established to administer the grant fund will screen all applications received by the deadline.
- Five successful teams will be notified by January 7, 2023. Start-up materials and funding will be delivered to each team.
- Unsuccessful team applicants will be notified by January 7, 2023.

Questions? Contact
kim.mckay@nbta.ca

Councils

Meet Your Elementary Council Executive

By Candice Gallivan, Vice-President



Kelly Gaines is a teacher at Connaught Street School (ASD-W). This is her second time serving on Elementary Council as Treasurer. Kelly has also represented Branch 1826 as their Treasurer for the last ten years. Kelly serves on council to both represent her fellow teachers and to help make decisions that affect all teachers in their daily roles. She is also the mom to two busy and active children, and she continues to attempt to balance home and school commitments during the upcoming year.



Stacey Killam is a school counsellor at Montgomery Street School and Kingsclear Consolidated School in Fredericton (ASD-W). This is her second year serving on the ELC. Stacey loves planning and wanted to learn more about what is involved behind the scenes in organizing Council Days. She is looking forward to the big event in May!



Lindsay Morris is a French Immersion teacher at Keswick Ridge School (ASD-W) and is the Elementary Council secretary. After serving as a virtual support person for the last two council days, Lindsay was interested in what went on behind the scenes, and joined Elementary Council to be more involved on the planning side. She is excited to learn from other committee members and to help plan meaningful professional learning opportunities for teachers across the province.

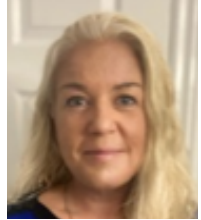


Patricia Miller is a Mi'kmaw woman from Uqpi'ganjig. She is in her seventh year as a First Nation Education Lead with Anglophone North School District and is a member of Branch 1536. She is part of the Elementary Council and joined to continue strengthening and promoting First Nation perspectives within the council.



Colleen Sullivan is a teaching principal at Glen Falls Elementary School in Saint John (ASD-S). Colleen became a member of the Elementary Council at the suggestion of an NBTA staff member. Colleen is the Co-Program Chair of the Elementary Council and helps with the planning of the Council Day presenters.

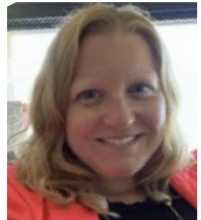
Melissa Gaudet is a grade 1 immersion teacher at New Maryland Elementary School (ASD-W). She wanted to become more involved and is your new institutes coordinator on the ELC, meaning she will help plan professional learning opportunities. Melissa loves to bake with her class and is excited to continue the drama program at New Maryland.



Candice Gallivan is a kindergarten teacher at Rexton Elementary School (ASD-N). Candice is currently in her fourth year as president of Branch 1640. This is her first year on Elementary Council and she is also the new Vice-President. Candice decided to join after attending the Elementary Council's AGM last spring. She finds all involvement within the NBTA to be very rewarding and encourages you all to get involved at your branch or provincial level!



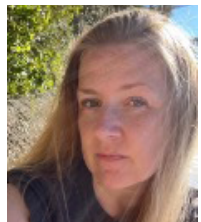
Tracey Comeau is a grade 3 teacher at Bessborough School in Moncton (ASD-E). She joined the Elementary Council in 2018 and has loved every minute of it! If she weren't a teacher, she would be an event planner, so helping to organize Council Day has allowed her to fulfill both her teaching and event planning passions. She is currently your Council President and Program Co-Chair.



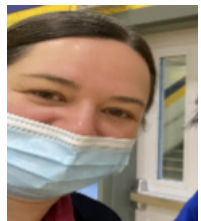
Andrea Gray has been teaching primary for the past twenty-three years. She is currently a co-teacher at Prince Charles School (ASD-S). Andrea values professional learning and decided to join the Elementary Council team three years ago. When not teaching, Andrea enjoys spending time with her family, curling, and baking and loves crafting.



Misty Campbell teaches sciences humaines, post-intensive French, and wellness at Nackawic Middle School (ASD-W). Misty was inspired to join Elementary Council because of her desire to help fellow teachers gain valuable professional learning opportunities through the NBTA as well as better understand what is available to them through their organization.




Katherine Loughrey is the principal at Stanley Consolidated School (ASD-W) and is a member-at-large for your ELC. Her involvement with NBTA committees has proved to be greatly rewarding, and the ELC offered the opportunity to join a great provincial team of enthusiastic and passionate teachers.



Middle Level Teachers... Your Voice is Important

By Amy McClure, Institute Coordinator, and Breanna Saulnier, Council Communicator

This year, our Middle Level Institute Coordinator, Amy McClure, is looking for your input. She wants to plan professional learning opportunities for teachers in New Brunswick that align with your needs, desires, and interests. Middle Level Council wants to know your preferred:



Topics of interest

Format
(Virtual vs in-person)

Location

Time

Middle Level Council members are asked to watch for the survey in their inbox in November. It should take two minutes to complete.

The Importance of Financial Literacy

By Megan Crosby, High School Council President

According to RBC's Consumer Spending Tracker, Canadians are spending more on their credit cards than they did before the pandemic. With the world opening back up and inflation rising, it is so important to understand money basics in order to save and spend properly. However, we're not financial advisors, so how do we teach our students about financial literacy and how to make important financial decisions when the time comes?

Simple: reach out to all the incredible free resources available to us! Let me touch on just a few of the options available to you that make teaching financial literacy simple and easy.

I have been teaching mathematics courses for sixteen years now, and many of them have had financial outcomes embedded in the curriculum. When I think back to my first year of teaching, I was unsure of the approach I should take, whether I was giving the best information, and if my students would even be interested. Wow, have things changed! I now love to talk about financial topics with my students, and we have some fantastic discussions about the benefits of credit cards (when they are ready to use them in an appropriate manner of course!), saving for large purchases, and the cost of borrowing. Throughout my years teaching these topics, I have been fortunate to work on the Future Ready Educator's series with EECd, where you will find lots of resources available as well including lesson plan ideas. However, for the purpose of this article, I will provide some ideas of places to reach out to that will help you incorporate the valuable lessons around money that are less stress on you as the teacher, while still being fun and engaging for your students.

A program run by CFEE, Money and Youth, has modules both online and in text that include lesson plans, readings, and questions to ask students, along with resources for further discovery. Garth Wade, a retired teacher, has delivered a class set of free (yes, free!) Money and Youth books to my classroom for me to use, and the students have enjoyed the information presented as it is relevant and student friendly. CPA New Brunswick has also been an incredible resource, and I have been fortunate to work with them for a few years now. In fact, they will be sending me to the national Mastering Money Conference in Toronto in November, where I will be attending sessions entitled "Indigenous Ways of Knowing and Financial Wellness from an Anishinaabe Perspective," "Trauma and Money — Creating the Window for Resilience," and "We Are Not Your Generation," a session by a high school student who wrote a book entitled *A Rich Future* after realizing there were not a lot of resources for teens wanting to learn about money.

CPA New Brunswick works with local professionals who volunteer to come into your classroom (physically or virtually) and present on financial topics. You as a teacher just need to coordinate the day and time, and they take care of the rest! How great is that? They do have lesson plans available for you to use if you would like to deliver the lesson, but bringing in experts from the field puts such a great spin on it for students and also opens their eyes to other careers. There are so many other great resources available at our fingertips, including podcasts, but a local one that I recently learned about is the Centre of Excellence for Entrepreneurship. Jill Shaw is working hard to create financial literacy learning experiences for both staff and students. Stay tuned for some interesting opportunities coming your way in their newsletter!

Are you currently teaching financial literacy topics but need new content? Want new voices or faces to bring the material to life? Maybe you are not sure where to start? I highly recommend the resources mentioned above, or even some of the books included below. I personally have *The Millionaire Teacher* on audiobook as we speak after a recommendation from my financial advisor.

If it is not obvious yet, I am very passionate about all things financial literacy and would be more than happy to share resources, contacts, and anything else you might need to get the discussions going with your students about money in hopes that they can make the best financial decisions going forward. Just send me an email and I'll be more than happy to share!

Reference:

Randall, S. (2022, October 7). *Canadians are spending more than pre-Covid as costs rise*. Wealth Professional. <https://www.wealthprofessional.ca/news/industry-news/canadians-are-spending-more-than-pre-covid-as-costs-rise/370496>

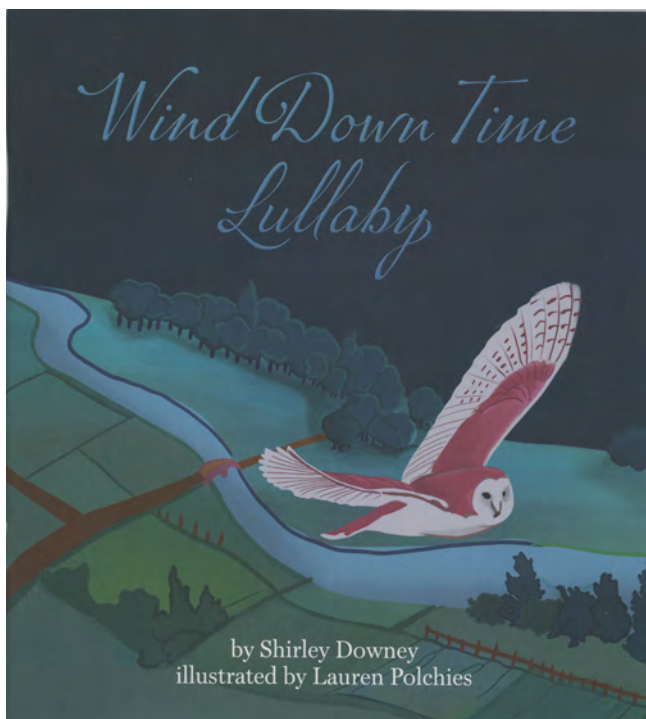


Born to Read NB Launches New Book



Born to Read NB Book Launch:

From left: Lauren Polchies (illustrator), Pam Whitty, Jon Downey (son of the late author), Lynda Homer, Bonnie Horncastle, and Ruth Mullin



Your NBTA Wellness Program



By Carmen Meehan, Teacher Counsellor, ASD-South

If you had a pop quiz on your NBTA Wellness Program, what do you think you would score? You can find out by going through the following questions. This Wellness Program is your program. It was created by teachers for teachers and it is supported by individuals and groups who believe your well-being is important.

POP QUIZ!

1. Your NB School Based Wellness Program had humble beginnings. To complement the Counselling Program service, the wellness component began as workshops given on what topic?
2. As the Wellness Program evolved, a number of teachers volunteered to act as Wellness Facilitators. What is the role of Wellness Facilitator?
3. The next addition to the Wellness Program was to have a teacher volunteer from each school to act as the Wellness Representative for their school. What is the role of your Wellness Rep?
4. Are there staff Wellness Committees in our schools?
5. What tool is used to get your input into what you would like to see happening for wellness in your school?
6. What is the name of the monthly wellness newsletter that was introduced in 2010?
7. Who supports the NBTA Wellness Program financially?
8. Who is your school's Wellness Rep?

The Wellness Program was designed to provide opportunities and resources for teachers to practise various forms of mind, body and spiritual self-care. In an ever-changing working environment, there is always a need to focus on your well-being. Our goal is to make it as easy as possible for your reps to promote wellness in your schools. We encourage you to take notice of what's happening in your school and take part in planned events and activities whenever you can. Every little bit helps! By taking time to participate, you are making a commitment to dedicate time for yourself. Self-care is not about being self-indulgent; rather, it contributes to you being the best teacher you can be and being able to sustain that over the course of your career. In addition to opportunities to have fun, share laughs, and learn new skills, engaging in wellness activities with colleagues can boost staff morale. That's always a positive.

To see what is happening in our Wellness Program, check out our Facebook and Twitter accounts. Your comments and suggestions are always welcome. And coming soon is an updated website that is more user-friendly and easier to navigate.

Our Wellness Program is really one of a kind. As recently as last month, information about it was shared with education departments from a number of other provinces interested in knowing more about how we promote wellness for teachers.

Our counselling team is dedicated to continuing to emphasize educators' well-being with our school-based Wellness Program. We want to support you taking care of you! We sincerely hope that you make a commitment to your mental, physical, and emotional health and well-being for today and for the future.

Wellness Reps met in Fredericton in October





Answers

1. Stress Management.
2. Their role is to help (hence the title Facilitator) promote wellness for teachers under the guidance of the Teacher Counsellor responsible for their district. Each district group would meet twice a year to share wellness-related information to be used in workshops and presentations to teachers. This now very well-established team consists of 24 dedicated volunteers. See the picture below of our 2022-23 team.
3. The role of your Wellness Rep is to promote wellness and self-care to all staff in your school. Your school rep attends 2 meetings a year that are planned and organized by your district Wellness Facilitators. The purpose of these meetings is to bring school reps together to learn and to share ideas/tips on how to promote staff wellness at your schools.
4. Many schools have a few volunteers, in addition to their wellness rep, who sit on their wellness committee. This is the ideal scenario because it really is a challenge for one person to do it all. Even if you can't be a part of the committee, you could volunteer to help plan or assist with one activity/event. I can guarantee you, your wellness rep will appreciate it.
5. A School Wellness Plan (formerly the Needs Assessment) is used to get your feedback and suggestions on wellness activities, ideas, etc. in which you would be interested in participating. Your input is important and it helps your rep plan for the year.
6. WOW (Words of Wellness). The WOW is created by Wellness Facilitators and Teacher Counsellors and emailed to all reps at the beginning of each month so they can share it with staff.
7. Johnson Group Insurance Trustees, NBTA Credit Union
8. Answers will vary!



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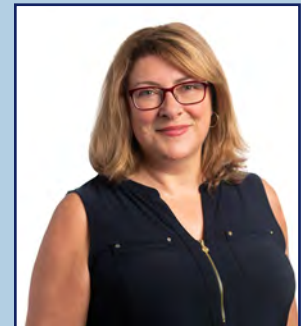
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Great News Stories!

#DedicatedNB
TEACHER

Win \$50 for staff wellness

If your submission has the most shares at the end of the month, your school will win!

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.

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

Check out this Great News story:

The Wellness committee at Chris Saunders Memorial Elementary wanted to recognize our hard-working staff and congratulate them on surviving the month of September. Members of the Wellness committee and some grade five leaders dressed as superheroes and delivered coffee and treats to all staff members earlier this week. Remember, not all superheroes wear capes!





NBTA Golf Tournament Winners

The Men's team winner (NBTA Credit Union Trophy)
 Jamie Henderson, Ian Hollahan, Dale Weldon, Chair
 NBTACU Board, Joel Dickison and Ryan Bourgeois.

The Women's team winner: (L to R) Fran White, Barb
 Whitenect and Pauline Leopkey;
 absent Bronwyn Davis

The Mixed team winner (Bucci Cup):
 (L to R) Morgan St. Onge, Lucy McLaughlin, Jane
 Keenan and Gilles Picard.

There were twenty-one teams (84 players) that
 participated in the NBTA Golf Tournament at
 Mactaquac Golf Club on Saturday, October 1, 2022.
 It was a beautiful day followed by a meal and prize
 presentation. Next year, Derrick Taggart and his team
 from Leo Hayes High will be organizing the NBTA
 Golf Tournament. Stay tuned for more information
 about this event in the spring of 2023.



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