

# ConnectED

empowering teachers • inspiring students • elevating communities

April 2025  
Vol. LXII No. 4



## Where will you be on May 2?

**Council Day Highlights**

**Community Building with MLLs**

**Breaking the Stigma**



**NBTA**  
New Brunswick  
Teachers' Association

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## Your NBTA, Your Magazine

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# From the President's Desk

## Reflecting on a Presidency: Gratitude, Progress, and the Road Ahead

As I write my final ConnectED article as your NBTA President, I'm reminded of my first message, where I spoke about precision and the importance of having the right tools for the job. That metaphor has served us well during these transformative years, and I'm proud to say that together we've built a network that will serve teachers for years to come.

## Building From Within

The NBTA has undergone significant transformation, strengthening its foundation and grassroots approach to empowering teacher voice. Branch reorganization and renovations have reshaped the NBTA structure to allow future growth while respecting its history. The successful review process also led to the proposed Code of Professional Conduct, which will be considered at the 2025 annual general meeting. This has provided opportunities for thoughtful dialogue that further strengthens our professional standing. After fourteen years without a membership dues increase, our members recognized the necessity of investing in our collective future — a testament to the trust we've built together. Our communication strategies have become nimbler, allowing us to articulate clearer “asks” of government and enabling all members to join their voices in pursuit of shared goals.

The successful ratification of the collective agreement in 2023, during the early months of my presidential mandate, stands as a significant accomplishment, especially considering the challenges posed during the negotiation process. Despite numerous distractions, we maintained our focus on what matters most: supporting teachers and improving education in New Brunswick. We've welcomed a renewed respect with our new government in 2024, and with it comes hope for educational priorities to be at the forefront the next four years. The introduction of New Brunswick's Universal School Food Program represents a crucial step toward ensuring our students have the nourishment they need to learn effectively. It is hoped that the wisdom of teachers and all those who work tirelessly to find creative solutions to address student hunger will inform the implementation plan.

## Standing Together: Regional and National Connections

We are not alone in our challenges. We can see in recent media coverage that our colleagues in Newfoundland and Labrador have been fighting their own campaign for respect, reminding us that the struggles we face are often shared across provincial boundaries. Our strengthened collaboration with teacher organizations across Atlantic Canada and Nunavut demonstrates how regional cooperation



amplifies our collective voice. At the national level, through CTF-FCE we've advocated for a national school food program and the necessity for a safe schools amendment to ensure protective language in Section 43 of the Criminal Code so that teachers can do their jobs safely and effectively. These initiatives reflect our commitment to student well-being beyond provincial borders. In an era of complex challenges to democracy, we must prioritize education to foster the critical-thinking skills necessary for informed decisions.

## The Invaluable Contribution of Retired Teachers

A special note of appreciation must be extended to our retired teachers who have stepped up in times of crisis. With a significant shortage of certified teachers, retirees have returned to classrooms across the province, ensuring that students continue to receive the education they deserve. Retired teachers' willingness to step in and help stabilize the system has been invaluable. These individuals have already given decades of service to education, and their continued commitment exemplifies the very best of our profession. Thank you for keeping the system afloat when it needed you most.

# From the President's Desk

## Looking to the Horizon

As I pass the torch to Heidi Ryder this summer, I'm hopeful the new provincial government will seize the opportunity to value students as our greatest asset and treat public education as an investment in our collective future. I'm also not naive. Economic pressures, including global trade tensions, will continue to challenge public education funding. Moving forward, we must also enhance support for our new teachers and ensure there are dedicated resources to retain them. As 25 per cent of our experienced educators near retirement, we must continue to collaborate with government and urge them to develop strategies to retain our experienced minds in teaching as other sectors compete for their talents. We must also embrace new approaches to professional governance within our teacher organization that reflect the values of a workforce that seeks transparency and meaningful input into their professional lives. Meeting these expectations will be crucial to NBTA's continued relevance and strength.

## A Personal Note of Gratitude

It has been the honour of my career to serve as your President. The trust you've placed in me has been humbling, and the dedication I've witnessed from teachers across this province continues to inspire me. Our students are fortunate to have such committed professionals guiding their education. Though my term ends, my belief in the power of public education and the importance of teacher advocacy remains unwavering. The work continues, and in Heidi's capable hands, NBTA is well-positioned to face the challenges that lie ahead.

With profound respect and gratitude,



Peter Lagacy,  
President, New Brunswick Teachers' Association

## Who does what?



506-452-1720



# Educational Leave: Stats & Facts 2025

Educational Leaves are a benefit established under Article 37 of the collective agreement. The application process was open August – November 2024, with applications being screened in January 2025 for leaves beginning September 2025 or later. The purpose of the leaves is to support retraining, specialization, or professional growth.



**104 applications screened in the Anglophone sector in 2025.**  
This is 4 fewer applications than in 2024.

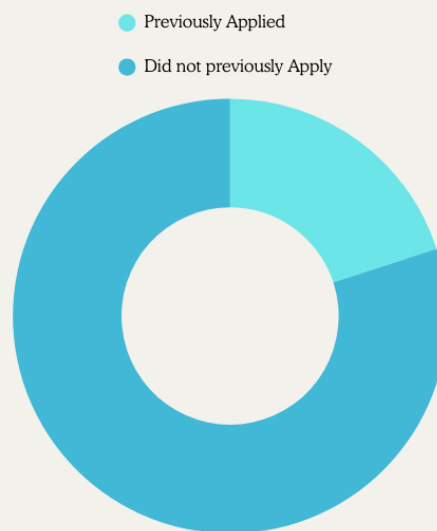
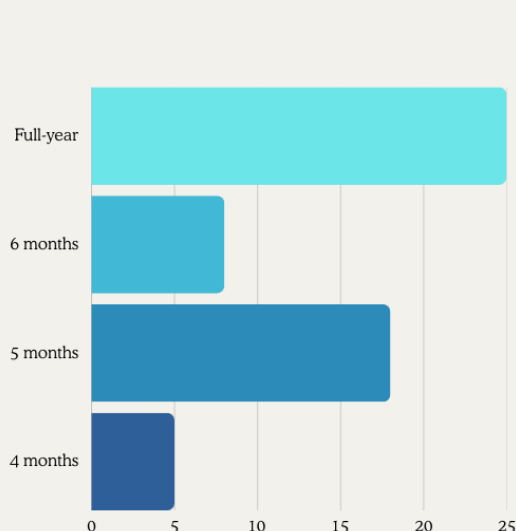


**56 leaves awarded for the 2025-26 school year.**  
This is 12 more leaves than in 2024-25.

# \$2,878,351

*total funds awarded for leaves in the Anglophone sector in 2025.*

The criteria affecting selection for Educational Leave is described on pages 8 and 9 of the Regulations.  
The Educational Leave Regulations can be found on the NBTA website.



**48** leaves awarded to  
increase certification level

**8**

leaves awarded for  
retraining and specialization

The application form and regulations for 2026-27 will be available on the NBTA website in August 2025.  
Deadline to apply is **November 1, 2025.**

# 6 Effective Steps to Inspire Your Students to Become **Climate Leaders** this Earth Month



Katelyn Plant  
Marketing & Communications Manager  
The Gaia Project

Teachers play a crucial role in influencing young people. School-aged children and youth are learning how they fit into the world, and their natural curiosity and capacity to learn uniquely positions teachers as key mentors. At the same time, the impacts of climate change are becoming increasingly visible in our daily lives, and young people are seeking ways to cope with the emotional burden these impacts bring. By integrating climate education into coursework, projects, and school culture, teachers can mobilize the next generation to be leaders of climate action.

So how can a teacher empower their students to take the reins? It sounds complicated, but even small actions can have a lasting impact. Check out our six simple tips to help you get started:

## 1) Lead by example

Your students have their eye on you, and if you're looking to inspire them to care about sustainability then it's not a bad idea to reflect on your own habits first. Small efforts such as bringing a reusable coffee cup or water bottle to class, cycling to work, or packing a litterless lunch can show students that even small actions are worthwhile.

## 2) Inspire students to engage in sustainability their way

Climate change affects all of us, regardless of identity, family culture, socio-economic factors, or belief systems. By creating a welcoming classroom environment where all are encouraged to express what sustainability looks like to them, you invite diversity to the movement. This is critical. For young students, this looks like play. Crafts, games, and stories can all introduce children to sustainability topics in an engaging, age-appropriate way. For middle and high school students, your approach can be more personalized. Leverage your students' unique skills, interests, and perspectives when exploring sustainability and climate solutions:

- Do your students enjoy playing video games? Challenge them to explore the environmental impact of the video game industry!
- Do you have a songwriter in the classroom? Could they research a course-related sustainability topic and write a song about their key learnings?
- Is there a sports lover in your class? Explore the carbon footprint of your schools' sports teams and enlist your students to find creative ways that your school can reduce the CO2 emitted by sports games and travel.

Spark these discussions in your classroom, and find a way to bring each student to the table.





### 3) Frame climate change through an action-oriented lens

Climate change is a real threat, often leaving us overwhelmed by feelings of paralysis and anxiety. So, when speaking about climate change to young people, focus your attention on the solutions. Acknowledge the problems, but get excited about the possibilities! Innovative thinking doesn't stem from hopelessness. Encourage your students to embrace experimentation and out-of-the-box thinking, focusing on the journey and the results.

### 4) Connect your teaching to the UN Sustainable Development Goals

Climate change is layered and deeply connected to diverse social and environmental issues. The UN Sustainable Development Goals recognize prosperity's interconnectedness with human and environmental health. Because issues such as gender equality, poverty, and hunger are tied into issues of climate change, they should be addressed as relatives rather than isolated problems. The next generation of climate leaders will need to address climate change through a wide lens, so start broadening your students' viewpoints now!

### 5) Introduce EcoSchools Canada to your classroom

Offer your students the opportunity to lead their own sustainability initiatives, either as class, club, or whole school! Whether you're teaching at the elementary, middle, or high school level, EcoSchools provides hands-on, impactful environmental actions and campaigns. Free to all publicly funded schools across Canada and available in both official languages, EcoSchools can be integrated into any classroom or school. Whether your students would like to aim for certification through completing actions that earn points or prefer a more flexible approach, EcoSchools offers engaging opportunities to involve them in meaningful climate action.

### 6) Sign up for a Gaia Project program or resource

Bring climate action into your classroom with the Gaia Project! Our programs and resources bring immersive, curriculum-based climate action into classrooms from K to 12. Our resources empower teachers to seamlessly integrate engaging, age-appropriate climate education into their classrooms. Whether you are looking for a teacher-led learning package or are interested in inviting a member of our team to your classroom, our staff are always available to guide you in your journey towards climate leadership. Spark environmental awareness and climate action in your school with the Gaia Project! Visit [thegaiaproject.ca](http://thegaiaproject.ca) for more information, or reach out to [contact@thegaiaproject.ca](mailto:contact@thegaiaproject.ca) to connect with our team.





# Stepping UP: Realizing Culturally Responsive Practice

## Two Decades of Community Building with MLLs: A Retrospective

Shauna Carey, EAL 110 & 120 Teacher, Harrison Trimble High School

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 series is a space to highlight schools’ journeys in embracing culturally responsive practice. In this issue, **Shauna Carey** shares her perspective after nearly two decades in the field.

### 1. When did your journey toward becoming a culturally responsive school begin, and what was the motivation?

My English as an additional language (EAL) journey began in 2006 during a long-term supply position. I was terrified! I had just completed my BEd and had never heard of EAL (ESL at the time), but looking back, that was the beginning of my journey toward becoming a culturally responsive teacher and eventually sharing these learnings across the school. I taught EAL at four large high schools in New Brunswick, and I noticed commonalities: students learning EAL typically behave differently in their EAL classrooms than in other classes, and they tend to congregate in their EAL classrooms at lunch. It was clear that multilingual language learners (MLLs) felt a level of comfort in the EAL spaces that they didn’t feel elsewhere in the school. Students made connections with other MLLs, but connections across the school remained a hurdle for many. I wanted MLLs, and any newcomer, to integrate into the school community in a broader sense and not feel confined to one space. I hoped that by building a student’s social language and connections, they would ultimately experience academic success.

### 2. What did you find you needed to learn? How did you overcome this?

Becoming a culturally responsive school is challenging. It is one thing to work on your own journey, but it’s an entirely different beast at a school level. I learned early on that I couldn’t do this alone. I needed a professional community to make a difference. Until last year, I spent the entirety of my EAL teaching as the only EAL teacher in the school. As a result, I’ve had to establish a professional community beyond the school. This has meant working closely with EAL teachers and education support teachers (ESTs) from other schools and districts. I was also a member of TESL NB (Teaching English as a Second Language New Brunswick) for nearly a decade. This organization enabled me to learn from others who have vast EAL experiences in both public and post-secondary schools. I’ve also worked with community organizations such as MAGMA (Multicultural Association of the Greater Moncton Area) and the Moncton Boys and Girls Club, enabling me to provide for student needs beyond academics.

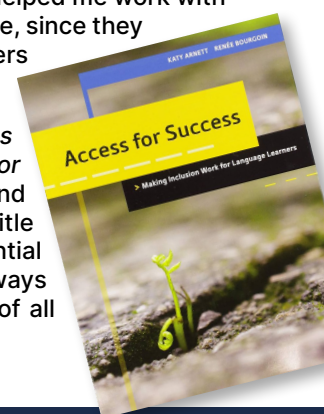
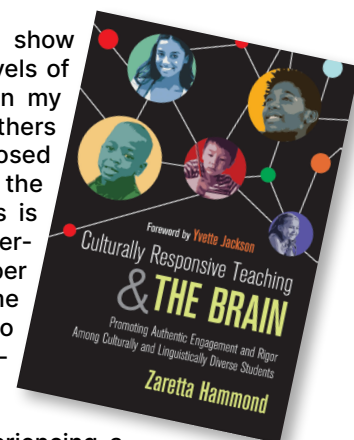
### 3. Are there any resources that you would recommend that were helpful to you on your journey?

I would strongly encourage anyone embarking on this journey to read Zaretta Hammond’s *Culturally Responsive Teaching and the Brain* (2014). Her book is not EAL focused; it is culture focused. Just think about the difference between an “inner city” school of over a thousand students versus a rural school with fewer than a hundred students. Even if they all speak the same language and grew up in the same community, the school cultures would be different.

Her use of the “culture tree” to show the surface, shallow, and deep levels of culture had a profound impact on my approach to interacting with others in general. People are often exposed to the surface level of culture, or the food, fun, and festivities. Yet this is not where our conflicts, misunderstandings, and ultimately deeper connections take place. To become more culturally responsive, I had to examine the shallow and deep levels of culture of myself and of my students. This has enabled me to reflect on the “why” we are experiencing a misunderstanding rather than reacting to the “what” of the misunderstanding.

For example, I have always had students who never ask me a clarifying question. They will ask their peers but not me. I learned from adults of that culture that it is considered disrespectful to question an adult, as it implies the teacher didn’t do their job. Knowing the “why” helped me work with the students to overcome this difference, since they would eventually need to ask teachers questions.

I would also like to highlight *Access for Success: Making Inclusion Work for Language Learners* by Katy Arnett and Renée Bourgoin (2018). Don’t let the title overwhelm or fool you: this is an essential resource for any teacher looking for ways to differentiate and support language of all





students, not only newcomers. The strategies offered are practical and easy to implement while offering the ability to retain the rigor of the content. Plus, this book was based on the authors' experiences with French second-language education here in New Brunswick. How many educational texts can say that?

#### **4. What have been the results and/or benefits of the work?**

There has been a positive increase in MLL involvement across the school. Not only are students involved, but they're creating new clubs all the time. If you look at any team roster, you will see diversity. Students obviously feel confident and comfortable to join things. They're not letting language be a barrier. Students continue to congregate in the EAL classrooms at lunch (yes, we now have two), but fewer students stay, and they stay for shorter periods. Then, we start all over with new MLLs waiting to find their place.

Another benefit of student involvement has been the increase in academics. With an increased sense of belonging in the school building, students are more involved in their classes and more willing to participate.

#### **5. What are your next steps? How will you continue to move forward?**

My next steps are to continue learning and asking questions to reflect the growing population and changing demographics of my school. I also want to continue working with colleagues on making content accessible for newcomers.

I also want to continue supporting students by providing them opportunities to be leaders. I am so proud to support the Language and Culture Club. This club was created entirely by students who wanted to celebrate the school's diversity. I admire their ability to discuss challenging topics while celebrating the fun. They are currently preparing their annual Culture Week event to celebrate food, fashion, games, and musical performances. This is a tremendous undertaking, and I couldn't be prouder of the club leaders and all the volunteers.

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

Try things! Be prepared for ideas to fail, but don't stop trying different things. Include people. You can't do it alone within your school. Find one or two people who share your mindset, and start working away. Others will soon join you. Also, don't forget the students. Get them involved, and learn what are the challenges they're experiencing. What are possible first steps? It's so much easier when there's a team.



# Professional Learning for Social Studies Teachers on NBTA Council Day

NBSSEN Co-Leads Kevin Foster, ASD-E, and Laura McCarron, NBTA

The New Brunswick Social Studies Educators' Network is pleased to share social studies education sessions being offered at Leo Hayes High School for NBTA Council Day on Friday, May 2, 2025. A variety of topics and themes will be covered including historical-thinking skills, citizenship education, and Holocaust education. Here are highlights of sessions being offered:

## Foundational/Historical Thinking Skills

**Maximizing the Opportunities for Student Voice in Your School:** ASD-W's Council of Student Leaders is an innovative student-voice project in which students conduct research about students, for students. Learn about this exciting project as well as tips and tricks to accessing and interpreting student voice effectively.

**Tools for Building Thinking Skills in the Social Studies Classroom:** This hands-on workshop will share several tools that can be adapted to push critical thinking in your social studies classroom. You will have time to try some activities that you can activate immediately in your own classroom.

**Using Local Primary Sources New Brunswick Style:** A walkthrough of using New Brunswick primary sources in the classroom. Attendees will explore lesson plans and activities based on curated primary sources that align with social studies curricula and will be ready to implement immediately with students.

**Exploring Canadian Geographic Education Resources:** This session will delve into resources available from Canadian Geographic Education. Can Geo Education produces lesson plans, interactives, physical resources, maps, videos, competitions, teacher guides, special programs, and more!

**Make Friends with LiDAR!** Learn about an amazing — and free! — resource that has recently become available to the general public. LiDAR mapping shows New Brunswick histories that have become hidden, overgrown, and apparently lost to time.

**Above the Battlefield: Teaching the Wartime Service of Racialized Peoples:** This session will examine the resources available to educators who wish to explore the wartime service of racialized peoples. It will introduce educators to the available documentary records and provide instruction in how to access and interpret documents, including individual personnel files and war diaries.

## Citizenship Education

**Teacher Developed Manipulatives for Civics:** ASD-W teachers worked collaboratively to develop card sets to guide students through an inquiry into how governments prioritize issues of the day. We will share the bilingual resource for immediate use in your own classrooms.

**Democratic Possibilities in Early Childhood:** Learn about how we guided K-1 students in the playful learning of the concepts of community, decision-making, and democratic principles in meaningful and engaging ways. We will share resources and interactive activities that led us to a secret pizza party celebration.

**Podcasts for Civic Engagement:** Humans of the House is an award-winning podcast series produced by the Samara Centre for Democracy. It traces the story of what it's really like to be a member of Parliament by weaving together exit interviews with a dozen former MPs. We will explore curriculum-connected teaching resources based on the show.

**Digital Media Literacy Skills in the Age of AI:** CIVIX's digital-media literacy program helps educators empower students with the skills needed to investigate online sources and claims effectively. Participants will gain hands-on experience with verification skills and leave with classroom-ready tools for students in grades 7 to 12 — including new lessons dedicated to helping students demystify AI.

**Rescuing Reason: History Education and Civic Truth:** This presentation will examine ways in which the content and disciplinary processes of history can support positive civic engagement by building a conception of civic truth that is nuanced and complex.



### **At The Coalface: Commemoration and History Education:**

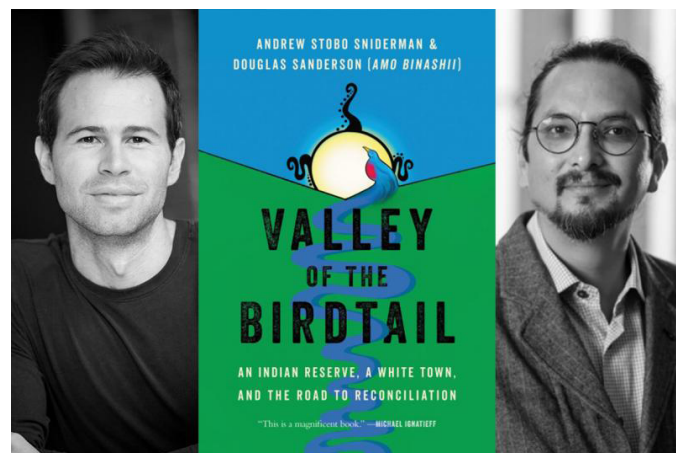
Commemoration is the place where the action is, where many of the key issues and trends related to history education come together, and it provides the opportunity to extract valuable learning opportunities for the development of civic reason. This session explores how teachers can take advantage of these elements to foster enhanced civic reason.

### **Holocaust Education**

**Teaching about the Holocaust in High School:** In this session, we will walk through all the Azrieli Foundation's interactive resources and education material, with a focus on *The First Step*, a guide that can help teachers best prepare themselves prior to teaching about the Holocaust. This innovative digital resource combines video interviews with memoir excerpts, photos, and artifacts and features interactive timelines and maps to place survivors' stories in historical and geographical context.

**Holocaust Education Workshop:** Introduction to Holocaust education resources and supporting classroom activities. The session will be facilitated by local author Larry Finkelman and the creator of the Holocaust Education exhibit, Jasmine Kranat. Copies of *Bearing Witness to Antisemitism: A Resource for Teachers* will be provided to all session participants.

The New Brunswick Social Studies Educators Network will also be hosting an exhibitor's booth at High School Council at Leo Hayes High School in the cafetorium. Come visit for swag. The first twenty-five social studies teachers signed up to **NB SSEN** will receive *Valley of the Birdtail* by Andrew Stobo Sniderman and Douglas Sanderson. This is a compelling and deeply researched exploration of the stark inequalities between Indigenous and non-Indigenous communities in Canada. The book follows the histories of two neighbouring communities in Manitoba — one a prosperous white settlement, the other a struggling First Nation — to reveal how government policies, systemic racism, and historical injustices have shaped their lives and communities. *Valley of the Birdtail* is essential reading for anyone seeking to understand Canada's past and present Indigenous relations. *Please visit the Social Studies Educators Network of Canada booth at High School Council for a free copy!*



**NB SSEN (New Brunswick Social Studies Educators' Network)** partners with the **Social Studies Educators' Network of Canada (SSENC)** to connect teachers with social studies teaching resources for all grade levels. We would love to connect you with these resources. To join the NB SSEN mailing list and to receive our Rising Tide newsletter, please email Kevin Foster at [kevin.foster@nbed.nb.ca](mailto:kevin.foster@nbed.nb.ca) or [nb@ssencressc.ca](mailto:nb@ssencressc.ca). Also, check out <https://ssencressc.ca> to subscribe to SSENC and to learn about more social studies resources available to the classroom teacher.

# FIERCE® Conversations

## Save the Date

**What:** Fierce Conversations

**When:** July 3 and 4, 2025  
9:00 am – 3:00 pm

**Where:** NBTF Building, Fredericton

**Cost:** \$75.00 for all materials

**Registration:** Register at [www.nbta.ca](http://www.nbta.ca) beginning May 1. Registration is limited to 25 participants so register early.

# DSS

Developing Successful Schools

**Mount Allison University**  
**Sackville, NB**  
**July 8-10, 2025**

## Save the Date!



**NBTA**  
New Brunswick  
Teachers' Association



Prince Edward Island  
Teachers' Federation



Public School  
Administration Association  
of Nova Scotia



**NB LEAD**

## It's NBTA's turn to host CONTACT!

## CONTACT 2025

CONFERENCE ON NEW TECHNIQUES AND CLASSROOM TEACHING  
hosted by NBTA

CONTACT stands for Conference On New Techniques And Classroom Teaching. It is a regional conference sponsored by the four Atlantic provinces' teacher organizations, each taking their turn to host.

This year's theme will offer teacher strategies to support our increasingly diverse classrooms. New Brunswick has thirty seats to attend and funds are available to support NBTA participants. For more information or to submit your name for placement on the participant list, reach out to [Evan.Vanbuskirk@nbta.ca](mailto:Evan.Vanbuskirk@nbta.ca) or [Dawn.Beckingham@nbta.ca](mailto:Dawn.Beckingham@nbta.ca).

## Voices of the World



## Navigating Diverse Classrooms Together

An opportunity for teachers from Atlantic Canada to come together to share ideas, to reflect on experiences, and to celebrate all that is best about teaching.

**August 5-8**  
UNB Saint John

<https://sites.google.com/view/contact2025/home>



**NBTA**  
New Brunswick  
Teachers' Association







# Meet your new insurance sweetheart.

New Brunswick Teachers Federation members can receive exclusive savings on home and car insurance through our official insurance partner, belairdirect.

**belairdirect.**  
car and home insurance

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**Our resources are designed to engage youth aged 12-18,  
& are aligned with New Brunswick curriculum outcomes!**

## Inspiring Global Citizens Series



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Module 3:  
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Development



Module 4:  
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# Register for Council Day!

Laura McCarron, NBTA Director of Professional Learning

On May 2, 2025, NBTA Council Day will offer over 250 sessions covering a wide array of topics from mindfulness to play, from scientific reasoning to gamifying classrooms, from civic engagement to financial literacy, from archery shooting to ukelele playing. Exhibitors will have displays and swag for teachers throughout the day. As well, all three councils have socials planned for Thursday night, May 1, featuring bands composed of local teachers, that are guaranteed to be fun!

Registration opened April 1, so be sure to check out the NBTA website to review the programs and register. You will be able to choose from any of the three in-person councils or opt for the virtual council.

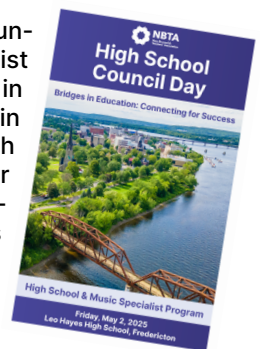
**Elementary Council** is hosting their Council Day at James M. Hill Memorial High School in Miramichi, with the Physical Education Specialist Program hosted next door at Dr. Losier Middle School. The theme for Elementary Council is "Beyond the Classroom" and includes sessions on outdoor education and experiential learning. The day starts with the opportunity to join Wab Confedz to drum, dance, and sing to honour and respect the land. There are workshops that include a visit to Fletcher's Farm or a walk along the Miramichi Nature Park's wetland. French immersion teachers will also have the opportunity to engage in meaningful professional learning with keynote Michele Minor-Coriveau. Make the most of the experience by traveling to Miramichi Thursday after work to attend the Elementary Council social in the Sevogle Room at the Rodd Miramichi River Hotel beginning at 9 p.m. with music by Charity Case. Don't forget to call ahead to book a room at the Rodd Miramichi River (506-773-3111/1-800-565-7633). A group of rooms have been blocked, so book under NBTA Elementary Council. The cost of the room will be \$183.30.



**Middle Level Council** is hosting their Council Day along with the Art Specialist Program at Wabanaki School in Moncton. The theme for Middle Level Council is "Colouring Outside the Lines of Education," and sessions include digital animation, language learners, wet felting, teaching with AI, financial literacy, STEM, yoga, self-care, and much more. Book a room at the Holiday Inn Express (777 Mapleton Road, 506-854-2929) the night before to attend the Middle Level Council's social with musical performances by Shane Sturgeon and his band, High Fidelity.

Middle Level Council has arranged a group rate at the Holiday Inn Express (\$179 plus tax) with breakfast and parking included.

**High School Council** is hosting their Council Day along with the Music Specialist Program at Leo Hayes High School in Fredericton. Their theme is "Bridges in Education: Connecting for Success," with sessions for all subject areas and for varied roles in schools, including administrators and ESS Teams. Registrants are invited to attend a special event at Dolan's Pub (349 King Street) from 9 p.m. to 12 a.m. This will be a private event for council attendees and the musical guest is Acoustic Rewind. The host hotel for High School Council is the Radisson Kingswood. The NBTA rate at the Radisson is \$125.35. Book early by calling 1-506-206-6270.



## Council Day: May 2, 2025



Elementary  
& Phys. Ed. Specialists Strand  
**Miramichi**



Middle Level  
& Art Specialists Strand  
**Moncton**



High School  
& Music Specialists Strand  
**Fredericton**



# Elementary Council

Katherine Loughrey, Principal, Stanley Consolidated School

## **Pjula'si M'sit Wen - Welcome everyone!**

On the traditional unceded and unsundered territory of the Mi'kmaq people we begin our day through the Mi'kmaq way of life by honouring and respecting the land in which we live. Please gather to begin our day through ceremony and celebration. The Truth and Reconciliation's 94 Calls to Action and Wabanaki Framework are now embedded in our work as educators. With this welcoming we are strengthening our knowledge and building on a better relationship in education. Bring your dancing shoes as Wab Confedz's beats and powerful voices draw us around the drum.

Council Day on May 2 in Miramichi will also feature two exceptional keynote speakers who are sure to inspire and motivate attendees with their unique perspectives on education, wellness, and resilience.

## **Desiree – From Playground to Paralympics: The Power of Physical Education**

Desiree, a Mi'gmaq athlete from Ugpi'ganjig, NB, and Lis-tuguj, QC, is a passionate advocate for physical education and inclusion. With a bachelor of business administration from the University of New Brunswick and experience from her role as communications and bursaries coordinator at the Ulnooweg Indigenous Communities Foundation, Desiree combines her love for sports and community empowerment.

In her keynote, *The Power of Physical Education: A Journey from Playground to Paralympics*, Desiree will share her personal journey from student-athlete to competing with the Canadian Women's Senior National Team at the 2023 Parapan American Games and preparing for the 2024 Paris Paralympics. She'll reflect on the transformative role of physical education in shaping her resilience, confidence, and mental wellness, even after an unexpected life change. Desiree will also highlight the lasting impact that early sports participation can have on young people and the important role educators play in creating inclusive, accessible opportunities for all students.



## **John Fletcher – Farming for Mental Health**

John Fletcher, a counsellor, educator, and small-scale farmer from Miramichi integrates his passions for nature, farming, and mental-health therapy. As the owner of Fletcher's Four Seasons, John offers nature and animal-assisted psychotherapy, workshops, public speaking, and consulting services, helping people improve their mental health and well-being through low-to-no-cost interventions.

In his keynote, *Farming for Mental Health*, John will explore mental health from an ecological perspective, using farming as a metaphor. He will discuss the six universal pillars of mental health — Food, Attachments, Rest, Mother Nature, Exercise, and Resistance — and how they contribute to overall well-being. Drawing from his personal and professional experiences, John will provide science-based strategies for integrating these pillars into daily life to improve mental health. Attendees will leave with actionable tools to enhance their own mental wellness.

## **A Day of Insight and Inspiration**

Both Desiree and John will offer valuable insights into the power of physical education and the natural world in fostering resilience and mental well-being. Their keynotes will leave attendees inspired to champion wellness and create inclusive environments that support the next generation. Join us on May 2 for a day filled with inspiration, learning, and growth.

# Middle Level Council

Kaitlin LeClair, Campbellton Middle School

Hello, middle-level teachers! We are looking forward to seeing many of you at Council Day this year on Friday, May 2. If you can make it to Moncton the night before on Thursday, May 1, consider stopping in at our social, which is taking place at the Holiday Inn Express from 8 to 10 p.m. The band High Fidelity will be playing, featuring Shane Sturgeon who teaches at our host school, Wabanaki School.

Of course, the social evening is just a bonus. The real reason we come together is for Council Day itself! This year's keynote speaker is **Travis Leech**. Here is his biography:

Travis has spent fifteen years in classrooms as a middle school teacher and coach, gifted and talented specialist, and now as a curriculum designer and instructional coach. He began his work with invitational grammar practices and found his students thrived in a classroom filled with conversation, inquiry, and celebration. He has now coauthored two Patterns of Power books with Jeff Anderson about invitational grammar practices.

Travis enjoys traveling to school districts and conferences to share his love for empowering young readers and writers and the educators who support them on their literacy journeys. You can follow Travis on X @learningleech or join ongoing discussions about invitational grammar in the Patterns of Power Facebook community.



## Attend your Council's AGM and Social!



### Miramichi

#### Elementary Council AGM

Thursday, May 1  
7:00 pm

Sevogle Room,  
Rodd Miramichi Hotel

#### Elementary Council Social

Thursday, May 1  
9:00 pm

Sevogle Room  
Rodd Miramichi Hotel

**Charity Case** will be performing!



### Moncton

#### Middle Level Council AGM

Thursday, May 1  
7:00 pm

Holiday Inn Express

#### Middle Level Council Social

Thursday, May 1  
8:00 pm

Ballroom  
Holiday Inn Express

**High Fidelity** will be performing!



### Fredericton

#### High School Council AGM

Friday, May 2  
11:45 am - 12:45 pm

Library, LHHS

#### High School Council Social

Thursday, May 1  
9:00 pm

Dolan's Pub

**Acoustic Rewind**  
will be performing!



# High School Council

Tess Allen, EAL Teacher, Strong Start Program, ASD-South



## Drew Dudley

### Keynote Speaker Biography

Fifteen years ago, Drew Dudley was the head of Canada's largest leadership program at the University of Toronto when a group of his students secretly nominated him to deliver a TED Talk that went on to be voted one of the fifteen most-inspirational TED talks of all time, giving Drew the opportunity to travel the world, trying to redefine leadership for as many people as possible.

Now a Wall Street Journal best-selling author, speaker and educator, Drew is on a mission to help people unlearn some dangerous lessons about leadership. With clients that have included some of the world's most dynamic organizations, including the United Nations and over one hundred colleges and universities, Drew draws on over two decades of experience to blend humour, storytelling and easy-to-implement strategies into some of the most engaging and practical leadership presentations in the world. Both *Time* and *Business Insider* have identified his work as "one of the ten speeches that will make you a better leader." Drew currently teaches at the University of California, Irvine, acts as co-host of the "Good Company" podcast, and splits his time between Toronto and Washington, DC.

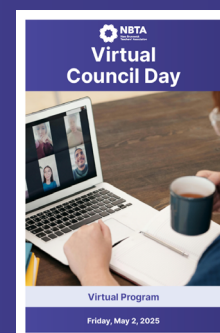
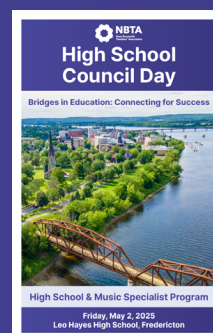
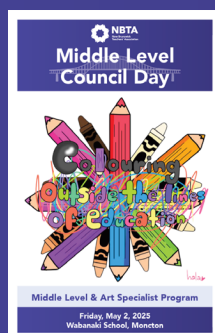
## The Untaught Lessons: Removing Roadblocks to Leadership

### Keynote Session Description

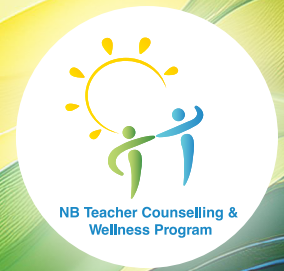
The education system is one of the most empowering, liberating, and essential parts of our society, but it can also be among the most dangerous. Embedded in the crucial academic, social, and spiritual insights it provides are important lessons that are learned even though they are never explicitly taught. These "untaught lessons" can often stand in the way of leadership, growth, and self-worth for educators and students alike.

Leadership educator Drew Dudley will draw on two decades of experience working with students to examine these untaught lessons: what they are, how they've impacted you and your students, and how you can better navigate the challenges they pose. Whether it's moving students beyond an obsession with grades, fostering resilience to prepare for what they don't know is coming, or strategies for taking care of yourself so you can bring the best (and take the most) from your job, Drew will provide practical tips to ensure the education system serves students and their teachers, not the other way around.

## Check your inbox or [www.nbta.ca](http://www.nbta.ca) for the programs!



# Breaking the Stigma: Understanding Reluctance Towards Seeking Counselling



Mike Tremblett, Teacher Counsellor/Wellness Coordinator  
ASD-North

I deeply respect every one of my clients who brings themselves to therapy. I sometimes tell them that, and I probably should say it more often. I recognize it in part because at one time I struggled and didn't have the courage to seek help. Maybe struggled is an understatement. I was experiencing panic attacks that triggered vertigo. I hit burnout. It was only then that I relented and took my spouse's advice that I talk to one of the teacher counsellors. Over four months, I worked to get back to work through a lot of self-care, new tools, and strategies. I wish I had talked to a counsellor much earlier. Maybe if I had, it wouldn't have gotten that bad.

## **Why Are People Still Reluctant to Go to Therapy?**

### **We Tough it Out**

Some people come from families with a culture of resisting help, especially with mental health and well-being. They may fear looking weak or believe that strong people shouldn't ask for help. Sometimes we tough it out because we feel that is our duty. We're here to help others, and in our selflessness and nobility we may feel guilty about the idea of taking care of ourselves. As a result . . .

### **We Minimize Our Problems**

We can tend to second-guess ourselves and minimize our struggles: "It's not important enough," "It's silly to reach out about this," or "Other people have bigger issues; I don't want to waste anyone's time." You don't need to be burnt out, non-functioning, or suffering from a serious mental illness to seek counselling. You may just feel stuck with something or have something weighing on your mind. We're here to help you stay well and stay functioning as your best self. Counselling can be part of your self-care to help keep you well. Taking care of your mental health is not just about addressing problems; it's also about preventing them.

## **"My friends are my therapists"**

It can feel like that, but there are caveats. Talking with peers about our problems can run the risk of spiralling into venting and gossip. Dealing with the heavy weight of our friends' struggles over time can lead to compassion fatigue and impact mental health. Dual relationships can also present an issue. Our friends come to the table with their own biases, and their deep relationship with us can cloud their impartiality.

Professional counsellors are trained to keep things moving in a positive direction, take care of themselves while working with heavy topics, and manage dual relationships in a safe and ethical manner. We all have biases, but we are taught to acknowledge them and ensure that they don't impact the therapeutic relationship.

## **We Might Have Concerns About Confidentiality**

It's normal to have questions and fears. The idea of opening up to a counsellor may surface fears as to whether your information will be kept confidential. Professional therapists have an ethical obligation to keep confidentiality, and we discuss this openly with clients at the very beginning of counselling.

## **You Are Worth It**

If your thoughts and emotions are more intense than usual, you feel like you're losing control, feel emotions more strongly than usual, have negative thoughts creeping in, are slipping into unhealthy habits, or are experiencing loss, please seek help before it seriously starts to impact your life. We can help you to discover new coping strategies, learn new tools to be your best self, gain clarity and peace of mind, and have stronger relationships. The work is up to you, and you get all the credit. The benefits of counselling depend on what you are willing to put into it. It takes courage, vulnerability, and effort, but you are worth it.



# Connaught Street Elementary School Teachers Receive Coronation Medal

The award recognized Principal Barb Corbett's tremendous contribution to the understanding of parliamentary democracy amongst Canadian educators so that they can effectively teach about topics including and not limited to: government systems, representative democracy, and citizenship.  
*submitted by: Natasha Spencer*



Teacher Andrew Rogers prepares to lead the Connaught Street School concert band during the school's holiday concert on Wednesday, Dec. 11, 2024. Before the ceremony, Rogers' sister, Fredericton Mayor Kate Rogers, presented him with the King Charles III Coronation Medal for having made a significant contribution to his community, province, and country as a master bagpiper and educator.

*photo credit:  
Damon Levine/ASD-W*





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