



September 2021
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NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION

New President Promotes Teacher Solidarity and Wellness

Meet Your NBTA Staff Team

Our 2021-2022 Board of Directors

Into the Unknown: Your Wellness



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!

Upcoming Deadlines:

November 2021 Issue: October 15th

February 2022 Issue: January 15th

April 2022 Issue: March 15th

June 2022 Issue: May 15th

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In This Issue...



12



14



24



25

- 4 Educational Leaves 2022-2023
- 5 NBTA Board of Directors 2021-2022
- 6 Meet Your NBTA Staff
- 9 Modernized Educational Improvement Grant Process
- 9 Classroom Management 101
- 12 Supporting Staff Mental Health
- 14 Realizing Culturally Responsive Schools
- 18 Council News
- 19 Project Overseas Update
- 20 Pension Seminar Form
- 21 Purchase of Service Session Form
- 21 Teacher Designed Professional Learning Grants 2022
- 22 Wellness Pages: Into the Unknown
- 24 Your Teacher Counsellors
- 25 #DedicatedNBTeacher
- 25 NBTA Golf Tournament
- 25 NBTA Bowling Tournament

Message from the President



I am extremely proud and humbled by the trust you provided me. As I begin my 2-year mandate on August 1, I sit and reflect on the journey that has led to the NBTA President's office, I recollect a number of the highs and lows over my 27 plus years of teaching. I smile and grimace almost simultaneously as some experiences brought great joy and satisfaction, whereas others brought disappointment and heartache. What I have concluded is that they were all necessary to prepare me for the role as your NBTA President.

I want to extend a warm and sincere welcome back and hope that you took every opportunity to refresh and rejuvenate over the last several weeks. It is imperative that your health and wellness remain a priority. As we 'reset' after an ever changing last 16 months we must find strength and motivation from a key lesson of the pandemic —nothing can replace the crucial role that teachers play in society. As the next few months unfold, I will make every effort to visit and interact with you in your school communities. Building relationships and re-engaging hearts and minds so that our professional voice is strong remains a priority.

One of the emerging themes of the 2020 Olympics was '**togetherness**' and I was struck with how appropriate that theme lends itself to this school year. Now more than ever, it's important that we, as New Brunswick educators, join together in solidarity. There may be longstanding impacts on learning and mental health for years to come, but we know **together we are stronger**. As we navigate the many challenges ahead, we will need to lean on one another like never before. It is easier to think about the negative impacts of the pandemic on education, but I encourage us to think of them as opportunities. I look forward to bringing teachers' perspectives to conversations with government and other stakeholders to highlight areas in which growth was evident and where more supports are required.

Whether you are in year one, mid-career or in the home stretch to retirement, I invite you to be involved with your professional association and the numerous services it provides. Reach out with questions, ideas, or to share Great News stories. **Together**, as dedicated NB teachers, we must do our part to promote our profession and public education in New Brunswick.

Connie Keating

*"If everyone is moving forward together
then success takes care of itself"*

- Henry Ford

Educational Leaves: 2022-2023

Deadline for Applications:
November 5, 2021

Application Forms:
Use Only Forms Marked
"For 2022-2023"

General

In order to advise teacher applicants by the end of January 2022, the deadline date for applications has been established as November 5, 2021.

Special Information

- teachers who have a Schedule B contract and who have completed five (5) years of teaching in New Brunswick by the application deadline are eligible for an educational leave up to one full year. Please note that both short-term and full-year leaves are for the 2022-2023 school year only; leaves for January-June, 2022 cannot be considered.
- in keeping with the Collective Agreement, a teacher on an educational leave shall receive seventy per cent of the salary he/she would have received had he/she been employed during the period of the educational leave in the position which he/she held at the time his/her application was submitted.
- a teacher who is granted an educational leave of six (6) months or more shall agree in writing to return to the field of public education in New Brunswick for a period of at least one year.
- no teacher shall be eligible for a subsequent educational leave until he/she has been employed as a teacher in New Brunswick for a further one (1) year for each two (2) months of an educational leave previously taken.
- the purpose of the leave is stated as follows: "Educational Leave may be granted to a teacher wishing to devote up to a year's study or study/travel for purposes of retraining, specialization or professional growth."

Administrative Information

- Application forms and detailed regulations may be obtained from the **NBTA website (www.nbta.ca)**.
- Teachers who have questions regarding an educational leave should direct them to:

Kimberley McKay,
Secretary, Educational Leave Committee
NBTA, P.O. Box 752,
Fredericton, N.B. E3B 5R6
Tel: (506) 452-1721
or email: kim.mckay@nbta.ca

- Interested teachers should apply to the Secretary, Educational Leave Committee, and forward one copy to the District Superintendent and one copy to

the School Principal. *No applications for educational leave will be accepted by the Committee if post-marked or emailed after November 5, 2021.*

- Applicants shall be advised of the decisions of the Committee by the end of January 2022.

Factors Affecting Selection

Although an educational leave must fall into one of three purposes — retraining, specialization or professional growth — the Committee considers confidential comments and recommendations from principals and superintendents. These comments are usually directed to the benefits of the leave to the school and district and are an important source of information to the Committee.

Other factors that are considered are:

- distribution by district;
- position distribution (teachers, SPRs, vice principals and principals, etc.);
- grade levels;
- past professional involvement;
- years of experience;
- number of times teacher has applied;
- benefit to the school/district of the proposed education leave;
- certificate level of the teacher;
- previous educational leave (see note below).

Note: Some priority will be given to members who have not previously been granted an educational leave without automatically excluding members who have. Other factors such as the number of years since the previous leave, the total number of applications, the experience of the other applicants, and the other criteria listed above shall be considered.

The composition of the Educational Leave Committee is as follows:

Department of Education: two representatives;
New Brunswick Teachers' Association: Connie Keating;
Association des enseignantes et des enseignants francophones du Nouveau Brunswick: Nathalie Brideau;
New Brunswick School Districts: two representatives;
New Brunswick Teachers' Federation:
Gilles Saulnier; Kimberley McKay – Secretary

This notice is designed to give information to teachers as early as possible. It is merely a synopsis of the more detailed regulations. Interested teachers should read carefully both Article 37 of the Collective Agreement and the regulations established by the Education Leave Committee prior to applying.

NBTA Board of Directors 2021-2022



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1640



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Wendy Peters
1725



Jonathan Hunter
1809



Dominic Leach
1826



Greg Peters
1826



Michael Fletcher
1827

Meet Your 2021-22 NBTA Staff

by Ardith Shirley,
NBTA Executive Director

"For me, becoming isn't about arriving somewhere or achieving a certain aim. I see it instead as a forward motion, a means of evolving, a way to reach continuously toward a better self. The journey doesn't end... It's all a process, steps along the path. Becoming requires equal parts patience and rigour. Becoming is never giving up on the idea that there's more growing to be done."

~ Michelle Obama, *Becoming*

For the past 14.5 years, I have written a column for you in the NBTA News called "Growing, Living and Learning." (This was a tradition that I carried on from my predecessor, Nancy Roach's famous "PD Potpourri.") While writing is not one of my natural strengths, I forced myself to endure the task as I quickly realized that it provided a mechanism that allowed me to 'get to know' many more of our teachers. Once each issue was published, I looked forward to making the connections. I could always tell when the paper copy of the NBTA News made its way to a school as, inevitably, my email would light up with teachers reaching out to comment on my latest musings or put their name in for the book draw.

As I embark on this new journey as your NBTA Executive Director, my organizational role and responsibilities change significantly. One of the first questions asked of me by Chantal, our NBTA News editor, was, "Will you continue to write a column in the NBTA News?" My answer – I'm not sure. You see, I can't truly predict what the future will look like or what my new responsibilities will require as we (you, your NBTA and I) 'become.'

I do know that I will need to find ways to connect regularly with our teachers. I recognize *that* relationship is essential in order to lead our professional organization effectively! The challenges

ahead for our profession and public education in New Brunswick are many. Our best hope comes through solidarity and finding ways to amplify your professional teacher voice.

A milestone in many relationships is the introduction. To that end, allow me to use this first issue to introduce our 2021-22 NBTA Senior Leadership Team and the portfolios they will direct on your behalf. I'm sure you will be equally as proud and impressed by their collective wisdom and expertise as I am.

Along with their portfolios, I also draw your attention to the fact that each of your NBTA Senior staff is also responsible for a 'family of branches'. This means that they attend your branch meetings and liaise regularly with your branch, school and district leaders so that we can best understand the contexts and realities in which you work. Please feel free to reach out to your NBTA staff. By developing that relationship, we can assure that your individual member support needs from both NBTA and NBTF perspectives are handled most effectively and efficiently.

I trust there is comfort in knowing that regardless of what unknowns this school year may bring, we are here for you and *together* we make a great team!



Ardith Shirley
Executive Director

Lead Responsibilities:

- NBTA Governance & Organizational Oversight
- Government Relations & Advocacy
- Professional Legal Advice
- NBTF & CTF Board of Directors

Support to Members for Branches: 0214, 0820, 1429, 1542 & 1827

As your new Executive Director, I am responsible for the operational oversight and governance of the NBTA. I also will sit as a member of the Board for both NBTF (our professional union) and Canadian Teachers Federation (CTF). I come to this work having been an NBTA staff member since 2007, and your Deputy Executive Director since 2019 (also Acting Deputy in 2013-14).

I look forward to working alongside your NBTA President (Connie Keating) and the Executive Directors of our NBTF (Kerry Leopkey) and AEFNB (Alain Boisvert) to provide leadership to your volunteer teacher representatives who have been elected to the Board of Directors. A major focus in the short term will be to begin the process to negotiate a fair collective agreement with Treasury Board. (Our current agreement expired in February 2021.)

Previous to working for you here at NBTA, I was a teacher, vice-principal, principal and Facilitator with Future to Discover (Career Development with EECED). I look forward to the opportunity to further practice my skills as a Certified Executive Coach (Royal Roads University) in my new role. I see so much potential for growth in this area that I think could benefit teachers.



Kimberley McKay
Deputy Executive Director
Professional Interests (Lead)

Lead Responsibilities:

- NBTA Professional Code of Conduct (Ethics)
- Curriculum & Assessment (PCEAC)
- Policy & Research

Support to Members for Branches: 0216, 0217, 1022, 1431 & 1826

Kim has been a member of the NBTA staff since 2009 and has previously served as acting Deputy Executive Director in 2020. She has worked as a teacher, vice-principal, principal, and district education supervisor within New Brunswick education. Kim is also a PhD candidate at UNB in the final stages of a dissertation focused on member engagement in teacher organizations. I have no doubt that NBTA will benefit immensely from the wisdom uncovered by her research.

Kim's background as a FIERCE Conversation facilitator will serve our organization well as she takes over as lead for administering our NBTA Professional Code of Conduct. She will continue to lead in the areas of Curriculum & Assessment (PCEAC). By passing on her POINT (New Teacher Program) responsibilities, we make space for her to shift focus to our NBTA organizational policy and research needs.



Michael Ketchum
Teacher Welfare Services

Lead Responsibilities:

- Pension Services Coordinator
- Teacher Counselling Program
- Teacher & NBTA Wellness Programs

Support to Members for Branches: 0618, 0619, 1450, 1640 & 1809

Michael has worked at the NBTA since 2007, starting as a Teacher Counsellor and then quickly advancing to Coordinator and then Director of Teacher Welfare Services. He has worked as a teacher, guidance counsellor and vice-principal within New Brunswick education and has experience teaching in Alberta. Michael maintains his connection with the UNB Counselling program as a sessional Contract Academic Instructor.

This year, Michael will continue to be the lead contact at NBTA for pensions, deferred salary and work-flex plans. Oversight for the Teacher Counselling & Wellness Program also falls to Michael and no one is more pleased at the addition of our three extra teacher counsellors for this coming school year than he. (That said, more people means more oversight for him.) Knowing that member expectations for 'just in time' advice and service in these areas continues to increase, I look forward to working with Michael to further discern how to meet organizational needs while respecting current resources and capacity.



Tina Estabrooks
Finance (1st)
Professional Interests (2nd)

Lead Responsibilities:

- Finance
- Educational Support Services (Diversity & Inclusion)
- School Leadership (NB LEAD)

Support to Members for Branches: 0215, 1430, 1538, 1724 & Middle Level Council

Tina joined our NBTA staff in 2018. Previous to this role, she has worked as a teacher, principal, technology mentor, school community coordinator and at EECd in Distance Learning. Tina is also a former president of the Canadian Association of Principals (CAP) and she was the 2013 recipient of the NBTA Vince Sunderland Award while she was Principal of Centennial School in Saint John. Tina's significant business background also informs her primary organizational responsibilities of making sure that NBTA finances remain in order.

This year will see Tina continue as the NBTA staff lead for any items connected to Educational Support Services, including our Diversity and Inclusion portfolios. She will also be the lead contact for school leadership teams as they balance the significant challenges associated with their role. This means she will also lead the coordination of our new 'NB LEAD' program. (A vision that remains close to my heart and that I can't wait to see come to fruition under Tina's capable leadership.)



Chantal Lafargue
Communications

Lead Responsibilities:

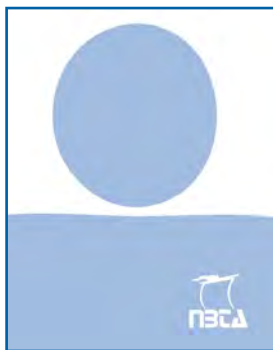
- Media Relations Coordinator (NBTA & NBTF)
- NBTA Communications and Public Relations
- Teacher Certification & B.Ed. Program Liaison

Support to Members for Branches: 1021, 1428, 1454, 1536 & High School Council

Chantal joined our NBTA staff in January 2020. The shutdown of our system in March due to the pandemic means she has not had the opportunity to meet as many of you in person as she would like. Hopefully, that can change this year!

Previous to NBTA, Chantal was a Faculty Associate at the Second Language Research Institute of Canada within the UNB Faculty of Education and a Newcomer Support Centre Teacher for ASD-W. She was the recipient of the 2017 Prime Minister's Award for Excellence in Teaching recognizing her professional excellence as a Spanish, French Immersion, and English as an Additional Language (EAL) teacher. Chantal has also sat as a member of the Canadian Association of Second Language (CASLT) Board and National Council.

Chantal's undergraduate studies and prior experience in the field of journalism inform her work as she directs our NBTA communications efforts. The new NBTA website showcases what we can look forward to in that area. New to Chantal's portfolio this year will be responsibilities in Teacher Certification and BED Program Liaison.



TBD
Professional Interests

Lead Responsibilities:

- Professional Learning (Branch PL Chairs & Grants)
- New Teacher Support (POINT)
- Coordination of NBTA Councils

Support to Members for Branches: 1608, 1023, 1610, 1725 & Elementary Council

At the time of this NBTA News deadline, the selection process for our newest staff officer is not complete. By the time you receive the NBTA News, their name will be known. Knowing the caliber of applications that have been received, I can assure you that whomever is selected will have a solid professional background that will serve our teachers and your professional organization well.

You may have noticed that this position was advertised as a one year term rather than permanent full time. This will allow flexibility as your NBTA Board continues the work of defining what future portfolios our organization need to look like in order to respond to the needs of our diverse membership in this ever changing landscape of public education in New Brunswick. The need for this work was first identified in the last Structure and Services Review. This term position is evidence that work continues.



Larry Jamieson
Former Executive Director -
Advisor to
Organizational Leadership
Transition (120 Days)

Lead Responsibilities:

- provide advice & counsel to new NBTA Leadership Team

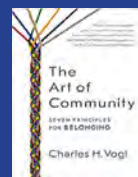
Larry has served the NBTA as a volunteer or staff member for over 40 years. For many of us, it is hard to imagine our NBTA without him. As he begins his transition to retirement, we are thankful that we won't have to... at least yet.

Larry will remain with the NBTA and continue to sit in the Executive Director's physical office on an almost daily basis until October 31st. (If any of you have ever visited him there you will understand that it may take that long to close the multitude of yellow files he is currently working on.) During this time, he will be responsible for providing leadership on matters connected to the governance of our NBTA Board and Executive as well as general oversight as I learn alongside him. After October 31st, he will move out of the physical space to signify that our official transition is complete, but will remain 'on call' for 60 days of transition consultation and other duties as assigned to assure the organization continues to run smoothly. I suspect we will put his extensive background in the area of pensions and member services to good use during that time.

Book Draw

Old habits die hard, and I couldn't end without offering a draw. This summer, one of my favourite reads was *The Art of Community: Seven Principles for Belonging* by Charles H. Vogl.

No matter our role in public education, I would argue each of us is responsible for building community somewhere, be it classroom, school or professional association. Sound intriguing? Drop me an email at ardith.shirley@nbta.ca with the subject line 'Book Draw'.



NBTA Launches a Modernized Educational Improvement Grant Application Process!

For more than 30 years, NBTA has partnered with the EECD to support teacher professional learning grants. If you have ever applied for an EECD/NBTA Educational Improvement Grant, you will have noticed that while the process was a well-oiled machine, it was very reliant on snail mail and paper applications.

A silver lining to COVID was that we finally had time to invest in modernizing the application process. Teachers will see the web-based result of that effort when our new NBTA website launches on August 30th!

Features of the new program include:

- Immediate confirmation of grant amount available to a teacher
- Faster and more streamlined email processes for supervisor approval
- An online 'profile' for grant recipients allows them to upload receipts from their device and then submit with one click upon completion of the learning event
- Faster processing of expense cheques
- ONE application for accessing Provincial, Council and Branch funding

As with all new processes, we predict there will be some "growing pains" in the first term as we work out all of the kinks and listen to teacher feedback. That said, we are 100% confident that the short-term growing pains are well worth the result – an overall improved member experience!

Classroom Management 101 — A Workshop for Early Career Teachers —

Tuesday, October 26, 2021 — 9:30 am - 3:00 pm, Fredericton

Session Description: Classroom management includes a wide range of variables and strategies that we will discuss in our workshop along with various resources that you will find useful in your planning and organizing. Routines, procedures, behaviours and communication impact how our classrooms run as well as how we feel as educators. There will be time to share ideas, strategies and tools for a successful school year.

Facilitator

Tina Estabrooks, NBTA Staff Officer

Target Audience: Teachers in their first five years of teaching (including supply teachers)

Session Fees/Expenses

There is no registration fee for this workshop and lunch/nutrition breaks will be provided. NBTA will cover release time for those teachers requiring a supply teacher. All other expenses (travel, accommodations, additional meals, etc.) are the responsibility of the participant.

Maximum Participants: 28

Registration: www.nbta.ca (registration opens September 20, 2021 and closes October 18, 2021 - or when registration is full)

For more information: contact Janet Peabody (506-452-1828 / janet.peabody@nbta.ca)

Note: This workshop is being funded by the NBTA provincial office therefore participants are not eligible for NBTA/EECD Educational Improvement Grants. You may, however, apply to your local Branch for PD funds (if they are available) to assist with expenses.

Note: You will receive a letter confirming your participation. The letter will provide details for applying for your supply teacher release time.

NBTA Membership Registration 2021-2022

All teachers* must register electronically at
www.nbta.ca each school year.

This also registers you with the NBTF.

*including Certified and Local Permit Supply Teachers (after working their first day)

Your updated information allows you to:

- access NBTA & NBTF Services & Members-Only Websites
- register for NBTA Seminars, Workshops & Council Day
- vote in NBTA Elections** & NBTF Collective Agreement

**some exceptions apply

**Draws on Sept. 17th & Oct. 1st for your
choice of an iPad or an Apple Watch
and supplemental prizes**



The names of the teachers who have registered go into each draw. Register early for more chances to win!



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

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

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

www.nbta.ca

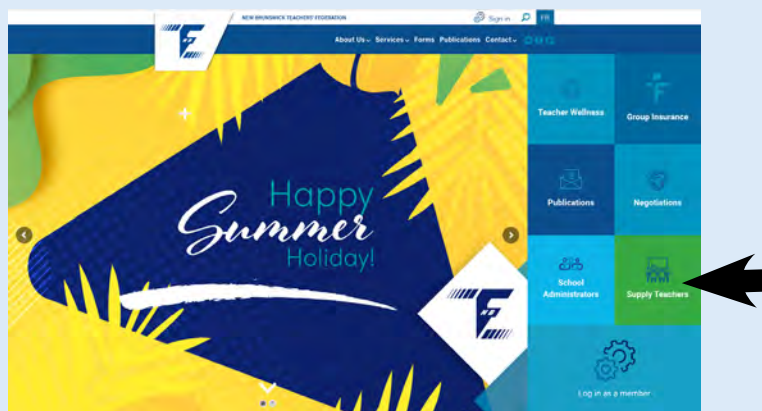


click on:

Early Career and Supply Teachers



www.nbtffenb.ca



click on: Publications > Category >
Collective Agreement



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

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

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

Supporting Staff Mental Health: What more can you do?

by Tina Estabrooks,
NBTA Staff Officer



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

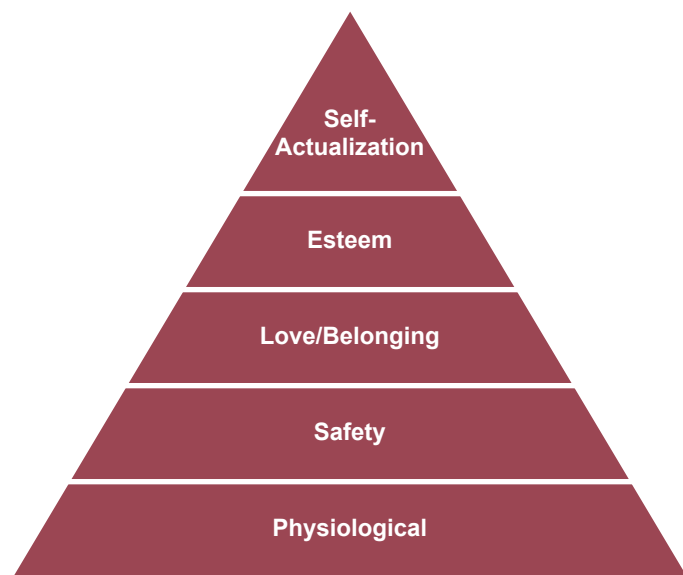
On August 3rd, I returned to work after a two-week hiatus and the experience was surreal. No masks! I walked up to and entered the building, free to walk on either side of the lobby, free to take any set of stairs and free to wait in a line at the photocopier. But, it was weird. Every time I stepped from my office without a mask, I felt like I was breaking the rules. Even when I remembered that it was no longer a requirement, I wondered if it was the right thing to do. Are my colleagues ok with this decision? Am I personally safe even with my two shots? Should I continue? Knowing that, if we follow the same trajectory as others provinces, we will be masking up once again and likely soon – why break the habit? How is this so complicated?

If entering an office setting is perplexing, I can only imagine the weight that will sit on the shoulders of school leaders as they confront a host of post-COVID questions and concerns. Although, at the time of writing this article, we were seeing a media stream of celebratory messages, all indicating that we have broken through the darkness and are standing on the horizon of brighter days, I believe the lurking uncertainties will continue to take a toll on students, teachers and, thereby, principals.

Over the summer I contemplated how I might prepare if I were still a school leader. Understanding that a healthy staff is the pillar of a healthy school and anticipating that summer holidays would not rectify the strain teachers endured, I scanned sister Associations to see what professional reads were being promoted to help guide a return. This article captures the highlights of two books, both of which serve to remind us that staff wellness must be intentional and consistent. I hope you enjoy the overview, that it adds to your toolkit and perhaps that you are able to find a bit of time to explore the works further.

In *Supporting Staff Mental Health in Your School*, Amy Sayer acknowledges that, although championing mental health can be awkward, it is necessary to build a healthy school. She contends that school leaders must be skilled in conversations regarding mental health (p. 26) so they can provide appropriate aid to staff who seek assistance as well as those who refrain from reaching out. She also suggests that it is fruitless for leadership teams to hypothesize the approach and that the best starting point is to hear from the staff itself (p.54). Trust is the foundation of successful mental health responses and, beginning by gaining an understanding rather than presuming to know what is needed, is the first crucial step.

In her work, she suggests the common types of mental ill health among school staff are anxiety, depression, post-traumatic stress disorder, and obsessive-compulsive disorder. Then, she reviews the signs, symptoms and common treatments. What made me pause when reading her work was the contention that school leaders must pay attention to Maslow's Hierarchy of Needs when securing a healthy environment for staff. I reminisced the numerous conversations where I, as a school leader, referenced Maslow while discussing the needs of students. Although Maslow may have been in the corner of my thoughts, I could not recall intentional focus on the pyramid in regard to staff wellness. I was reminded of how often teachers sacrifice themselves, always giving more, without any expectation of reciprocation. Sayer provides simplistic ideas to support the layers of the pyramid which I see as a possible checklist for school leaders wanting to develop or enhance staff supports and wellness initiatives. Sometimes, in the chaos of the day the simple things can be forgotten and routine reference to this checklist illustrates a leadership commitment to mental health. Also, attaching mental wellness initiatives to the familiar Maslow model coupled with consistency will expedite improvements and help ensure school-wide commitment. Appreciation will grow as teachers see themselves receiving supports that they value and have always provided to others.



“Trust is the foundation of successful mental health responses and, beginning by gaining an understanding rather than presuming to know what is needed, is the first crucial step.”

My second read was *The Wellbeing Toolkit: Sustaining, Supporting And Enabling School Staff* by Andre Cowley. Cowley begins by clarifying what wellbeing isn't. He discusses such things as being “nice”, explaining how an ad hoc response enables teachers to take advantage of situations and ignores the fact that the issue (whatever it may be) should be firmly addressed by the school culture. This is not to say school leaders should be dismissive or uncaring. He acknowledges the value of empathy and genuine kindness. He underscores that teaching is stressful work with deadlines, shared accountability and commitment and cautions that random exceptions to routine responsibilities are detrimental to the overall working environment. He contends that wellbeing isn't there to be managed, one crisis or scenario at a time, but to be led (p. 11).

After establishing what wellbeing does look like and providing the values required to create a consistent and positive culture, Cowley tackles conditions that are proven cancerous to a work environment. He highlights the negative impacts of such things as cliques, favouritism, the misuse of social media. He then suggests concrete responses. This stark confrontation of difficult situations would be a welcomed resource for any school leader trying to tackle a toxic environment or culture.

Cowley also addresses the growing attention to work ethic. With increasing accountability measures, top-down micro-management and extensive use of social media to promote what is happening in schools, there seems to be a growing perception that arriving early, leaving late, being visible at the school on weekends and having a classroom suitable for display in an issue of “Better Schools and Gardens”, is a necessity to attain professional respect and status. Individuals have different lives, with different goals and different commitments. In the end what truly matters is good teaching. Cowley suggests that recognizing efficiency, and being a model of life-balance is helpful, particularly for those who are staying late or coming in needlessly.

Both Sayer and Cowley discuss the stress associated with the day-to-day tasks of teaching and offer opinions on ways to lighten the load. As well, both authors pay considerable attention to family. Teaching is emotionally draining and often teachers are overloaded when family responsibilities collide with work responsibilities. They remind school leaders to be prepared for staff pregnancies, parental commitments and absenteeism. Finally, both Sayer and Cowley emphasize the importance of being attuned with professional aspirations. Cowley advises that without satisfaction the career becomes merely a job with no guarantee of longevity for the teacher, the school and education as a whole (p. 127). In this time of amplified stress and teacher shortage, school leaders must extend great effort to create and sustain a positive vision of the profession and a pathway to professional growth.

Overall, both books were easy, enjoyable and informative reads. If I were to select only one, it would be *The Wellbeing Toolkit*. I appreciated its structure, depth, record of online resources and succinct listing of strategies. That said, Sayer's work would make an excellent staff book study. It is less intense and perhaps more palatable for teachers who are already working at full capacity. It also has a few great exercises that could serve to open the conversation and make mental wellness a comfortable topic.

If you are interested in a copy, please send me an email (tina.estabrooks@nbta.ca) with either *Supporting Staff Mental Health* or *The Wellbeing Toolkit* as the subject line. I have one of each to give away —first come first serve!

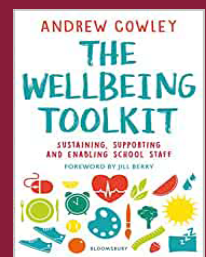
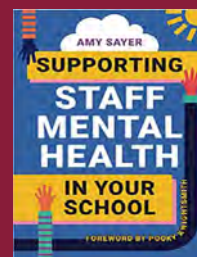
I wish you all the best for a successful fall,

Tina

Works Consulted:

Cowley, A. (2019). *The Wellbeing Toolkit: Sustaining, Supporting And Enabling School Staff*. London, UK: Bloomsbury Publishing.

Sayer, A. (2021). *Supporting Staff Mental Health In Your School*. London, UK: Jessica Kingsley Publishers.



Stepping UP: Realizing Culturally Responsive Schools

by Megan Donovan & Tina Estabrooks

We would like to acknowledge and honour the lives of the 5,296 children found (and those not yet found) buried at the sites of former Indian residential schools throughout Canada and recognize that more than 150,000 children were victimized by Indian residential and day schools including here in New Brunswick. We would like to express our commitment to listening to Indigenous Peoples and taking action to ensure that all learners recognize the harm that was deliberately inflicted upon Indigenous Nations.

*"We have described for you a mountain. We have shown you the path to the top.
We call upon you to do the climbing".*

~ Justice Murray Sinclair

The Education Act of New Brunswick defines teaching responsibilities which include the fostering of a positive learning environment for all students. Understanding that our society, and thereby our education system, includes many students that may feel 'pushed to the margins', and that teachers are a primary catalyst of social change, we are obligated to develop the knowledge and skills to create settings where all children thrive.

Teachers may be reluctant to change or enhance practices in order to be culturally responsive and inclusive. Possible reasons teachers hesitate:

- a perceived lack of knowledge and/or time to gain the knowledge.
- a perceived lack of professional learning opportunities and/or independent time to learn.
- the feeling that you are too far behind and unable to catch up to what other teachers/schools are doing.
- a perceived lack of support from school leadership – not a priority for school and/or perhaps District.
- opposing personal beliefs or values.
- a perceived lack of resources and/or how to access them.
- uncertainties – fear of critical judgement of colleagues and school community.
- the fear of an increased workload.
- apprehension about sacrificing curriculum objectives.
- concern of doing more harm than good.

Many teachers are Stepping UP to embrace positive change. Teachers have been putting in the work to ensure their classrooms and schools are environments where students feel seen, heard and valued. Stepping UP: Realizing Culturally Responsive Schools, is a collaboration between the NBTA and the EECD (with thanks to contributors Francis Bennett, Kathy Whynot, Craig Williamson, Monique Hughes). This article series is a space where teachers can

share a rung of their journey by highlighting the challenges, the successes and the benefits of embracing culturally responsive teaching. We hope that you find it useful as you embark upon your own path in support of growing inclusive environments. This first article shares the efforts of the Hazen-White St. Francis School team in ASD-S.

Hazen-White St. Francis is a K-5 school. In 2015 the school welcomed a large contingent of Syrian refugees. Today, the majority of students (57%) are newcomers from Syria, Somalia, and Turkey.

What was your motivation to embark on this work?

Our culturally responsive school journey began as a direct result of the news in late 2015 that several hundred refugee newcomer families would be arriving in the Saint John area in January 2016. We knew that we had to be proactive and provided our staff with quality professional learning about life as a refugee and as a newcomer in a community and school. We also focused on learning instructional strategies to support those learning English as an additional language, and enhanced our knowledge on ways to strengthen students' social emotional skills. As so many of our new students were arriving through the humanitarian stream of immigration, we knew it was also important to deepen our awareness of trauma by adopting trauma informed classroom practices. Years later, we continue to build on these knowledges in our professional practices, and ensure that we provide our families with opportunities to both explore and appreciate each other's cultures, always focusing on our shared values and common language reflected in our HWSF Husky Code and our Husky Mission Statement: We Welcome. We Encourage. We Learn. We are a Family. Since our journey began, our focus has been to create a thriving school community by building the capacity of staff, students, and families through the inclusive education model.

“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete.”
~ R. Buckminster Fuller

What did you find that you needed to learn? How did you overcome this?

We had always had a “multi-cultural” event for staff, students, and families, but with the arrival of several families from other countries, we shifted our focus to embedding culturally inclusive practices within our classrooms. Our first step was to deepen our understanding and awareness of what students and their families had experienced as refugees and newcomers, as well as an overview of their cultures and languages. We began in January 2016 with the Red Cross Refugee Training Professional Learning session: Life as a Refugee and a Newcomer. We formed a partnership with the YMCA Newcomers program, where we continue to work closely with a settlement school worker ensuring that students and their families are fully integrated into our school community. This past school year, our YMCA settlement worker hosted a virtual weekly bilingual reading club with several of our classes on TEAMS. We have continued to work with our District English As an Additional Language team to differentiate lessons and assessment for English Language Learners.

Are there resources (of any kind) that you would recommend as they were helpful to you on your journey?

One of our primary resources has been, “Bridging Two Worlds Supporting Refugee and Newcomer Youth: A Guide to Curriculum Implementation and Integration”, by Jan Stewart and Lorna Martin (2018)

Over the past several years, we have included our whole staff in our trauma-informed book studies, funded through ESST and NBTA grants, such as No Drama Discipline, Whole Brained Child, and Help for Billy: A Beyond Consequences Approach for Supporting Challenging Students in the Classroom. Both our teachers and educational assistants have identified that the professional learning sessions on life as a refugee, stress management, student stress and anxiety, social-emotional learning, positive behavior intervention support strategies (PBIS), trauma informed practice presented by the Child and Youth North Team Coordinator and How to Effectively De-Escalate students by the ASD-S Behaviour Leads to be valuable, applicable professional learning.



Describe any challenges you encountered and how you overcame them.

Language is the cornerstone to clear, concise communication and this was initially one of the biggest challenges that we had encountered. Play and sports are an international language and providing students with multiple opportunities to engage in both encouraged the development of positive relationships and friendships between our students. Once students had positive relationships with peers, we saw an uptick in engagement which was evident by the increased participation in our student leadership groups. Our provincially recognized D.A.R.E Role Models program, developed with our SJPd Community Police Officers, encouraged students to teach safety skills to their fellow students. We also ensured that our main signage, the Husky code, mission, and vision statements are all written in our two main languages, English and Arabic. We worked with our UNBSJ Promise Partnership coordinators to ensure that all students were able to participate in the student mentoring program. We then worked with the Promise Partnership team to host a weekly chat café for parents who wanted to practice their oral English skills outside of their language classes. This helped parents feel comfortable and connected to our school, staff, and partners. We continue to nurture parents' learning alongside their children with our monthly Celebration of learning sessions hosted in each classroom. All the work that we have done thus far to be culturally inclusive has enabled us to strengthen our relationships with students and their families. We value our unique differences, always focusing on strengthening our Husky Family and living by our shared values, mission, and the Husky Code.

Describe the involvement and reaction of students and families.

Our PSSC has also played a key role in welcoming and integrating our newcomer families into our school community. The success of this is demonstrated in the inclusion of a newcomer parent on our parent committee. Throughout the school year, the HWSF PSSC hosts several multi-cultural events, encouraging families to celebrate our cultural similarities, and keep all connected with our Mission statement; We Welcome. We Encourage. We Learn. We are a Family. As previously mentioned, we have shifted our parent support sessions to nurture parents learning alongside their children using the Celebration of learning model. This is where the student conferences with parents about the material learned for the month, and then parent and child participate in a learning activity. Frequently, these monthly celebrations include a diversity theme linking our common threads across all cultural traditions.

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

The results and the benefits of the work are that we have a highly engaged school community. Our Tell Them From Me student survey results showed that 94% of students surveyed reported that they felt that their teachers care about them, and 100% of students indicated that they will need the skills they are currently learning to be successful later in life. This was significantly above both the District and Provincial results, which were 70.9% and 70.4% respectively. Our embedded multi-cultural practices have ensured that we have significantly increased parent attendance at school-based events from 33% to 75% of parents attending school-based events.



"It is not beyond our power to create a world in which all children have access to a good education."

~ Nelson Mandela

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

We continue to build upon our previous steps integrating multi-cultural and multi-lingual books and board games into our classroom libraries and our HWSF Creative Commons. We will continue filming guest multi-lingual reads for our virtual library. Our YMCA Newcomer school worker will resume her classroom in-person presentations and lunchtime clubs. Our CORE leadership team will lead our whole staff read of "Cultural Competence Now" by Vernita Mayfield. As always, we continue to work closely with our District EAL team ensuring that we are incorporating best-practice instructional strategies into lesson design and delivery.

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

We are always meeting our students and families where they are at and go from there. It may be as simple as touching base with your District EAL team to check out resources from the EAL loan library for classroom libraries or engaging your local Multi-Cultural Centre or organization to present to staff, students, and parents. Choosing an action that is in line with your School Improvement Plan is the optimal first step.

If you are interested in learning more you can contact Megan by email at megan.donovan@nbed.nb.ca

School Indicators: Systemic School Planning

- 1.3 The school vision, mission, and improvement goals are shared with students, staff, families, the PSSC, and the community to ensure continuity and ownership.
- 2.1 Staff members design, share, and work toward their professional growth plans which are aligned with their assignments and the School Improvement Plan.
- 2.2 Processes are in place for monitoring the impact of professional learning opportunities for professional and paraprofessional staff members.
- 5.3 Processes are in place, and staff members apply interventions, to support students with their attendance.
- 5.4 The school has a proactive and systemic strategy for promoting student and staff mental fitness and resilience.
- 7 School-based staff members create and maintain a learning environment that celebrates diversity, is focused on equity, and are vigilant in eliminating barriers and reducing inequities.

The work of the Hazen-White St. Francis School Team is commendable. We would love to share what is happening in your classroom or school and the process is easy. With editorial support, co-authors respond to eight questions and provide a few pictures. If you are interested in contributing, please contact Tina Estabrooks at tina.estabrooks@nbta.ca.

Book Giveaway!

We have copies of the books listed below to give away. Please send an email to tina.estabrooks@nbta.ca with the title of the book in the subject line.

Stolen Lives: The Indigenous Peoples of Canada And The Indian Residential Schools (2015) ~ Various Authors - 12 copies

This Book is Anti-Racist (2020) ~ Tiffany Jewell and illustrated by Aurélia Durand - 1 copy

Antiracism and Universal Design for Learning (2020) ~ Andratesha Fritzgerald (CAST) - 1 copy

Equity-Centered Trauma-Informed Education (2021) ~ Alex Shevrin Venet - 1 copy

Carry On – Poetry by Young Immigrants (2021) ~ Various Authors and illustrated by Rogé Girard - 1 copy



Councils

Elementary Council: President's Message

by Dan Doucet, Elementary Council President

Greetings teachers! On behalf of the Elementary Council, I would like to welcome you all back to another school year. I hope that you took advantage of your time off to visit with family and friends this summer. We may not have been able to travel far, but I hope you were able to rest, take some time for yourself and recharge.

I would first like to introduce myself. My name is Daniel Doucet, and I am the Principal at Parkwood Heights Elementary School in Bathurst. I also have the pleasure of teaching numeracy to kindergarten students. I have been working on behalf of teachers for several years on both the Elementary and Middle Councils and I am excited to be your Elementary Council President for the next two years. As you can see in our yearly photo, I have three children: Logan, Claire, and Oliver, who all love spending time in Shediac.

For the past 18 months, we have had to adapt to new policies, procedures, and different ways of teaching. I know that there have been many challenges as we all navigated through an unusual year, filled with unanswered questions and doubts. Last May, we took part in our first and, hopefully, our last, virtual Council Day. Even if it wasn't business as usual, your three councils, along with several NBTA staff members, worked hard to ensure that the professional learning needs of teachers were being met.

Your Elementary Council has begun their planning for this year's Council Day on May 5th, which we hope to host in Moncton. Our specialist strand will be Physical Education. Do not hesitate to reach out to one of our members if you have any questions or any suggestions for sessions or possible speakers. We hope to see you there!

I wish you all a wonderful school year filled with lots of new memories for you and your students.



Middle Level Council: President's Message

by Lynn Skinner, Middle Level Council President

On behalf of our Middle Level Council, I would like to welcome you to a new school year. I hope that you all had a restful, relaxing summer with family and friends. Last school year was an especially challenging one for all teachers. You all stepped up and worked tirelessly to ensure that all students felt safe and received the best education possible. Your dedication and commitment have not gone unnoticed. I am hopeful that this school year will bring more normalcy to our buildings, staff, and students.

This will be my first year as MLC president and I am looking forward to the challenge. I have been a part of this committee for the past 7 years, serving as a member at large and treasurer. Several of our members completed their terms last year and I welcome our new members who have joined us. I feel blessed to be a part of this committee and to work with many volunteer teachers who give their time and expertise. I certainly encourage all teachers to take an active role in the NBTA.

I wish you all a wonderful school year in creating new connections with your students and their families. As well, encourage, listen, and support each other at school and take time for you and your family.



High School Council: President's Message

by Megan Crosby, High School Council President



Welcome back to what is sure to be another interesting school year. I hope you all were able to find opportunities to truly rest, relax, and recharge this summer. Whether it was catching up with family you have not seen in a while, travelling to places that have not open in awhile, or staying and supporting local, I hope you found things that filled your cup.

There is no denying it, last year was incredibly challenging on so many levels. Things changed constantly, but teachers demonstrated their resiliency time and time again. Maybe you were able to find some silver linings amongst the chaos. For me, it was smaller class sizes that allowed me to work with those in front of me in a greater capacity than before. I also witnessed countless teachers find creative ways to go above and beyond to provide the best experiences for their students—whether it was with in-person instruction, online learning, or putting on virtual activities for students, you all rose to the challenge, no matter how time consuming, exhausting, or frustrating it may have been at times.

As I begin my term as President, I reflect on my last six years on Council as Treasurer. I had just returned to New Brunswick after teaching at an Adult Education Centre in Montreal. Not

sure what I was signing up for upon my return, I just knew I missed being on High School Council and wanted to be more involved with my Association. Being Treasurer, I have had the unique opportunity to see behind the scenes the countless names of teachers seeking out Professional Learning, the dedicated planning of our Institutes Committee, and of course, the incalculable hours poured into making Council Day beneficial and successful, especially Council Day 2021. I enjoyed being able to slow down and watch the presentations this year, as normally I am busy writing cheques and helping with the day. Thank you to all of you who turned out for our AGM—it was a record year! I will never forget trying to enter over 300+ names into our prize draw “wheel of names.” I cannot wait for you to see what we have in store for Council Day 2022. Yes, planning has already begun! Stay tuned for more details.

Although this year provided many challenges, it highlighted the importance of human connection in our line of work and the importance of self-care. As a Wellness Facilitator for ASD-East, I cannot help but remind you to find ways to look after you in the year ahead. You cannot pour from an empty cup, so before the craziness of September kicks in, perhaps make a list of activities you can do for you and then plan some. Give yourself permission to recharge throughout the year, not just at the end. You all deserve it!

I wish you all the best this school year. May it be filled with laughter, love, and loads of memories!

Project Overseas



What is Happening with Project Overseas?

Project Overseas (PO), like everything else, was affected by the global pandemic. When the world shut down in March of 2020 and uncertainty continued to mount, the unfortunate cancellation of PO2020 was a necessity. As we progressed, it was evident that a return to normal was not a guarantee for 2021. However, there was a desire to do something in 2021. Aware of both the challenges CTF/FCE Member Organizations continue to face and the degree to which CTF/FCE partner organizations throughout the developing world need support and solidarity, the Canadian Teachers' Federation (CTF) proposed a 40% contribution of the amount normally contributed to a regular PO. On your behalf, the NBTA was pleased to offer some support for our partners during this troubling time.

Although global conditions are improving and hopefully leading to a path of normal, final decisions for PO2022 are delayed. Decisions will be made during the CTF Trustees' meeting in the fall. These decisions will be based on the latest information available from sources including the World Health Organization, Global Affairs Canada, and their international partner organizations. Following that meeting, CTF will communicate with us to seek input and to determine next steps.

We are hopeful that PO2022 will be a go! Please continue to monitor the NBTA News and our social media outlets for updates and information.

2021-2022 NBTA Pension Seminars Registration Form

Date and Time of Seminar:

October 12 & 13	ASD-N	Virtual
November 23 & 24	ASD-S	Virtual
January 12 & 13	ASD-W	Virtual
February 7 & 8	ASD-E	Virtual

Deadline for Registration:

September 20
November 1
December 20
January 17

*(For each of the above seminars: Part I will take place on the first evening;
Part II will be the second evening. Both will be from 7:00 - 8:30 pm)*

February 26 **Fredericton, NBTF Building**

February 7

(Registration at 8:30 am and session starts at 9:00 am until 1:00 pm)

Name of Teacher: _____ Birth Date _____

Email Address: _____

Certificate Level: _____

Have you received a Responsibility Allowance anytime between 2014 and now? Yes No

Are you paid by pay bands (district staff)? Yes No

Have you changed certificate levels anytime between 2014 and now? Yes No

If "Yes" to any, please contact the HR Officer at your District to have your salary history, dated back to June 2014, emailed to tammy.boon@nbta.ca.

Form can be emailed or faxed to Tammy Boon

tammy.boon@nbta.ca

Phone: (506) 452-1722 Fax: (506) 453-9795

****Please note: under 10 years of pensionable service will not receive a pension estimate.
Please reference Vestcor Employee Statement of Benefits.***

Seminar Guidelines

The following guidelines should be noted for participation in these seminars:

- All participants must pre-register; zoom link will be emailed.**
- Questions relating to these seminars should be directed to:
Michael Ketchum
NBTA Staff Officer
New Brunswick Teachers' Association
P.O. Box 752
Fredericton, N.B. E3B 5R6 (Tel. 452-1722)
- All teachers are welcome to attend.

Virtual Program

Part I: 7:00 - 8:30pm

- Teachers' Pension Act
 - contribution rates
 - retirement options
 - pension calculations
- Retirement Allowance
- Canada Pension

Part II: 7:00 - 8:30pm

- Financial Planning for Retirement
 - RRSPs
 - RRIFs
 - Annuities
 - Old Age Security
- Survivor options
- Purchase and transfer of Pension Service
- Pre-retirement vacation
- Work Time Flex
- Group Insurance

***PLEASE NOTE: YOU WILL RECEIVE CONFIRMATION UPON
RECEIPT OF REGISTRATION FORM.***

Purchase of Service Virtual Session

September 28, 7:00 - 8:00 pm

Program

- How does a purchase of pensionable service affect my pension?
- Is it a good idea to purchase pensionable service?
- What types of service can be purchased?
- Are there limits on how much I can purchase?
- The process of purchasing service.

Name of Teacher: _____

Email Address: _____

Form can be emailed or faxed to Tammy Boon

tammy.boon@nbta.ca

Phone: (506) 452-1722 Fax: (506) 453-9795

All participants must pre-register. A Zoom link will be emailed.

**5 Grants Valued at \$1500 each to be
awarded to teams of NB teachers!**

Teacher Designed Professional Learning Grants 2022

Teacher Designed Professional Learning Grants are offered annually as a school-based professional learning opportunity funded by the New Brunswick Teachers' Association. NBTA will award five \$1500 grants for the calendar year January 2022 – December 2022. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online beginning November 9, 2021. The November edition of the *NBTA News* will provide further details concerning selection criteria and grant requirements.

Deadline to apply is December 9, 2021

Into the Unknown: Management Strategies for Teachers



The last two years of teaching have been like no other for you. It is safe to assume that the coming school year will be as ever-changing and unpredictable as before. This can be challenging for educators who are at their best when they can predict what is ahead and plan for it accordingly. Teachers also thrive in an environment of consistency, which has certainly been a challenge in the last 18 months. So, as you start another year of “unknowns”, consider how you can adjust and manage so that you do not succumb to the stressors of teaching in an inconsistent environment where predicting and planning are difficult. Here are some tips and strategies that may help with the management of stress and unpredictability.

“All or Something” versus “All or Nothing”

Many teachers set very high expectations of themselves and strive to achieve big goals. Often, during the summer months, teachers are successful in doing it “all” when it comes to health and well-being because you are afforded the time to do so. Perhaps this past summer you read four times per week, you walked every morning for 45 minutes, you golfed every weekend, you nurtured friendships and family relationships regularly, or you did something consistently during your time off that you really enjoyed and benefitted from. Then September hits and all of a sudden it feels like there is no time. Teachers often go from “all” to “nothing”. We strongly encourage you to beware of this pitfall and strive for (and be satisfied with) “something”. You may read less, but keep reading. You may only have time for a 20-minute walk, but keep walking. Golf, at least a few more times before the season closes. Make plans with friends and family to still get together regularly during the school year. Something good is always better than nothing good when it comes to health and wellness. The trick is to **do something**.

Set Healthy Boundaries

Think about this before you are too far into the school year. How often will you take work home? How late will you stay each day?

What will you say yes to and no to? When during the school day will you pause and do something that is good for you? How much of your weekend will you devote to work? At what time each day will you stop checking email / put away your devices? There are so many important things that draw upon your time. The most important thing to remember is that it is your time and you have permission to manage it so that you stay healthy and well. Yes, teaching is not a 40-hour a week job, we all respect that, but it also is not sustainable if you make it a 60-80 hour a week job. Set limits and healthy boundaries for yourself. Share them with your colleagues and family so they are more likely to be respected.

Circle of Control

As frustrating as it is, we cannot control all that we will face this coming school year; the past two have certainly taught us that lesson. Protocols will change, expectations and demands will change; change is inevitable. It is easy to get caught up in the stress and frustration of dealing with change that we cannot control. Be wary of this. Try to stay focused on what you can control: your own classroom/office/team/club, your relationship with your students, your relationship with colleagues, your ability to be compassionate and understanding, your flexibility and creativity, your own self-care plan, etc. Draw upon your strengths in times of challenge.

How to Let Go

When something does happen that impacts us and we have little to no control over it, it is hard to “let it go”. In counselling we often get asked, “How do I ‘let it go’?” This is a loaded question, but here are a few simple strategies we recommend:

- **Give it your undivided attention for a short time** - Often issues hang around in the periphery of our minds as we go about our day. It is a “lingering stress or anxiety” that is always there. It is helpful to stop and give this issue your full attention. Acknowledge it, respect and honour it, validate it, then set it aside as a task completed.

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

“Try to stay focused on what you can control: your own classroom/office/ team/club, your relationship with your students, your relationship with colleagues, your ability to be compassionate and understanding, your flexibility and creativity, your own self-care plan, etc.”

- **Guided Imagery / Meditation** - Sit quietly for a few moments and think about what is troubling you. Then pull in an image that involves movement like clouds floating by or a river running downstream. Then imagine you place your troubles on the cloud / in the river and it floats away.
- **Let In** - One great strategy to use if you are trying to “let go” is to “let in”. This is a concept developed by Rick Hanson, psychologist and author of great books like Resilient and Hardwiring Happiness. Invite in a positive intention, self-compassion, kindness from others, or bring something joyful into your presence. The presence of something positive can often help soften the negative.
- **Get Physical with It** - Physical activity helps with letting go. A walk / run / workout stimulates your nervous system and releases chemical in the brain that help to relieve stress. Even a short 20-minute stint of activity will do the trick.

Dare Not to Compare

It is so easy to look across the hall or to a neighbouring school and compare what you are doing to what others are doing. It is valuable to observe and learn from them and to borrow great ideas. Be careful, however, not to judge the work you are doing by comparing it to what your colleagues are doing. They have different students, a different climate, different experiences, and different personal responsibilities or challenges. Do your best and assume your colleagues are doing their best as well. If you need help, ask for it, and if you see a colleague struggling, offer support when you can.

Self-Compassion

The high expectations that educators place on themselves can often make them susceptible to self-criticism or self-doubt when / if things do not go well. When others are struggling it is very easy for us to offer kindness, compassion, understanding, validation

and acceptance. Why is it then that we often struggle to offer those same gifts to ourselves? Self-compassion, the act of extending acceptance, understanding and love to oneself, is a gift we encourage you to give to yourself if you are facing a difficult situation or struggling. Want to learn more about self-compassion? Look into the work of Kristin Neff.

Support the Work of Your School Wellness Rep/Committee

We encourage you to be open and willing to participate in events planned by your school wellness rep/committee. Each school has an individual tasked with promoting wellness in your building and they have a network of colleagues and facilitators who support the work they do. Their goal is to provide opportunity for school staffs to enhance and nurture their mind, body and soul through various activities and events. Talk to your rep and let them know the types of activities that you would prefer. Perhaps you might offer to serve on your school's wellness committee. New Brunswick is the only province in Canada that has such an established wellness program in each and every anglophone school in the province. We are proud of our wellness program and encourage you to take full advantage of all it has to offer.

The Teacher Counsellors sincerely hope that your school year is off to a successful start and that you take advantage of every opportunity possible to be well. We are here to support you with individual counselling or through professional learning and school presentations. We are only an email or a call away. Cheers to you and all the amazing work you do!

Ronna Gauthier
Counsellor/Wellness Coordinator
St. John and St. Stephen Education Centres



@wellteacher235



NB Teacher Wellness

www.teacherwellness.ca



NB Teacher Counselling & Wellness Program



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NB Teacher Wellness

www.teacherwellness.ca

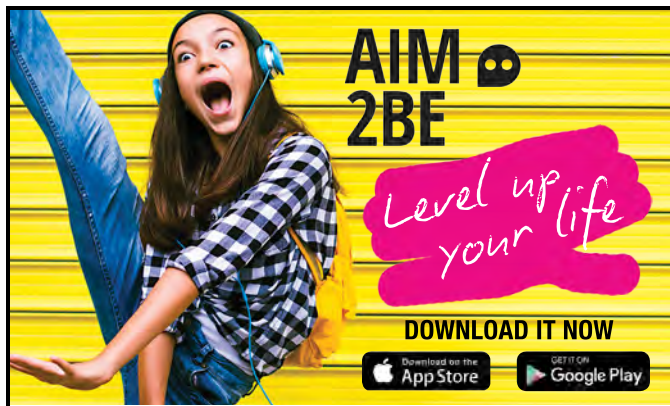
Great News Stories!

#Dedicated NB TEACHER

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

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

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



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Paid Advertisement

NBTA Golf Tournament

Saturday, September 25, 2021
"Shotgun" Start - 1:00 pm
Mactaquac Golf Course, Mactaquac

Open to all active and retired NBTA/NBTF members and friends.
Sign-in begins at 11:30 am.

Fee: \$80.00 (green fees, cart, meal and prizes)/person. \$320 per team.

Make cheques payable to NBTA Golf Tournament and mail to:
Larry Jamieson, 650 Montgomery St.
Fredericton, NB E3B 5R6

Phone: (506) 452-1828 Email: janet.peabody@nbta.ca

NBTA Golf is a proud supporter of the Make-A-Wish Canada, NB Chapter

Entry Form

Registration and Payment Deadline:
September 21, 2021

Four Names:

1. _____
2. _____
3. _____
4. _____

Contact Person: _____

Telephone (Home/Cell): _____

(Work): _____ Email: _____

(Confirmation will be sent by email)



NBTA Bowling Tournament

Where: Fairlanes Bowling Centre
936 Mountain Rd, Moncton

When: October 15-17, 2021

Cost: \$250 per team
New Teams Encouraged!

Please contact:

Adam Trider
adam.trider@nbed.nb.ca
506-875-9281



The Loran Award is Canada's largest and most comprehensive four-year undergraduate merit-based award. The award is unique in that it's not a reward for past accomplishments, but an investment in a potential future path of high impact. We do not provide a scholarship in the traditional sense of simply providing funds to pay for school. While Loran Scholars do receive annual living stipends and tuition waivers at partner universities across the country, it is its enrichment opportunities that set it apart, including one-on-one mentorship with Canadian leaders; funding to access summer experiences in Canada and abroad; the opportunity to connect with other high-potential youth through scholar gatherings; and an engaged and supportive alumni network. Our mission is to support these students in realizing their potential and promote their growth as leaders who are committed to giving back.

We look for qualities that a transcript alone cannot show—strength of character, a deep commitment to service, courage, compassion, and an entrepreneurial spirit. Sometimes this comes through in the student who shines in the conventional high school pursuits, but just as often it is found in the student who flies under the radar.

We are interested in the students who see problems as challenges to be addressed and have the inner-directedness to tackle them. They are humble with big hearts, they shun the status quo, and are meaningful risk-takers, team builders, and believers in a brighter tomorrow. They ask interesting questions and listen thoughtfully to the answers.

The students this program seeks may not see anything special about what they are doing—they just do what needs to be done. This is where you come in. These students may need you to tap them on the shoulder, hold up the mirror to who they are, and encourage them to apply for the Loran Award. Educators play a critical role in connecting these students with a community that will continue to encourage them to realize their full potential, for their benefit and the benefit of our collective future.

A vote of confidence from an educator can propel a student to do great things. Your faith in them matters. Encourage a student with exceptional potential to apply for the Loran Award.

Our application period opens after Labour Day weekend **and this year you are free to encourage as many applicants as you wish to apply before 8pm ET on October 13, 2021**. For the most up-to-date information and application details, please visit our website www.loranscholar.ca.

submitted by Loran Scholars Foundation

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All workshops run from 9am-4pm Central Time.

Mental Health Concerns in Children and Youth Sept 25

Resilience in Children Sept 28-29
Creative Strategies for Helping

Critical Incident Group Debriefing Oct 7

Regulation Strategies for Children and Youth in Crisis Oct 14

Attachment Oct 19
Strategies for Fostering Connections

Restorative Justice Oct 26-28
Facilitating Dialogue

Anxiety in Children and Youth Nov 6
Practical Intervention Strategies

Trauma-Informed Care Nov 10
Building a Culture of Strength

Gender and Sexual Diversity in Youth Nov 23-24

Self-Injury Behaviour in Youth Nov 30-Dec 1
Issue and Strategies

Social-Emotional Learning Dec 7
A Whole-School Approach

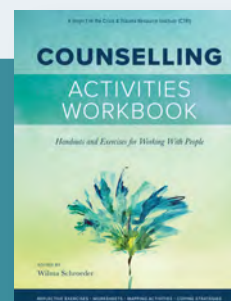
Addictions and Youth Dec 14
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by Margery Nichol, General Manager

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2. If it is time to renew your mortgage and the rate has dropped, you can opt to keep your payment the same.
3. Choose an "accelerated" option for your payment. By choosing weekly accelerated or biweekly accelerated payments you can take years off the length of time it takes to be mortgage free.
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