

# Connected

empowering teachers • inspiring students • elevating communities

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**NBTA**  
New Brunswick  
Teachers' Association

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Cover photo: Bruce Hallihan/EECD

## Your NBTA, Your Magazine

Have you ever thought about writing something for the *ConnectED* (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 *ConnectED* or to submit an article, contact Chantal Lafargue, editor of *ConnectED* by email at [chantal.lafargue@nbta.ca](mailto:chantal.lafargue@nbta.ca) or [nbtanews@nbta.ca](mailto:nbtanews@nbta.ca).

We look forward to hearing from you!

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# From the President's Desk

**"Let me be clear, the status quo is unacceptable in the current state of our classrooms."**

To overcome classroom challenges, we need to continue investing to improve classroom composition, reduce class sizes and improve ratios of support teachers to students. None of this can occur without a comprehensive teacher retention and recruitment strategy. To remain competitive with our neighbouring provinces, we must be creative to retain current teachers and attract new ones. The Higgs government must remain focused on what's missing from classrooms: certified teachers. The NBTA is not alone in calling upon the provincial government to take concerted and immediate action on the teacher shortage. Recent data released by NB-IRDT at UNB point to the hard facts: New Brunswick's classrooms need teachers now.

In late February, the NBTA Member Services committee convened a full-day meeting on this very issue with representation from senior officials at the Department of Education and Early Childhood Development and school districts, the Department of Post-Secondary Education, Training and Labour, the three faculties of education, the Office of Teacher Certification, and the New Brunswick Teachers' Federation. Those who were present agreed that New Brunswick's advantage is indeed its size and that we can take positive steps to address this issue by working together.

As I write this, only a few weeks have passed since the release of the provincial budget. At first glance it is noteworthy that Education had an increase of 11%; however, most of that will be needed to play catch up with inflation and the population growth we are experiencing across New Brunswick. The budget speech acknowledged that student numbers have grown by 10,000 in the last three years, with projected further growth. A small amount was also invested to begin implementing the Executive Steering Committee Recommendations, including specific details that are not yet known at the time of writing.

## **Branch re-organization**

Teacher leaders at the Branch level have been actively engaged in consultations as we consider how to move forward with branch reorganization. This work is in response to the AGM resolution that passed in 2018 and was paused until after negotiations. A major consultation process has been conducted this winter, and we expect a recommendation to the AGM from the April Board that provides further direction on how we will proceed. As this 121-year-old organization continues to evolve and engage members in new configurations at the local level within our growing school communities, I look forward to these discussions about our future as a united collective.

## **NBTA & NBTF budget**

I have been actively involved in meetings with our NBTA and NBTF finance committees, which are made up of a

team of teacher volunteers who examine the budget and finances of the NBTA and NBTF line by line. Recommendations made at the committee level go to the respective Board of Directors to be considered and voted on. The NBTF budget is approved at the April Board and the NBTA budget is recommended for consideration at the provincial level through your branch's annual general meetings.

As with all committee volunteers that I have had the pleasure of working with, I am extremely grateful for this group as they have dedicated many hours to finding efficiencies and projecting revenue and expenditures on a proposed three-year dues cycle that will sustain services offered to you through your NBTA. More information related to these decision points will be forthcoming in the AGM supplement issue of ConnectED.

## **Provincial AGM, retiring teachers' luncheon and awards**

The NBTA annual general meeting is the highlight of my year for many reasons. The work that has been accomplished over these two days is only second to the annual dinner, during which we showcase and celebrate teacher award winners along with honoured guests. The absolute highlight for me is the retiring teachers' luncheon. It is such an honour to be able to spend a few hours with dedicated veteran teachers who have given so much to their students, schools and communities. The conversations, smiles, and excitement assure me that teaching is a career like no other and it reminds me how proud I am to be a teacher and a member of the NBTA.

## **Future-focused teacher political action**

Over the past few months, I've been calling for change through our digital advertising campaigns, news releases, and political advocacy. I wish to thank teachers for your engagement and efforts at the local level in these areas. We did see the themes that were raised by teachers noted in the budget speech in March and while investments may not yet be where they need to be, the government appears to be paying closer attention.

As a provincial election looms, we are also preparing for the next round of bargaining. Please continue to join me in pressing these issues and the importance of publicly funded public education in New Brunswick.

In solidarity,



## Gaia Champion Awards: NEW Champion Student Award Announced!

Jamylynn McDonald, The Gaia Project



Before you start this article, take a breath in and out. Reach your right arm straight out in front of you with your palm facing down. Bend at the elbow, bringing the right hand to your left shoulder. Give yourself a pat on the back — you deserve it! Now, give yourself another one. That’s from us at the Gaia Project! Thanks for working with us to bring climate-change education to New Brunswick.

Every year in June, the Gaia Project recognizes two outstanding teachers or education staff (one ADS and one DSF) and one school with our Gaia Champion Awards. These awards highlight contributions recipients have made in their communities and schools through environmental education or sustainability projects. This year, we are introducing a brand-new award to the program: the Champion Student Award! This award will recognize one New Brunswick K-12 student who has displayed climate action leadership within their class or school.

- Do you know a teacher, staff member, student, or school who deserves to be a Gaia Champion? Go to our webpage, look under “Teachers” and “Gaia Champion Awards,” and submit their name.
- Mark your calendars in June for the annual announcement.
- Follow us on social media to see the winner’s post!

### What is climate action?

Climate action is making choices and doing things that are good for the environment. This can look different for every individual, classroom, and school. It might be a simple everyday action, like turning off the lights when you leave the room to reduce energy use. Those actions can become part of a routine that encourages sustainable habits. Climate

action can also be large in scale and require more commitment, like starting and maintaining a compost for food waste. Other climate actions may include:

- School-wide community cleanup
- Waste-free lunch one day a week
- Building a school garden
- Organizing a clothing swap
- Walking or biking to school
- Conducting a school energy audit
- Reaching EcoSchools Certification
- Engaging in Gaia Project programs or resources

Whether small or large, the actions that take place each day in schools across New Brunswick contribute to a more climate-resilient future. Small actions add up to big success! Be proud of the actions that you take and share your achievements with the Gaia Project through social media or email. We would love to hear about your work, and maybe you can be our next Gaia Champion!

To learn more about how to take climate action at your school visit [thegaiproject.ca](http://thegaiproject.ca) to explore our climate education programs and resources.

### 2022-2023 Gaia Champion Award Winners:

- Champion School Award: Sussex Elementary School
- Champion Teacher Award, Anglophone Districts: Jessica Curry, Nashwaaksis Middle School
- Champion Teacher Award, Francophone Districts: Lisa St-Amand Clavet, École Notre-Dame (nord)

### About the Gaia Project:

The Gaia Project is a New Brunswick-based charity with the mission to empower youth to take action on climate change through education. Established in 2009, the Gaia Project provides in-class support and resources for K-12 teachers. Our 20+ different curriculum-connected programs are offered in all seven districts in English, French, and Indigenous schools. This includes teacher-led, downloadable resources, in-person and virtual programming led by Gaia Project staff, EcoSchools Certification integration, career mentorship, and youth-led climate leadership projects as part of high school humanities and civics classes.

# ABSENT

Episodes 1 and 2  
out now!

Listen on



Teachers are leaving the profession in record numbers, and recruiting the next generation is harder than ever.

*ABSENT* is an investigative series from the Canadian Teachers' Federation (CTF/FCE) Source podcast. This series uncovers the mystery of our public education crisis through real stories from teachers and educators, coupled with compelling interviews with leading experts. Join us as we gather evidence to paint a picture of what's missing and explore possible solutions to restoring Canada's public education system.

## The CTF/FCE Source podcast is coming to you!

Do you have a story to share? Stop by the CTF/FCE's pop-up recording booth on May 24 at the NBTA provincial AGM to add your voice to an upcoming episode of the *ABSENT* series.



# NB LEAD



**NB Lead breakout session**

Featured on ConnectED's cover are Greg Norton (Princess Elizabeth) and Angela Marr (Bayside Middle) who were two of approximately 50 principals to attend a two-day NB Lead conference hosted by the New Brunswick Teachers' Association and the New Brunswick Department of Education and Early Childhood Development. Instructional Leadership Collective partners Peter DeWitt and Michael Nelson led the workshop in Fredericton on March 27 and 28.

*Photo credits:  
Bruce Hallihan/EECD*



**Michael Butler, Michael Nelson, Peter DeWitt, Sylvie Arseneau**



## NBTA Diversity and Social Justice Committee



***Pictured from left: NBTA Director of Communications Chantal Lafargue, NBTA Board of Director Representative Trudy Stiles, Committee Chair, Nathaniel Fells (Branch 0215), Thérèse Trofimencoff (Branch 0820), Yuan Yao (Branch 1826), Melanie Maltby-Ingersoll (Branch 1608). Absent: Krista Harquail (Branch 1536). Photo credit: Sabrina De Jong/EECD***

The NBTA Diversity and Social Justice Committee met on three occasions this year and members voiced their concerns regarding the current climate facing schools due to socio-political factors (e.g., racism, transphobia, homophobia, school violence, declining student mental health, online hate directed at teachers, rights of Indigenous youth and teachers, gender-based violence, etc.). The committee also discussed challenges faced by minoritized teachers, particularly those who are newcomers to Canada who require pathways into the profession in New Brunswick and/or who aspire to school leadership roles.

Following a roundtable discussion regarding the most impactful next steps for the NBTA to connect the work of the committee to the NBTA Board of Directors' strategic action

plan, the committee recommended that the NBTA add and collect self-reported identifiers related to race, languages used, and disabilities to the NBTA data collection form. In December, the NBTA Board of Directors passed a motion for this work to proceed per the aims of the workplace equity policies of the employer.

The committee has begun this work in alignment with the guiding principles and practices proposed by the Canadian Teachers' Federation (CTF/FCE) for the collection of disaggregated identity data to support advocacy efforts for equitable representation. The goal is to have adjustments made to the data collection form by September 2024, so that data can be analyzed to inform future recommendations.

# 2024-2025 Education Leaves

*In all, forty-four (44) NBTA and sixteen (16) AEFNB members received leaves for the purpose of retraining, specialization, or professional growth.*

Education Leaves awarded to NBTA members amounted to approximately \$2,561,880. With the mix of full and part-time leaves, the Committee was able to grant 44 leaves.

In the past few years, NBTA leaves were awarded as follows:

2023-2024 — 41 leaves at \$2,022,927  
2022-2023 — 46 leaves at \$2,225,282  
2021-2022 — 45 leaves at \$2,164,727  
2020-2021 — 45 leaves at \$2,146,328  
2019-2020 — 44 leaves at \$2,032,533  
2018-2019 — 46 leaves at \$1,897,732  
2017-2018 — 40 leaves at \$1,897,455

## Education Leave Committee

The Education Leave Committee, established under Article 37 of the Collective Agreement, met on January 15, 2024 to complete the difficult task of selecting the educational leave recipients for 2024-2025. The Collective Agreement specifies that the Committee will be comprised of eight (8) members representing the Department of Education and Early Childhood Development (EECD), the Superintendents, and the NBTA, AEFNB and NBTF. The composition of the Committee is as follows:

Mirelle Fontaine Vautour	MEDPE (Chair)
Tiffany Bastin	EECD
Stéphanie Babineau	AEFNB
Peter Lagacy	NBTA
Gilles Saulnier	AEFNB
Kimberley McKay	NBTA
Marc Pelletier	DSF-NE
Dianne Kay	ASD-W
Nicole LeBlanc	NBTF

## Process

The full Committee met virtually for a short time to review the reports on the 2023-2024 cohort, confirm the criteria to be applied in the selection process, and to verify the amount of money available pursuant to Article 37. The Committee then divided into two sub-committees to consider applications from NBTA and AEFNB members.

## Criteria

Although an educational leave must fall into one of the three accepted purposes — **retraining, specialization, or professional growth** — the Committee receives confidential comments and recommendations from principals and superintendents regarding the value of the leave to the school and district.

In considering applications from NBTA members, the sub-committee must consider the total funds available and the number of NBTA members in each district so that the funds can be allocated fairly throughout the province. This means that, while larger areas may be allocated multiple full and/or partial

leaves, some smaller areas may get a leave every second or third year, and, in some cases, an even longer period of time might elapse between leaves. Although the Committee is not bound to award leaves on a direct total numbers/leaves available ratio, it is a factor that must be considered. Other factors considered are:

- program to be followed
- benefit of leave to school and school district
- position distribution (teacher, S.P.R., vice-principal, principal)
- grade levels (elementary, middle, high school)
- past professional involvement
- years of experience
- number of times teacher has applied
- certificate level
- subject specialty

There is also the expectation that Education Leave recipients will share their knowledge and expertise through professional development sessions in their school, district and/or province with interested colleagues.

## Leave Statistics for 2024-2025

There were 108 applications from NBTA members. Funds awarded for educational leaves, determined by the formula in Article 37.03 of the Collective Agreement, were \$2,561,880; the AEFNB was awarded approximately \$1,097,949.

Forty-four leaves (full and part-time) were granted to NBTA members.

Leaves Awarded		To Achieve	
K-8	30	CERT VI	36
Grades 9-12	11	Masters	5
Resource	3	Principals' Cert.	3
Principal/VP	0	Other	0

## Conclusion

When all is said and done, 44 NBTA members will be happy to be receiving an Education Leave, while 64 members will be disappointed, and at least some of these members will feel frustrated by the process. The one thing that can be said is that the Committee did its best to weigh all of the criteria, consider all of the factors and award the leaves as fairly as possible.

To those teachers who received leaves, the Committee extends its best wishes for a successful and productive year of study and learning. And, to those who were not successful, the Committee thanks you for your interest and encourages you to apply again next year.





# Member Services Committee hosts Retention and Recruitment Meeting

The NBTA Member Services committee convened a full-day meeting focused on teacher retention and recruitment with representation from senior officials at the Department of Education and Early Childhood Development and school districts, the Department of Post-Secondary Education, Training and Labour, the three anglophone faculties of education, the Office of Teacher Certification, New Brunswick Institute for Research Data and Training, New Brunswick Teachers' Federation, and the New Brunswick Teachers' Association. The teachers serving on the committee were pleased to see these partners acknowledge the Recruitment and Retention issues identified in the NBTA Strategic Action Plan.



**Objectives:**

Common understanding regarding the current state of teacher retention and recruitment and certification in NB's anglophone schools.

Strategizing and visioning solutions to which all partners are prepared to commit.



## Stepping UP: Realizing Culturally Responsive Schools

# Literacy Day engages students through a culturally responsive approach to planning

**Matt Johnston**  
Evergreen Park School

Evergreen Park School is a K-5 school located in the north end of Moncton, New Brunswick. Currently, our diverse school population is composed of 665 learners. We welcomed 101 newcomers in the 2022-2023 school year and 70 newcomers (thus far) in the 2023-2024 school year. Newcomers comprise 34 per cent of our school population, and 26 per cent are multilingual language learners (MLLs). Thirty-nine countries and twenty-seven countries are represented. Our school is rich with its diversity, and it is something we celebrate every day.

We devised the Reading Arena as an engaging part of Literacy Week at our school. We introduced a couple of classes to the book *The Hockey Jersey* by Jael Richardson, which contains themes we explored in grade 5 this year, including gender equality, diversity and inclusion, community, and emotions. The goal was to generate interest in the themes surrounding that morning's story.

We lined the room with gym mats to create the boards of the arena. We placed hockey nets at each end, and students played hockey using scooters. Teams played five-minute games and those waiting a turn to play sat and read.

Around the room, we posted interesting facts about famous athletes, including charities they support and how important reading and education were (and is) to their lives. Sports-themed books were displayed throughout, as were several sports jerseys.

Classes came in for a read-aloud of *The Hockey Jersey* followed by class discussion. Students were then encouraged to play coed games of 3-on-3 scooter hockey.

As part of our grade 5 Intensive French Program, we had worked earlier in the year with Roch Carrier's *Le Chandail de Hockey* as part of our Sports and Hobbies Unit, so *The Hockey Jersey* provided good discussion points about how far inclusion in sport in Canada has come. In a classroom of twenty-three, I have students from ten different countries, some of whom are learning about Canadian culture and identity for the first time. Students were able to make connections between topics like *Hockey Night in Canada* being broadcast in Punjabi, Mi'kmaq contributions to the sport, female trailblazers like Hailey Wickenheiser, etc.



The literacy event energized and engaged the students. They liked the collaboration across classes. Isu, age ten, said, "I was happy I was allowed to read with friends in different classes." Randolph, ten, added, "Literacy Day was amazing, and I think schools around the world should have one." Mouad, also ten, emphasized the energetic nature of the event by saying, "I loved the overall design of the area and playing scooter hockey."

Culturally responsive instruction is instruction that recognizes and respects the variety of cultures (the various "ways of being, knowing, and doing") from which learners are approaching their education and the world. As an educator in a diverse teaching and learning environment, I use a variety of teaching and assessment strategies, change deficit focuses and approaches into positive ones by focusing on contributions and culturally diverse role models, and hold and demonstrate high expectations for all learners, while providing scaffolds and supports as needed.

I want my learners to feel supported in choosing how to demonstrate their knowledge. I also want them to see themselves positively represented through resources and materials at school. Finally, I want each of them to know that their voice and presence are valued at school, and that they can know what to expect here.



The "Stepping UP: Realizing Culturally Responsive Schools" series is coordinated by EECD and NBTA contributors Kathy Whynot, Craig Williamson, Monique Hughes, and Chantal Lafargue. This article series is a space for teachers to highlight their journeys in embracing culturally responsive practice.



# The Road from Fact to Fiction: A Writer's Journey

Katherine Halas Moulton



I recently published my debut novel *Her* under the pen name Katherine Melanie. The journey to write this book began more than a decade ago, before the responsibilities of life as a teacher and parent buried it in an obscure folder. Fast forward to 2019, when I travelled with students to Europe on a war-history tour and was inspired to pick up where I left off. I wrote the remaining three-quarters of the book in just six weeks during my summer holidays. It did, however, take another couple of years to edit it. With much encouragement from my Bengals' Book Club, I eventually ventured into publishing and marketing. I have learned so many lessons. Here are some of the questions I've been asked along my journey:

## How have your educational travels with students inspired your historical fiction writing?

I had the opportunity to travel with Anglophone North students and staff on a very well-organized trip that traced the experiences of our own North Shore Regiment from their landing on Juno Beach in France to the Netherlands. On that voyage, we heard firsthand accounts from civilians and Holocaust survivors and walked where those soldiers had trod.

Even though five years have passed, I am still very much inspired by that trip. It improved not only my knowledge about the war but also forced me to think deeply about issues of race, genocide, and sacrifice. I bring these topics into my social studies classes almost daily. To me, history is not about teaching who won a battle but what conditions led to the world's greatest tragedies, like the Holocaust, as well as what gives people the courage to oppose tyranny.

I highly recommend travelling to better feel the truth of history. It is one thing to see a picture of a war cemetery. It is quite another to experience the vastness of the tragedy by walking amongst the endless rows of white crosses marked with the names and ages of young soldiers who died by the thousands on the same day. It is certainly another to hear an account of that day from a survivor. The level of loss is overwhelming. Experiencing those sacred spaces with students brings a profound shared experience.

## How does your passion for your subjects and learning in the classroom inspire your writing?

A fictional novel allowed me to synthesize a lifetime of historical research, teaching, and travels. Writing, for me, is teaching. I am passionate about inclusion and feminism, for example, but instead of being pedantic, I can express those ideas through my characters' experiences. I believe this shines a light on issues in a more engaging way.

## Even though your book is for an adult audience, what aspects of the writing process can you share with students?

The novel I wrote is not intended for students as it delves into the violence of war and has complex adult relationships. However, I have been able to share my writing process with grades 11 and 12 students. I've also taught my graphic arts class about the design principles that I used in designing my book cover.

## How do you feel the two worlds of teaching and writing come together for you?

I feel like teaching makes me a better writer and writing makes me a better teacher. Teaching and travelling with students gave me the foundation upon which to craft a novel, while writing about history has made me much more capable of talking about important issues with my students.

## What plans do you have for the future?

For now, I am going to continue talking about writing as well as the history and themes explored in my book. On May 31, 2024, I will be part of the WordSpring Festival in Moncton, which is hosted by the Writers' Federation of New Brunswick. I am also putting the finishing touches on my second book and fleshing out a third.



# NBTA PL: This year at a glance

Dawn Beckingham, Director of Professional Learning



At NBTA, we were thrilled to see an uptake in professional learning by members this year. There was lots of learning going on! I hope to see you next year at one of our PL opportunities. Staff and the teacher volunteers who support NBTA PL are eager to hear which topics you'd like to explore in the future. Please let us know.

*NOTE: Data below is from July 2023-June 2024. Some values may be approximate based on registrations, as some events had not happened at the time this went to press.*

<p><b>NBTA Compass Conference</b></p> <p>1 in-person conference for early career teachers 91 participants</p>	<p><b>NBTA Empowerment Series</b></p> <p>Basics for School Reps 4 in-person sessions 85 participants</p>	<p><b>CONTACT 2023: Conference On New Teaching And Classroom Techniques</b></p> <p>1 in-person conference 4 participants</p>
<p><b>DSS 2023: Developing Successful Schools</b></p> <p>1 in-person conference for school leaders 43 participants</p>	<p>Rep Rallies 2 virtual sessions 150 participants</p> <p>Intermediate Skills for School Reps 3 virtual sessions</p>	<p><b>NBLead: PL for Administrators</b></p> <p>16 sessions on various topics 424 participants 54 principals meet monthly in-person and virtually</p>
<p><b>Fierce Conversation Training</b></p> <p>6 in-person sessions 164 participants</p>	<p><b>Counselling &amp; Wellness Program</b></p> <p>80 presentations 3,889 participants</p>	<p><b>Classroom-Management Workshop</b></p> <p>3 in-person sessions 63 participants</p>
<p><b>Pension Seminars</b></p> <p>7 virtual sessions 1 in-person session 758 participants</p>	<p><b>NBTA Professional Code of Conduct</b></p> <p>6 large group sessions</p>	<p><b>Educational Improvement Grants (EIG):</b> 326 granted from July 2023 to March 2024 <a href="https://eigs.nbta.ca/">https://eigs.nbta.ca/</a></p>
<p><b>NBTA PL Webpage:</b> <a href="https://conferences.nbta.ca/">https://conferences.nbta.ca/</a> = 1,600</p> <p>HighlightED Podcast = 622 downloads</p>	<p><b>Other PL</b> for which we don't have final data:</p> <ul style="list-style-type: none"> <li>• Branch PL</li> <li>• School-Based PL</li> <li>• Council Institutes</li> <li>• NBTA NetworkED</li> <li>• Political Action Training for Teachers</li> </ul>	<p><b>TDPLG: Teacher Designed Professional Learning Grants</b></p> <p>5 team awards (\$1,500 each)</p>

# Elementary Council

Katherine Loughrey, Stanley Consolidated School

**Don't forget our exciting lineup on Council Day on May 3 includes this presenter! See you there!**

**Vanisha Breault** has been dubbed a social justice warrior, and her presentation promises to be a thought-provoking exploration of identity and the limitless potential that lies within us. Vanisha aims to inspire a transformative journey

by addressing the process of changing limiting beliefs and shattering glass ceilings. Her message emphasizes the ability to achieve beyond perceived boundaries and encourages individuals to recognize their untapped potential. With a focus on fostering self-belief, Vanisha will share insights on translating personal empowerment into a force that helps others become stronger believers in themselves.

# Middle Level Council

Rob Jeffrey, Bayside Middle School

**Remember to check out these sessions in our program when you're considering your options for Council Day!**

Every day we face adversity, presenting us with a crucial choice: will we rise to the challenge, or retreat in the face of obstacles?

**Mark Black** is a heart and double-lung transplant recipient turned four-time marathon runner. He's also a resilience expert, coach, and author who helps people break through limitations and develop resilience so they can thrive through challenge and change. In *The Resilience Roadmap™*, Mark offers a concrete framework for triumphing against the odds. This program is an infusion of inspiration and actionable strategies, designed to eliminate excuses and foster unstoppable motivation.

Key Learning Outcomes:

- Transform challenges into catalysts for innovation and growth.
- Cut through distractions and excuses to sharpen your focus on success.
- Strategically allocate time and energy to influence key performance metrics.
- Set and achieve goals that drive tangible results.

**Tara Francis** is of Mi'kmaq and Irish descent and grew up in rural New Brunswick. She struggled with her personal identity in her youth, and her keynote will address these challenges as well as how she claimed her own identity through exploring her culture and embracing her artistic self.

Tara, from Elsipogtog First Nation, is a master quillworker who also creates silk scarves and paintings. She studied at the New Brunswick College of Craft and Design and then taught the traditional Mi'kmaq style of porcupine quillwork. Tara brings a contemporary edge to her quillwork that has elevated her to international recognition. Her spiritual and artistic journeys have gone hand in hand throughout her career as she incorporates her connection to her ancestry into her pieces. Tara has also found a way to weave the issues that deeply affect her people and the environment into her work, which can be found in public and private collections around the globe, including the Beaverbrook Art Gallery, the Smithsonian-affiliated Abbe Museum, and most recently a commission from the Lieutenant Governor of New Brunswick that was gifted to King Charles III. Tara is the chair of Mawi'art: Wabanaki Arts Collective, dedicated to advancing artists and art styles of Wabanaki Territory. Tara continues to push the boundaries of traditional Indigenous art while staying true to her Mi'kmaq roots.

# High School Council

## Financial Literacy for High School Students

A FREE workshop supporting high school educators in teaching their students about the importance of financial literacy. Includes presentations and resources from FCNB, Junior Achievement, and Centres of Excellence

**When:** May 4, 2024 from 10:00 am – 3:00 pm

**Where:** Harrison Trimble High, Moncton  
Lunch and refreshments will be provided

Hotel stipends may be provided for the first twenty registered teachers travelling from outside the Moncton area.

For more information, contact [megan.crosby@nbed.nb.ca](mailto:megan.crosby@nbed.nb.ca)



# Inviting Social Studies Educators to Elementary Council for a Social Studies Conference

Laura McCarron, Fredericton High School

On May 3, 2024, all social studies educators, K-12, are invited to attend Elementary Council in Fredericton for a **K-12 Social Studies Conference** hosted by the New Brunswick Social Studies Educators Network (NBSSSEN). This organization has been working hard to ensure a variety of topics are covered to meet the needs of social studies teachers from kindergarten to grade 12. We are thrilled to be able to offer giveaways, including books and teaching supplies, and we have exhibitors from organizations across Canada that support social studies teachers with connections to experts and teaching resources. We are also thrilled to host our first NBSSSEN meeting. We are offering a Lunch and Learn meeting from 11:45 a.m. to 12:45 p.m. at Fredericton High School. Lunch will be provided as we talk about the goals of NBSSSEN, hoping we will create an advisory body to further social studies initiatives in New Brunswick. Please email Laura McCarron ([laura.mccarron@nbed.nb.ca](mailto:laura.mccarron@nbed.nb.ca)) if you would like to register for the Lunch and Learn.

Sessions offered throughout the day at Fredericton High School include ones as specific as the Holocaust and the Korean War and others focused on historical-thinking skills. Here is a quick snapshot of available sessions:

- Eric Church and Jasmine Kranat will share details on how teachers can access teachers from each district who are trained to offer sessions along with a display for teaching the Holocaust.
- Teachers can sign up for a few different sessions about Canadians at war from World War I to the Korean War to more recent missions. Dr. Lee Windsor will showcase student-focused research on veterans of various wars. Kevin Lopuck will share ready-to-use resources for students from K-12 to learn about Canadians in the Korean War.
- Local favorite Carl Duivenvoorden will explain how teachers can teach students ways to “change their corner of the world” with a session on climate change.
- Mutiat Adeleke from the Fredericton Black History Society will be joining us to share New Brunswick’s Black history.
- Rachel Collishaw from Elections and Democracy Canada will share resources for teaching Canada’s history of voting rights.
- James Rowinski has completed a PhD after spending considerable time asking students about their experiences in social studies classrooms. He will present his research and findings about students’ perspectives and experiences with history teaching.
- Kate Charette, EECD social studies learning specialist, will present to elementary teachers about the updated elementary social studies curriculum.
- Ernest Wasson will present on fostering civil discourse in social studies classrooms.
- CIVIX has created incredible, easy-to-use resources like *Student Vote*, *Ctrl-F*, *Student Budget Consultation*, and *Politalk* for teachers. Dimitri Pavlounis of CIVIX will provide a workshop on CIVIX resources to teach about democracy, the upcoming election, and digital literacy.
- Janelle LeBlanc will present on teaching historical thinking through investigating local people, places, and events.
- Jennifer Williams will share teacher resources to help students develop skills for inquiry-based learning.

And for teachers who haven’t had the opportunity to visit the Provincial Archives, located on the UNB campus, tours will be offered as half-day sessions to learn about available resources for teaching local history. The Provincial Archives helps students with local history research and comes to classes to teach students about archival research.

Be sure to check out the Elementary Council program at [www.nbta.ca](http://www.nbta.ca) to register for some of these sessions.

For more information, feel free to contact Kevin Foster ([kevin.foster@nbed.nb.ca](mailto:kevin.foster@nbed.nb.ca)) or Laura McCarron ([laura.mccarron@nbed.nb.ca](mailto:laura.mccarron@nbed.nb.ca)). You can learn more about our affiliation with the Social Studies Educators’ Network of Canada by visiting their website, <https://ssencressc.ca/>. Also check out the New Brunswick Social Studies Educator Network on X [@NBSSSEN](https://twitter.com/NBSSSEN) and SSEN on X [@SSENCRESSC](https://twitter.com/SSENCRESSC).

## Council Day: May 3, 2024



Elementary Council Day:  
**Identity**




Middle Level Council Day:  
**Teachers in Harmony**



High School Council Day:  
**Stronger Together**

# Your Personal Retirement Plan: How to Start Preparing for a Fulfilling Future

Andy Stewart, Teacher Counsellor



Many teachers spend decades preparing financially for retirement but little or no time planning for what their personal lives will look like in their retirement years. Taking time to make a personal retirement plan is a helpful step towards having a satisfying and happy next phase of life. A personal retirement plan can not only make your retirement more enjoyable but also help you be more content right now. According to Ronald J. Manheimer, executive director of the North Carolina Center for Creative Retirement, “It can make your last days, months and years of work more enjoyable, knowing that you are working towards something you feel positive about.”

Here are a few pointers from retirement experts and former colleagues.

## What could retirement look like?

In his book *How to Retire Happy, Wild, and Free*, Ernie J. Zelinski recommends making a list of the top-ten interests and activities you would like to pursue in retirement and evaluating how much time you presently spend on these activities. This exercise will give you an idea of what your retirement days could look like.

## You are more than your job

“Who will I be if I’m not a teacher anymore?” It’s a question we face in retirement. Zelinski says that “retirement allows you the freedom to be the person that you have always wanted to be” and suggests that we can get a better idea of our identity outside of work by asking ourselves what sort of person we’d want to be if work was totally obsolete. He recommends writing down your five best non-work traits to shift your thinking away from a work identity. You’ll start to shift your image of yourself from a “teacher picture” to a “retiree picture.”

Greg Theriault of Rexton, a recently retired school administrator, found retirement was a big shift for his identity. He was known in the community his whole adult life as “Mr. Theriault.” What helped him make the transition into retired life was to embrace semi-retirement. He has worked as a supply teacher at his former school for the past couple of years, and it has allowed him to move slowly from working life to retirement. He supports his former school at a slower pace and acts as an informal mentor to the staff. He also has more freedom to travel, build a new home, and rediscover his passion for music. Claude and Anne LaBerge, retirees from Miramichi, took a different approach. They have embraced full retirement and find that travel and a wide variety of friendships with people of different backgrounds has helped them make a satisfying move into retirement.

## Stay active

Authors and retirees alike agree that whatever your unique personal retirement plan looks like, it will need to include movement. John Ratey in his book *Spark* highlights how regular physical activity keeps our bodies and brains working well as we age. Claude LaBerge, who retired from a career in school administration, says retirement gives him the time to put regular movement into his weekly routine. He plays hockey and swims twice a week and cross-country skis in the winter and golfs in the summer. Bob Fitzpatrick, president of the New Brunswick Society of Retired Teachers, says he stays active by going to the gym five days a week and has recently taken up pickleball.

## Get by with a little help from your friends

Moving from the hectic pace of school into retirement gives you more time to connect with others as part of your retirement plan. In her book *What Will I Do All Day?*, Patrice Jenkins argues that in retirement our social portfolio, which includes our friendships and social activities, is as important





as our financial portfolio. Bob Fitzpatrick echoes this idea. He gets great enjoyment from meeting new people as part of his volunteer committee work. Greg Theriault is enjoying reconnecting with his brother by spending time playing in their band in retirement. Claude and Anne LaBerge have developed wonderful friendships with people they have met in their travels.

### What is your next contribution?

Hyrum W. Smith, author of *Purposeful Retirement*, observes: "Retirement can be a gift — a gift that opens up right in front of us like a perfect parking spot. It's a gift of time and a gift of opportunities." A personal retirement plan that takes advantage of these opportunities can lead to great satisfaction. As Ernie J. Zelinski states, "the most successful retired people are those who have an important connection, a hobby or something that gives them a zest for life." Bob Fitzpatrick's retirement plans weren't clear at first, but he knew he wanted to give back after many satisfying years in the New Brunswick education system and his work with the NBTA. He discovered that volunteer committee work was his opportunity. He says he gets great enjoyment from being on the boards of the New Brunswick Teachers' Pension Plan, the NBTA Credit Union, and the New Brunswick Society of Retired Teachers. Think about what opportunity you could add to your retirement plan by answering the question, "What do you love to do, whether you are paid or not?"

Patrice Jenkins says "we need to understand that retirement will be a process and as you adjust to this new way of being, you will find a new comfortable way to view yourself and others." So whether you are thinking about semi-retirement or full retirement, taking the time to make a personal retirement plan is an important step towards having a satisfying and happy journey in this next phase of life. "Imag-

ine your life as a book," James Clear (JamesClear.com) suggests. "What title would you give the current chapter and what's going to be the next?" Here is hoping that your next chapter, your retirement chapter, is a real page-turner!

Interested in learning more about personal retirement planning? Here are some books and web links you will find helpful:

### Books:

*How to Retire Happy, Wild, and Free* by Ernie J. Zelinski

*What Will I Do All Day?* by Patrice Jenkins

*Master Classes* by Peter Spiers

*Purposeful Retirement* by Hyrum W. Smith

*Purposeful Retirement Workbook and Planner* by Hyrum W. Smith

### Web Links:

[www.nbsrt.org](http://www.nbsrt.org) – The New Brunswick Society of Retired Teachers (Consider joining a branch near you)

[Roadscholar.org](http://Roadscholar.org) – A not-for-profit lifelong learning organization dedicated to offering education adventures worldwide.

[CARP.ca](http://CARP.ca) – Canadian Association of Retired Persons – Advocacy group for seniors

[Everythingzoomer.com](http://Everythingzoomer.com) – Home of Zoomer magazine, which celebrates a positive vision of aging.

## Evidence-Driven Instructional Leadership—A Theory of Action



### Facilitator:

**Justin Baeder, PhD** is Director of The Principal Center, where he helps senior leaders in K-12 organizations build capacity for instructional leadership. A former principal in Seattle Public Schools, he is creator of the Instructional Leadership Challenge, which has helped more than 10,000 school leaders in 50 countries around the world:

- Confidently get into classrooms every day
- Have feedback conversations that change teacher practice
- Discover their best opportunities for school improvement

Dr. Baeder is the author of *Now We're Talking! 21 Days to High-Performance Instructional Leadership*, and the co-author, with Heather Bell-Williams, of *Mapping Professional Practice: How to Develop Instructional Frameworks to Support Teacher Growth (Solution Tree)*.

He is the host of *Principal Center Radio*, a podcast featuring education thought leaders, and the founder of *Repertoire*, the professional writing app for instructional leaders.

He holds a PhD in Educational Leadership & Policy Studies from the University of Washington and an MEd in Curriculum & Instruction from Seattle University, and is a graduate of the Danforth Program for Educational Leadership at UW.

### Tuesday, July 9, 2024

Opening Keynote: Evidence-Driven Instructional Leadership—A Theory of Action

- 500 Classroom Visits a Year: An Achievable Vision for Instructional Leadership
- Instructional Leadership as Decision-Making and Implementation
- Instructional Leadership Folklore: Myths & Misconceptions That Hold Leaders Back

### Wednesday, July 10, 2024

Morning:

- 7 Keys to Sustainable Impact with Classroom Walkthroughs
- Classroom Walkthroughs as a Keystone Habit
- Sensemaking via Evidence-Driven Feedback Conversations
- 3 Roles for Changing Teacher Practice

Afternoon:

- The 3-Cycle Startup Plan
- Building Trust & Setting Expectations
- Getting Organized & Eliminating Barriers to Classroom Walkthrough Success
- Taking & Sharing Notes with Teachers

### Thursday, July 11, 2024

Morning:

- Insights from High-Quality Teacher Evaluation Frameworks
- Choosing a Focus for Custom Instructional Frameworks
- Drafting & Revising Your Framework

Afternoon:

- Framework Thinking To Support Rapid Improvement
- Assessing School-Wide Progress Toward Hard-To-Measure Goals
- Building A Shared Vision

[www.nbta.ca](http://www.nbta.ca) for more details

# CONTACT

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- Trauma Informed Teaching

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Teachers' Federation**

  **NBTA**  
New Brunswick  
Teachers' Association

FOR MORE INFORMATION: <https://www.nlta.nl.ca/contact2024/>

**Submit your name today to [Evan.Vanbuskirk@nbta.ca](mailto:Evan.Vanbuskirk@nbta.ca)**

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