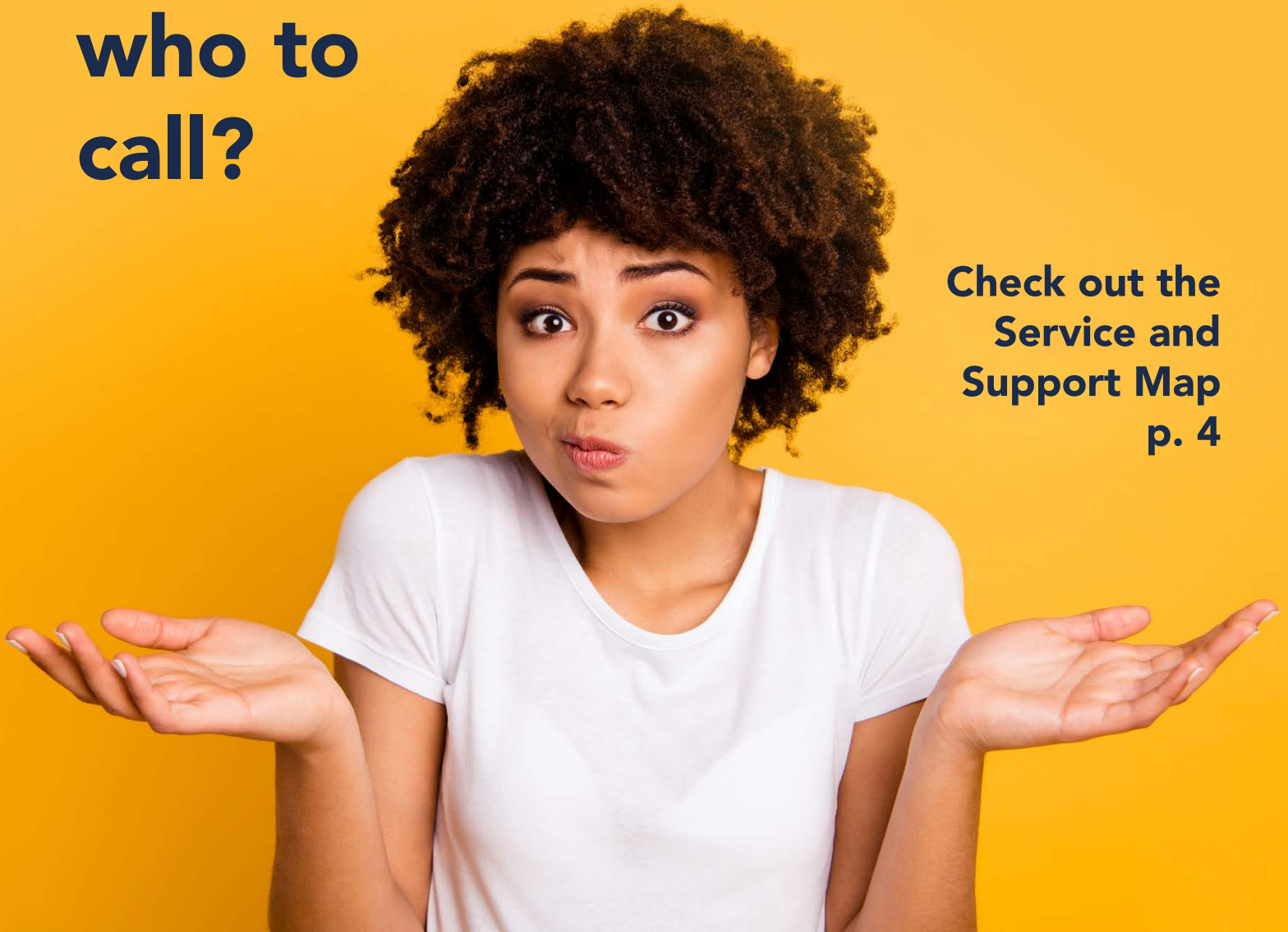


Connected

empowering teachers • inspiring students • elevating communities

February 2025
Vol. LXII No. 3

**Not sure
who to
call?**



**Check out the
Service and
Support Map
p. 4**

Code of Professional Conduct Consultations

ASD-N Students Honour 80th Anniversary of D-Day

10 Tips to Help Teachers Talk to Students about Online Hate

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Your NBTA, Your Magazine

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

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From the President's Desk

I hope you all enjoyed a restful and rejuvenating holiday break and have entered 2025 with a renewed sense of optimism and excitement. It seems difficult to believe that I am in my final six months, but as the adage goes, 'time flies when one is having fun.' While not every day has been what I call fun, I can attest to the fact that the best days have been spent visiting classrooms and seeing the incredible work you're doing in schools across the province.

Government relations and advocacy

In early December, NBTA reached out to the Premier and all relevant Ministers, as outlined in Premier Holt's mandate letters, to request urgent meetings. We need to clarify the realities of our education system and explore how other government portfolios can contribute to much-needed changes. Initial meetings with Minister Johnson have been positive, demonstrating a willingness to collaborate and focus on improvements in teaching and learning. I look forward to regular meetings and school visits with Minister Johnson in the near future.

I have continued to foster collaborative relationships with colleagues from the Council of Atlantic Provinces and Territorial Teachers' Organizations (CAPTTO), the Canadian Teachers' Federation (CTF/FCE), and the New Brunswick Society of Retired Teachers (NBSRT). You may have received an update from the Canadian Teachers' Federation regarding the results of the National Parachute survey, which indicated that over 90% of Canadian students are currently impacted by an education crisis.

Through this survey, Canadian educators outlined four key recommendations to improve working conditions:

- **Reductions in class size:** Supported by 75% of educators.
- **An increase in education support staff:** Supported by 71% of educators.
- **Provisions for the complexity of classrooms:** Supported by 66% of educators.
- **An increase in dedicated preparation time:** Supported by 65% of educators.

These recommendations reflect the pressing needs in classrooms today and provide a roadmap for addressing the challenges we face. The complete results of the survey can be accessed on the CTF/FCE website.

Collective bargaining

As you are reading this the Federation Committee on Terms and Conditions of Employment (FCTCE) will have finished meeting and a proposed asking package developed. This asking package will be reviewed and approved at the at the

April NBTF board meeting and will remain embargoed until bargaining commences. Thank you to members who served on this committee, and to all those who expressed an interest in serving in this capacity or who forwarded submissions for consideration.

Future Focus

Looking ahead I have a few remaining priorities that I want to continue to actively pursue, including teacher retention and recruitment and teacher certification. Retention and recruitment has been and will continue to be a major focus point of the NBTA for years to come as we strive for realistic classroom composition, improved working conditions and zero unfilled absences.

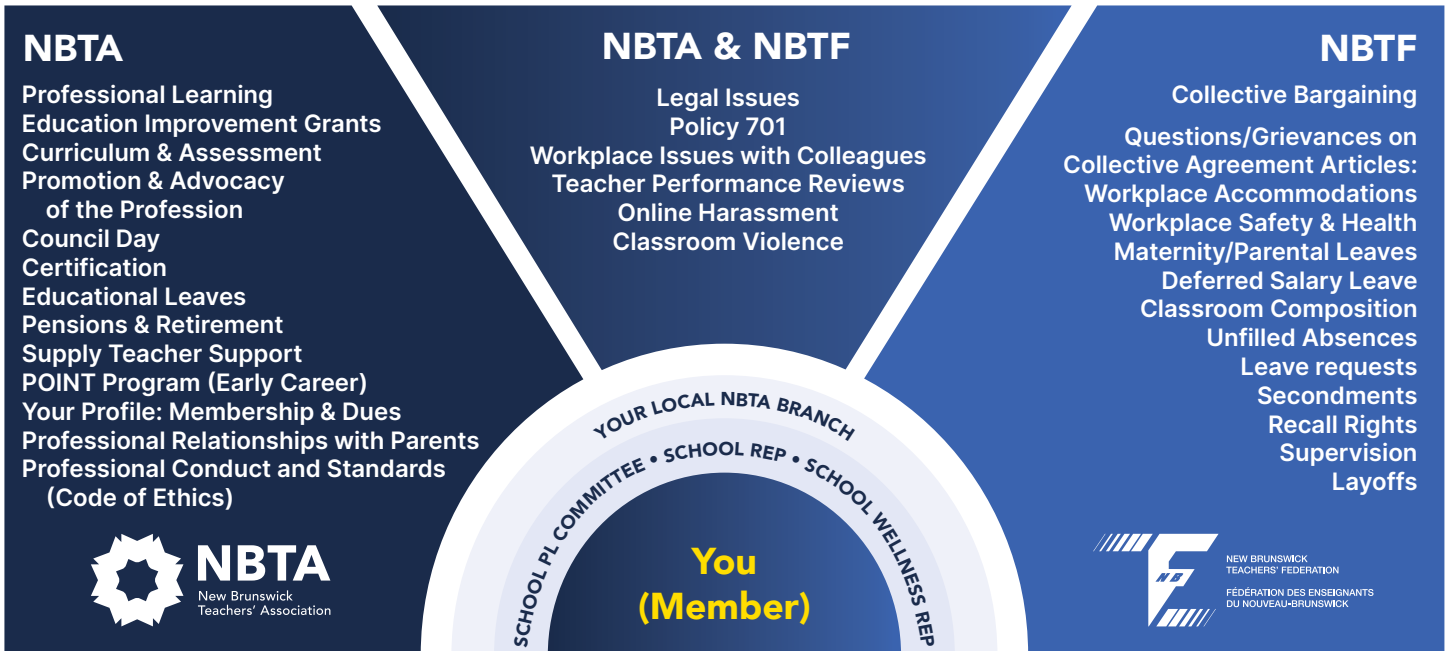
Teacher certification has been a priority of mine and I have advocated and lobbied over the past 18 months for not only improved pathways but for recognition of learning and work that may not be available or possible through university courses. Although some traction on this file has been garnered there is still a lot of work to be accomplished for New Brunswick to remain competitive nationally and globally. The NBTA will continue working to make New Brunswick a province where teachers feel valued and supported.

As we navigate the challenges and opportunities in education, it is essential that government departments collaborate to provide the necessary supports and human resources for schools. New Brunswick must work with teachers, community stakeholders and rights holders to develop plans that reflect a long-term vision for our students—one that begins before they enter school and extends over the 13 years until they reach their chosen destinations after graduation.

Like the classrooms we serve, plans must be appropriately resourced to ensure their success. Short-term milestones should be established to assess progress, allowing us to recalibrate and enhance the effectiveness of our strategies as needed. Together, we can create a future-focused public education system that supports every student in the anglophone sector, strengthens our communities, and builds the prosperity of our province.



A handwritten signature in black ink that reads "Peter Legacy". The signature is written in a cursive, flowing style.



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Teacher Designed Professional Learning Grant 2025 Recipients

Dr. Kimberley McKay, Deputy Executive Director

The New Brunswick Teachers' Association recognizes that teachers' professional learning occurs within a broad spectrum of experiences and processes that can lead to deepened understandings and enhancement of practice. In support of teacher-designed professional learning, the NBTA annually sponsors up to five grants valued at \$1,500 each. The grants are intended to support professional learning within the context of improving student learning, fostering teacher leadership, and facilitating the sharing of exemplary best practices. Each team has the autonomy to spend the funding as it sees fit. Provision for release time for team collaboration, purchase of equipment, or production of materials for sharing represent some of the most common uses of grants in previous years.

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

RECIPIENTS 2025

Dr. Losier Middle School

Project: Everyday AI
Team Leader: Dominique Haché

Meduxnekeag Consolidated School

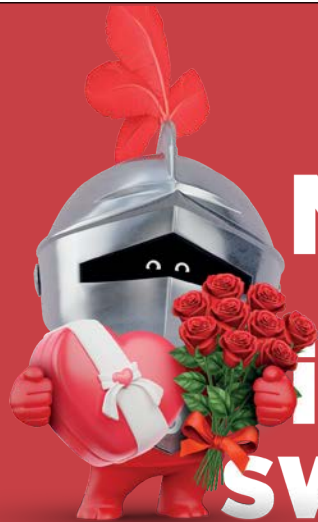
Project: Learn it to Love it — Wabanaki Languages
Team Leader: Krista Webb-Scheers

Terry Fox School

Project: K-2 Writer's Workshop
Team Leader: Lindsey Edney

Woodstock High School

Project: Digging into Children's Literature and Fashion Tech.
Team Leader: Leah Sheen



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NBTA Code of Professional Conduct Consultations

Submitted by Dr. Kimberley McKay
NBTA Deputy Executive Director

Introduction

This short article provides information on proposed revisions to the NBTA Code of Professional Conduct (the Code). It includes background on the current code and the rationale for the proposed revisions, highlights five key changes, and lets you know how to submit feedback. The NBTA Professional Conduct and Standards Committee is conducting the work of revising the Code, in consultation with staff, internal and external partners, and legal experts.

Background

Before considering the consultation draft, it is important to provide background and context for the current NBTA Code of Professional Conduct.

- The Code includes a section on principles and a section on code of ethics, and the remainder deals with implementation.
- To lay a charge, the alleged unethical conduct must be tied to one of the articles under the Code of Ethics section.
- The Code requires that NBTA members accept the responsibility to practise the profession to the highest ethical standards and to be prepared to judge and be judged by colleagues.

Rationale

It's time to revise the Code for several reasons. First, there have been no substantial revisions since 2011. The Code requires amendments so that its application and processes do not conflict with new provincial and district policies implemented over the past several years. Second, while NBTA and AEFNB oversee two separate Codes, they have always been in alignment. AEFNB is also currently undertaking revisions, so working in tandem on this project is effective and efficient. Third, the current Code under which a member can bring forward a charge does not always adequately reflect the realities of contemporary classrooms. Now is therefore the time to modernize the principles. Finally, while confidentiality is of utmost importance throughout the process, some of the current implementation procedures make it difficult to ensure confidentiality.

Key Revision 1: Statement of Principles

The current Code of Conduct lists principles and a separate section identifies unethical behaviour. The proposed revision is to move to a statement of principles to which New Brunswick teachers must adhere. Why?

- A jurisdictional scan reveals that most other Canadian teacher organizations use this model.

- It is easier to educate members on a short list of principles rather than a lengthy document that is primarily procedure.
- An analysis of the two current sections shows much repetition and redundancy.
- Many of the identified unethical behaviors do not address the situations today's teachers face.

Key Revision 2: Removal of Branch Level

The current Code requires every branch to name a Branch Ethics Committee whose responsibility is to be the first level of hearing a complaint. The proposed revision is to eliminate the Branch Committee and create a pool of twelve members to sit on a Level I Professional Conduct and Standards Committee, any five of whom may be called upon for a Level I or Appeals hearing. This will:

- Improve the potential for increased confidentiality and reduced bias.
- Relieve pressure on branches struggling to find volunteers for this position.

Key Revision 3: Increased Measures of Confidentiality

The implementation of the current Code means that information related to a charge may be passed through volunteers, for example, branch volunteers, appeals committee volunteers, NBTA executive, and the provincial Conduct and Standards Committee. The proposed revisions include new processes to enhance confidentiality. Here are some examples:

- Removal of the branch Code role prevents a teacher volunteer (chair) from receiving the complaint at the same time as the person being charged.
- No member of the board can sit at a hearing.
- With a pool of twelve members, it is easier to provide training, including conflict of interest, and signing of confidentiality forms can happen in advance of any charges.

Key Revision 4 Greater Alignment of Policy

In the current Code, it is not always clear how provincial, employer, and Association policies interconnect. The proposed revisions include a section on the interpretation and application of the Code of Professional Conduct. This new section will:

- Specify that the Code does not presume to articulate every situation which may arise. Rather, it is intended to provide principles which all members of the NBTA judge acceptable.

- Specify that members must respect their legal obligations resulting from legislation, policy, or regulation.

Key Revision 5: Re-examination of Sanctions

The current Code suggests several sanctions, many of which recommend notification to outside parties such as entire school staffs, superintendents, etc. The proposed revisions remove such recommendations. Why?

- The Committee did not feel that such sanctions maintained the spirit of the Code.

Submitting Feedback

Members who wish to see the draft in its entirety or the side-by-side comparison of changes can access these documents on the NBTA Members' Only site. **Feedback on the consultation draft will be accepted until February 26. Please scan the QR Code or click the link to participate.**

Feedback will be considered and vetted as we move to recommending a final draft to the April board meeting. It is intended that the final draft will be ready for recommendation to your branch AGMs in May of 2025.

Code of Professional Conduct Consultation



ASD-North Students Honour 80th Anniversary of D-Day

Image: De Oversteek Bridge in Nijmegen - Sunset March

by Annie Plourde, James M. Hill Memorial High School

In June 2024, Anglophone North School District travelled to Europe for the eightieth anniversary of D-Day, to retrace the footsteps of the North Shore (New Brunswick) Regiment and participate in ceremonies commemorating our soldiers and the historic events of D-Day. We travelled from Amsterdam to Paris through regions that the North Shore Regiment (NSR) liberated. The group consisted of two hundred students from eight high schools across the district, twenty-four community members, thirty-nine staff members and one colonel, Renald Dufour. I, Annie Plourde, French immersion teacher at James M. Hill High School, was very fortunate and honoured to take part in this special trip as a staff supervisor and as a learner. Believe me when I say this was an unforgettable and deeply educational experience!

Many students and staff had direct family connections to members of the NSR who served in the Normandy region of France. Visiting these historic sites in person — walking the same paths, observing the landscapes, seeing the challenges they faced, standing at the graveyards — offered everyone a profound perspective and respect for the courage and sacrifices these brave soldiers made for our freedom. While books and documentaries can provide con-

text, standing on the very ground where history unfolded is an indescribable experience. Words cannot fully capture the emotions of being there!

The trip included participating in several significant ceremonies at Holten Cemetery in the Netherlands, the Menin Gate in Ypres, Belgium, as well as in Carpiquet, Beny-sur-Mer, Tailleville, and Saint-Aubin-sur-Mer in Normandy. Each school was involved in planning and delivering at least one of these ceremonies, adding a personal and deeply meaningful dimension to the experience.

James M. Hill High School (JMH) was assigned to the ceremony in Carpiquet, which felt particularly special given that Miramichi and Carpiquet signed a twinning charter in 2022, recognizing the shared history of the two communities. This partnership originated during our first trip to Europe in 2019, and the bond has grown stronger as the residents of Carpiquet expressed gratitude for the role the NSR played in liberating their town during the D-Day invasion. The twinning was formalized with the goal of fostering educational collaborations, preserving shared history, and promoting remembrance through joint initiatives.



Canada House on Juno Beach



**Canadian War Cemetery:
Debb McDonnell visiting her
great uncle Harold Daley**



Arromanche D-Day garden - Soldier made of metal washers



**Canadian War Cemetery:
Erica Doyle with her relative
Archie MacNaughton**

As the lead teacher of the Bench Project, I had the pleasure of collaborating with Roger Jean, first deputy mayor of Carpiquet, for our first trip in 2019. A group of students from JMH had planned, designed, built, and sent a bench as a gift to the town, which it had installed next to the Monument North Shore New Brunswick Regiment, and I had the opportunity to work with Roger Jean and his team again for this trip to help plan their ceremony, in which many JMH students took part. What a beautiful moment!

Another memorable moment was the ceremony in Tailleville, where JMH teacher Debb McDonnell and two of her students — Emma Stymiest and Avery Hunter — delivered a touching message about Debb's great uncle, Harold Daley, and gifted a quilt made in her sewing class to a French family who lives in Tailleville. The Casseneau family has been a very important connection to the stories of the NSR and to Harold Daley, the soldier who was assigned to JMH by the district for us to commemorate on the seventy-fifth anniversary of D-Day. Tailleville was an emotional site for many, as this is where Archie McNaughton, Harold Daley, and Arthur Strang were killed. These men hold a special place in the hearts of many. They were all from the Miramichi area, and some of our travellers are directly related

to them. Signaler Bill Savage, also from Miramichi, would later credit Archie with saving his life — a testament to the bravery and sacrifice of these soldiers. Their connection to our community made the ceremony even more personal and impactful for our students and staff.

One of the most moving moments of our trip was the Sunset March in Nijmegen, Netherlands, where *every day of the year* a veteran or active soldier leads a silent march at dusk as each streetlight comes on in tribute to the Allied soldiers who lost their lives during the Waal Crossing in 1944. The march takes place on the De Oversteek bridge, the largest war monument in Europe. What was truly awe-inspiring was the profound respect demonstrated by our students. The atmosphere was so still and reverent that you could have heard a pin drop. Their silence spoke volumes, reflecting the deep understanding for the sacrifice and history commemorated by the march.

Despite the size of the group, we experienced many significant and emotional moments as a smaller JMH group. One such moment was the visit to the gravesite of our students' and staff members' loved ones, graves that had never been visited by any family members, as well as our private cer-



Hotel de Wereld in Wageningen where German capitulation was signed

Groesbeek Canadian War Cemetery



Juno Beach

emony at the Essex Farm Cemetery in Boezinge, Belgium, where a monument stands in honor of John McCrae. During this ceremony, my colleague Doug Trevors addressed our group, sharing insights about McCrae's legacy and reciting his renowned poem, *In Flanders Fields*.

Students also worked on many other personalized projects that they had the opportunity to present or put in place in various places during their trip. These special projects helped grow their awareness and enriched their experience.

Another big project I was involved in was creating a video that included footage from our trip. Last year, JMH had the honour of being invited to join the Operation Remembrance: 11 Days of Remembrance project, an initiative launched during COVID-19 and co-founded by Dr. Paul Kavanagh, the founder of Operation Veteran and director of the National Legion Foundation. The goal is to deepen students' understanding of Canada's military history and emphasize

the importance of honouring our veterans. By a fortunate coincidence, our assigned theme was the eightieth anniversary of D-Day and the North Shore Regiment — an ideal focus, as we were also preparing for our Juno Beach trip in June.

A dedicated team of six French immersion students from my modern history class — Carly Akoto, Erica Doyle, Raya Laurin, Shaye McIntyre, Kailyn McLean, and Clare Sullivan — took this project on and worked tirelessly on it, and boy, did they deliver! Inspired by the opportunity, they conducted extensive research and preparation, ultimately creating a deeply moving video that captures the respect, gratitude, and remembrance we hold for our veterans and Canada's military heritage. They had the opportunity to present their video at the official Remembrance Day in Ottawa. The video received praise from everyone, including Minister of Veterans Affairs Ginette Petitpas Taylor and Dr. Paul Kavanagh, who was so impressed with the quality of the content, editing, and stories told that he compared it to a Ken Burns



Veterans who came especially for our Sunset March



Mayor Adam Lordon and our students - Carpiquet ceremony

documentary! His comparison is truly the greatest compliment, as it speaks to the depth, storytelling, and artistry of my students' work. You can find the video on [YouTube: 11 Days of Remembrance 2024 - Day 7 - 80th Anniversary D-Day, June 6, 1944 - North Shore Regiment](#)

Additionally, the group visited numerous important historical sites, memorials, and museums, including Vimy Ridge, Beaumont-Hamel, Dieppe, Juno Beach, and Arromanches 360. These experiences provided invaluable opportunities to deepen understanding, connect history to the present, and honour the memories of those who fought for our freedom.

This journey was much more than just a trip — it was a once-in-a-lifetime experience that broadened perspectives, deepened community bonds, and left a lasting impact on every participant. I am truly grateful and privileged to have been chosen to be a part of it.



YouTube: 11 Days of Remembrance 2024



Colonel Dufour telling us stories about the war and equipment used

Stepping UP: Realizing Culturally Responsive Practice

Let's Learn Together

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

This piece showcases the work of Jody McCleary, a supply teacher and graduate student based in the Fredericton and Oromocto areas. After a two-decade career as a graphic artist, Jody recently transitioned into the teaching profession and strives to incorporate culturally responsive approaches in her role supporting students.

Jody McCleary works as both an art teacher in the public school system and a tattoo artist. Art has been a learning pursuit through her adult life. She also worked as a graphic designer for more than twenty years before a career transition to public school teaching. When not teaching or tattooing her personal art practice frequently features portrait work.

Early on, McCleary did commission portrait work in acrylic paint. This evolved, through exploration, to watercolour, then to ballpoint pen. In recent years, Jody has produced a ballpoint pen series called *Use Your Voice*, featuring notable figures who have used their voices to better the world in some way.

The pandemic brought on a shocking need for artistic expression, and McCleary solved that by drawing silly selfies of her friends. As they were posted to social media, many strangers wanted in on the action. A lottery of sorts was developed, and subjects were chosen from a glass bowl by her children. As the process evolved, subjects were interviewed via social media to get details about them. Those details then made the foundation of the drawings. As drawing progressed, the details about the subjects became the subjects, leaving Easter eggs for the audience. McCleary has completed thirty-seven of these drawings to date.

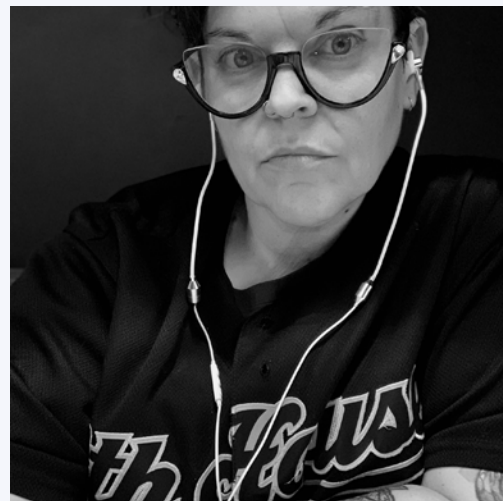
Recently, using art as a therapy while working on a master's degree in educa-

tion, Jody revisited the *Use Your Voice* theme. This time the medium shifted to using watercolour, ink, and gold leaf.

In 2024, Jody participated in the Freddy Art Hunt, organized by fellow artist Vena Carr. Carr developed this event to make small pieces of art accessible to more people. McCleary hid ten original pieces that day, and all were found.

Her latest work, *It Doesn't Hurt to Try*, is a mini graphic novel she wrote and illustrated in collaboration with community





Jody McCleary



members. The story explores the challenges teachers face and the opportunities to foster curiosity about one another in today's classrooms. In the series of panels titled "Let's Learn Together," a teacher named Mr. Jake takes his class on a journey to learn about Egypt, the last known home of a new student, Somaya. Through these panels, Mr. Jake inspires the students to develop empathy by exploring strategies for understanding others. Somaya and her classmates are equipped for success through the principles of attachment, regulation, and competency (Tweedie et al., 2017).

Reference:

Tweedie, M. G., Belanger, C., Rezazadeh, K., & Vogel, K. (2017). Trauma-informed Teaching Practice and Refugee Children: A Hopeful Reflection on Welcoming Our New Neighbours to Canadian Schools. *BC TEAL Journal*, 2(1), 36-45.

Ten Tips to Help Teachers Talk to Students about Online Hate



Contributed by MediaSmarts
Canada's Centre for Digital Media Literacy

In today's digital age, students are increasingly exposed to online hate and prejudice. As educators, it's not an easy conversation to have, but the trusted adults in young people's lives play an important role in helping equip them with the tools and understanding to navigate these challenges. Here are some strategies to help teachers guide their students to deal with online hate effectively.

1. Acknowledge the impact of hate and prejudice

Start by ensuring students understand that all forms of hate and prejudice are harmful. Online hate often manifests through slurs, mean names, and derogatory images, sometimes used casually or as a joke. Emphasize that these words and images can hurt, even if they aren't directed at a specific individual. Creating an environment where that kind of language is normalized can make people feel unwelcome and marginalized.

2. Empower students to make a difference

Many students hesitate to act against online hate because they believe their voices won't be heard. Reinforce the idea that their actions and words can influence others. If they don't speak out, harmful voices may dominate the conversation. Encourage them to be proactive in shaping a positive online community.

3. Address peer pressure and social dynamics

Students may fear backlash from friends if they speak up against hate. Remind them that their friends are likely to listen to them and that their influence can lead to positive change. Highlight the importance of standing up for what is right, even if it feels challenging.

4. Promote *calling in* over *calling out*

Teach students the difference between *calling out* and *calling in*. Calling someone out in a public way on social media can make people defensive and less likely to change their behavior. Instead, encourage students to *call in* by addressing harmful behavior in a non-confrontational way, in a private message for example. Assume the person didn't intend to hurt anyone and focus on the impact of their words or actions rather than blaming them.

5. Encourage leadership and support

Being the first to speak up against hate can be daunting, but it's essential. Let students know that many of their peers also believe in combating online hate, which can give them the confidence to lead by example. Additionally, emphasize the importance of supporting others who speak out, creating a united front against prejudice.

6. Provide practical tools for responding to hate

Equip students with strategies for responding to online hate. Sometimes, speaking out may not be safe or effective. Teach them alternative actions, such as reporting harmful content or seeking support from trusted adults. Provide resources like tip sheets or guides on handling different situations. MediaSmarts' [My Voice is Louder Than Hate](#) tool can help teach students how to respond in various situations.

7. Model positive values and behavior

As educators, your behaviour sets a powerful example. Make your values clear by promoting respect and kindness in your classroom. Establish rules that discourage hate and cyberbullying, and ensure students understand the importance of these guidelines.

8. Help students recognize and report hate

Educate students on how to identify hate speech and understand its sources. Explain that some hate groups disguise their messages to appear legitimate. Encourage critical thinking and provide tools like MediaSmarts' [Break the Fake](#) to help them discern reliable information. Teach them how to report hate speech on various platforms, emphasizing the importance of taking action against harmful content.

9. Discuss race and diversity openly

Avoiding discussions about race, racism, or sexism can leave students unprepared to deal with these issues. Foster an environment where these topics are addressed openly and honestly. Help students understand that while everyone is equal, different groups face unique challenges. This awareness can foster empathy and a deeper understanding of the impact of hate speech.

10. Address historical context

Provide students with historical context to help them understand the roots of prejudice and hate. Knowledge of events associated with Black slavery in the Americas, the legacy of colonialism as experienced by the Indigenous peoples of Turtle Island, or the rise of anti-Semitism and Islamophobia in contemporary history may help students further understand implications of hate speech.

By implementing these strategies, teachers can create a supportive environment where students feel empowered to stand against online hate. Through education, empathy, and proactive measures, we can help students build a more inclusive and respectful online community.

The [Teacher's Guide](#) in the [My Voice is Louder Than Hate](#) portal provides more advice on how to discuss these challenging topics in the classroom.

Teaching about Economics: The K-12 Social Studies Teacher



Kevin Foster, NBSEN Director and ASD-E Teacher & Laura McCarron, NBSEN Director, NBTA Staff

In the new year, many New Brunswickers are tightening their belts after an expensive holiday season. Others are rejoicing over the temporary federal tax break. Still others are watching the news with apprehension over stories about tariffs and stores closing. So much of our lives are connected to understanding economics, which is why there is an economics strand as part of K-12 social studies courses. Here are a few effective resources available to help teachers teach about economics:

1. Junior Achievement New Brunswick

They provide age-appropriate lessons for students in grades 3 to 12. Starting in grade 3, lessons for elementary students include highlighting local careers, entrepreneurship, technological implications, and innovation. Middle to high school lesson plans teach about money-management skills, payroll and taxes, budgeting, saving, investing, using credit, and developing business plans. These lesson plans are available at <https://www.janewbrunswick.ca/digital-program-teachers>

2. CIVIX's Student Budget Consultations

This program created by CIVIX is geared toward high school students and provides lessons about the government's revenues and expenditures and important political and economic issues and suggested policies and culmi-

nates with students discussing and proposing to the current government priorities for the upcoming federal budget. Starter lessons focus on personal experiences with money, including personal budgeting, role-playing, and post-secondary planning. Past lessons have also included creative activities such as prioritizing lists for survival. These lesson plans are available at <https://budgetconsultation.ca>

3. Bank of Canada Museum

Part of the mandate of the Bank of Canada Museum is to teach about money, so they provide a number of lessons for students in kindergarten to grade 12. These lessons include counting money, representing money, payment methods, building budgets, investing, trade, Canadian industries, and treaty relationships, just to name a few. These lesson plans are available at <https://www.bankofcanada-museum.ca/learn/lesson-plans/>

NBSEN (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 NBSEN mailing list and to receive our Rising Tide newsletter, please email Kevin Foster at kevin.foster@nbed.nb.ca or 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.



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Dawn Beckingham, Director of Professional Learning



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- Interrogate reality
- Provoke learning
- Tackle tough challenges
- Enrich relationships
- Create positive and lasting change

It was an excellent opportunity to explore our approach to difficult conversations.

The foundation of a Fierce Conversation is taught, along with four conversation models related to team discussion, coaching, delegation, and confrontation.

If this is something that interests you, reach out to Kim McKay, Dawn Beckingham, or Janet Peabody for more information on our upcoming July 2025 training. If there is enough interest in your region, we can come to you during the next school year. To those who have already received this training: Stay Fierce®!

Fierce conversations are a daily reality in the teaching profession. This approach allows necessary conversations to occur while maintaining relationships with co-workers and peers.



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 or Dawn.Beckingham@nbta.ca.



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>



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

Inspiring Global Citizens Series



Module 1:
Connected
World



Module 2:
Quality
of Life



Module 3:
Sustainable
Development



Module 4:
Making a
Difference



Free educator toolkits, visit:
akfc.ca/educators/resources



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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

SAVE THE DATE! May 10, 2025

CANADIAN PARENTS FOR FRENCH NEW BRUNSWICK PROVINCIAL FINALS



CANADIAN PARENTS FOR FRENCH
CONCOURS d'art oratoire
Canada's French Public Speaking Contest™

St. Thomas University | Fredericton | New Brunswick

Calling all French Second Language teachers! Integrate public speaking into your teaching plan! Engage your students with a fun and impactful activity *en français!* Inspire the next generation of confident French speakers!

For information contact CPF New Brunswick:

Email cpf@nb.cpf.ca or visit our website at

nb.cpf.ca/en/participate/youth/concours-dart-oratoire

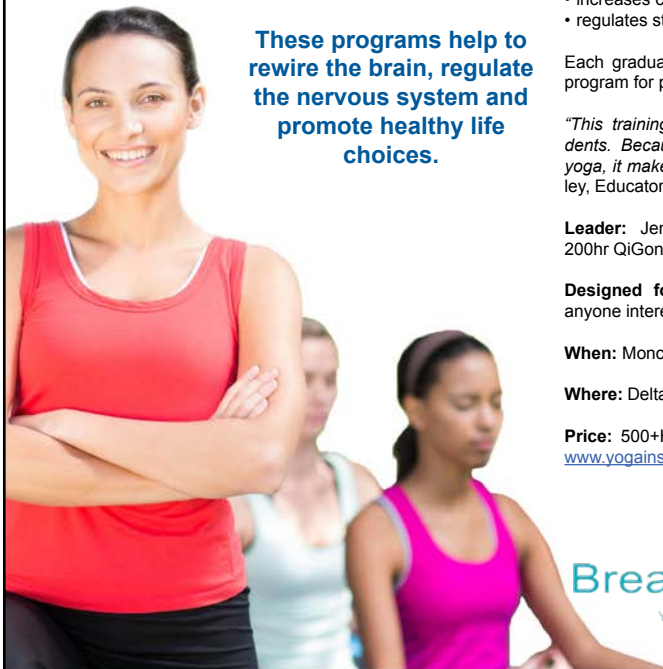


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Do your students need support with over-consumption of screens and unhealthy habits?

These programs help to rewire the brain, regulate the nervous system and promote healthy life choices.



Qi Gong Level One - NEW Certification Training!

This all-levels training will provide gentle foundational movements, calming mindfulness practices and a structure for leading a QiGong class.

Are you seeking simple, effective, body-based tools for dealing with anxiety, stress and depression? Scientific studies show that Qi Gong:

- decreases anxiety & depression
- increases concentration
- regulates stress

Each graduate will also be given a five video program for personal and professional use.

"This training is a game changer for my students. Because Qigong is less vigorous than yoga, it makes it accessible to everyone." Shelley, Educator in SSRCE

Leader: Jenny Kierstead, certified in three 200hr QiGong Trainings across North America.

Designed for: educators, support staff, and anyone interested in wellbeing.

When: Moncton, March 22-23rd, 2025

Where: Delta Beausejour, in-person and Online.

Price: 500+HST. For more info or to register: www.yogainschools.ca



200hr Yoga Teacher Training for Classroom and studio teaching. In-person and online.

Rated top 5 in Canada!

"The best program on earth, it changed my life forever!" Carole Turcotte - French Teacher NB

Bring health and balance to your students, while enriching your career.

With profound wellness teachings, delivered by award winning educators, this (all levels) training is a DOUBLE CERTIFICATION, combining Yoga in Schools and Yoga Alliance YTT endorsed studio training.

Each participant will receive detailed manuals on Yoga Teacher Training, Yoga Grade 11, Yoga for Autism, and Yoga for Diverse Learners, which are useful resources for both therapists, educators and community leaders.

Starting March 26-27, 2025, in Moncton NB or Online, with all dates and alternative starts on the website. Recordings available to view afterward for anyone who misses time. Plus supplementary content.

Investment: \$2995.00+hst (an interest-free payment plan is available), also check local PD for funding.

To Register: <https://yogainschools.ca/yoga-teacher-training/> or 902-444-9642.

*Both trainings are suitable for all teachers and support staff.

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Elementary Council

Spotlight on NBTA Elementary Council Day Speakers: Peter Gray and Angela Hanscom

Katherine Loughrey, Principal, Stanley Consolidated School

Educators looking for inspiration and innovative ideas will find plenty to explore at NBTA Elementary Council Day in Miramichi this May. Among the headlining speakers are Peter Gray, a leading voice on the role of play in education, and Angela Hanscom, a trailblazer in using nature as a therapeutic and developmental tool. Their insights will inspire to rethink the value of play, exploration, and outdoor activity in fostering children's growth.



Peter Gray

The Evolutionary Importance of Play in Education

Peter Gray, a research professor at Boston College, brings a unique perspective to education through his work in developmental psychology, anthropology, and neuroscience. Gray's groundbreaking research explores how children learn naturally through play and self-directed exploration. His book *Free to Learn: Why Releasing*

the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life is a must-read for educators seeking to understand the deep connection between play and lifelong learning.

In his keynote address, Gray will delve into the crucial role of play in children's education and development, highlighting how it supports cognitive, emotional, and social growth. Drawing from his extensive research and his blog *Freedom to Learn*, Gray will share actionable insights on creating learning environments that honour children's natural curiosity and intrinsic motivation.

Angela Hanscom:

Reclaiming Outdoor Play for Healthy Development

Angela J. Hanscom, a pediatric occupational therapist and the founder of TimberNook, has transformed how educators and therapists view outdoor play. TimberNook's award-winning programs emphasize the sensory and motor benefits of unrestricted play in natural environments. Hanscom is also the author of *Balanced and Barefoot: How Unrestricted Outdoor Play Makes for Strong, Confident, and Capable Children*, a book that advocates for the developmental importance of outdoor experiences.

Hanscom's keynote, *The Decline of Outdoor Play — And the Rise in Sensory Issues*, addresses a pressing issue in education: the alarming increase in children experiencing sensory and motor challenges. She will discuss how reduced outdoor activity contributes to difficulties with attention, coordination, and emotional regulation, as well as strategies to combat this trend.

In her hands-on workshop, *Unveiling the Therapeutic Potential of Outdoor Play*, participants will experience TimberNook programming firsthand. This interactive session will challenge educators to rethink the sensory, physical, and educational value of outdoor play, equipping them with practical ideas to incorporate into their practice.



Don't miss the opportunity to learn from these dynamic speakers and others at NBTA Elementary Council Day, Miramichi, May 2025.

Middle Level Council

Colouring Outside the Lines of Education

Kaitlin LeClair, Campbellton Middle School

Council Day will be here before you know it and this year, Middle-Level Council is partnering with the art strand to offer informative and hands-on sessions at Wabanaki School in Moncton. Mark your calendars for Friday May 2 and consider also looking into accommodations if you are travelling from out of town. Our host hotel is the Holiday Inn Express at 777 Mapleton Drive. If you call the hotel, the group rate is \$179 plus tax and includes breakfast.

Here is a sneak peek of a few sessions we will be offering on Council Day:

Roland Chiasson

“Learning Outside in All Subjects”

Great Minds Think Outside is a bilingual hands-on, outdoor professional learning program that gives educators the skills and resources to teach their students outside — whatever the subject matter! Great Minds feeds creativity, improves well-being, and encourages environmental stewardship through innovative outdoor learning. Participants will learn classroom management techniques, lesson planning, and curriculum-linked activities that don't require fancy equipment. Plus, it's just plain fun! Benefits of teaching outside include improved mental and physical wellness for both students and teacher, enhanced cooperation and problem-solving skills, reduced challenging behaviours, increased learning outcomes, and a stronger connection with nature.



photo credit: Damon Levine/ASD-W

Stefan Martin

“Let's Go Shoot! Teaching Archery in School”

Grab your quiver and hit the range as we learn about archery. The National Archery in the Schools program is a youth archery program taught in over sixteen thousand schools to over twenty million students worldwide with zero accidents in its twenty-year history. It is the safest sport taught in phys. ed. class with endless opportunities for students. Participants will learn about the NASP program, its implementation, and of course, how to shoot a bow and arrow. No archery experience is necessary to enjoy this sport! Information on how to become a certified archery instructor will also be presented.

Adam Young

“You are the Economy: Lessons and Activities on Finances, Economics, and Geography”

You are the Economy is a brand-new suite of six lessons exploring financial and economic literacy for grade 7 and up. In this workshop you'll try several activities that explore economics, history, and geography themes. This includes decoding economic decision-making concepts using comic strips, exploring data visualizations of the history of trade, immigration, and GDP, and an activity to connect different Canadian industries together. Along with quizzes, simulations, and videos, this workshop will set you up with fresh new ideas for exploring economics and finances. Each participant will receive a package of the entire resource.

Keep your eyes peeled for emails from the NBTA. Registration for Council Day will be open soon. We look forward to seeing you in Moncton on May 2, or join us virtually as we will have online sessions to choose from as well!

High School Council

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

Described as the “Bi-Polar Buddha,” comedian and mental health advocate Big Daddy Tazz has been delighting crowds at corporate events, fundraisers, festivals, and on television for more than thirty years. Today, audiences across North America are happy to join him on his rapid cycle down the never-ending road to recovery. Tazz educates, enlightens, and inspires.

Q: How do you define *educators*?

A: Educators are first responders. I really believe that. What they do is take care of us. If it wasn't for a couple of my teachers, I wouldn't be here. I'd be dead, in jail, or somewhere in between.

Q: How did your teachers influence you?

A: I had a couple of teachers who saw who I was, not just what I was labelled as because of my parents or undiagnosed issues. When I was a kid, there weren't many diagnoses. There were a lot of stereotypes, not a lot of diagnoses. I had teachers who literally changed my trajectory. When I was a kid, I wanted to be a comedian, and when you tell people that, they usually tell you it's not a doctor, lawyer, or banker job, so you can't do it. But I had teachers who said, "You'd be great at that." They saw beyond the labels.

Q: Can you share more about a specific teacher's impact on you?

A: My physics teacher, Mr. Mantika, was one of the people who really helped me. He knew what was going on at home and said, "Why don't I come in early and let you do your thing for five minutes on Monday mornings?" It helped me. He and another teacher gave me those moments to just be funny, as long as I didn't make anyone feel bad. They gave me the space to express myself and feel like I had a purpose.

Q: How did these experiences affect you emotionally?

A: My first suicide attempt was very young because I felt like I wasn't supposed to be here. I thought I was a piece of garbage. I was the fat kid with thick glasses and weird hair, so I was ostracized. But Mr. Mantika helped me see that people could view me for who I could become, not just who I was.

Q: What can teachers expect from your talk at Council Day?

A: I'm going to come out, get emotionally and spiritually naked on stage, and we'll laugh about things I've done wrong, things I've done right, and the impact we have as educators. At the end of it, I hope we can all just hug and say, "We're doing a good job."



Big Daddy Tazz

Council Day: May 2, 2025



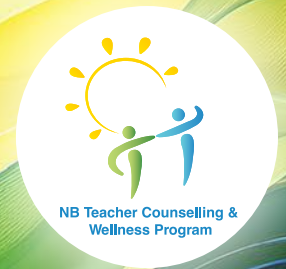
Elementary
& Phys. Ed. Specialists Strand
Miramichi

Middle Level
& Art Specialists Strand
Moncton



High School
& Music Specialists Strand
Fredericton

The Power of Neutrality in Navigating Relationships and Stressful Situations



Sara Hayward, Teacher Counsellor/Wellness Coordinator
Saint John & St. Stephen Education Centres

Happy New Year, New Brunswick teachers! I hope you had a restful break full of meaningful time with family and friends. As we start a new year, it is a good time to reflect and identify ways to enhance our experiences in the year to come. It is also a time to be mindful as to where we spend our energy.

One way that we can enhance our daily life is in our approach to life itself. *Neutrality* is one helpful tool that can better equip us. It is important to acknowledge that we all have the right to our points of view, opinions, and beliefs. It is equally important that we acknowledge instances where we expel energy in relationships and interactions with others who may oppose these opinions and beliefs. Whether with family, friends, colleagues, students, or a random person you pass in your day, neutrality can play a part.

A simple examination of the definitions of *neutral* can help us see its usefulness. *Merriam-Webster* defines neutral in the following ways:

neutral (*noun*)

1: one that is neutral, 2: a neutral color, 3: a position of disengagement

neutral (*adjective*)

1: not engaged on either side, 2: of or relating to a neutral state or power, 3: not decided or pronounced as to characteristics

So how can we use neutrality to help us navigate relationships and stressful situations?

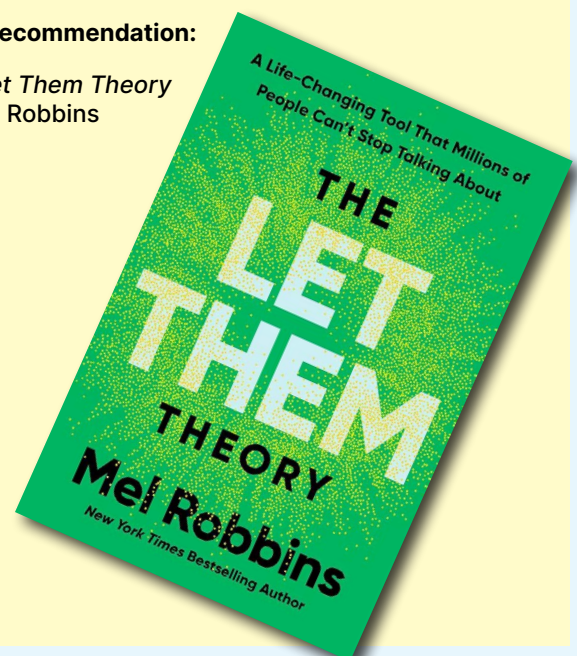
- Incorporating mindfulness into our communication by both active listening and speaking.
- Finding our pause in interactions. Simply taking three to five seconds to respond can help calm our gut reactions and acknowledge various interpretations of the situation.

- Equipping yourself with some helpful neutral catchphrases such as, "I've never thought of it that way," "That is a unique view," or more simply, "That's interesting."
- Veering away from black-and-white thinking. Recognize that there can be two or more truths in any situation versus one right and one wrong.
- Agreeing to disagree while also working together to build fair deals in relationships.

Neutrality is not about disengaging from life but about equipping ourselves with the tools to navigate it with greater balance, empathy, and resilience. By incorporating mindfulness, pausing before reactions, and embracing diverse perspectives, we can transform potential conflicts into opportunities for growth. As we journey through the year, let us strive to approach challenges with a neutral mindset — one that values understanding and fosters healthier relationships. May this year be a time of reflection, renewal, and enriched connections for us all.

Book recommendation:

The Let Them Theory
by Mel Robbins



So, you have decided to retire?

www.nbta.ca has answers to your questions!

Member Services/Benefits ▾
Professional Learning
Leadership Empowerment Series
Teacher Counselling and Wellness
Retirement and Pension
Leaves
Insurance and Financial Services
The Collective Agreement (NBTF)
Legal Information

Approaching Retirement

- Retirement Allowance & Pre-retirement Vacation
- Retirement Process & Letter Template
- Survivor Benefits
- Work Flex Plans
- Pension Integration with CPP
- Retirement Allowance Calculator
- Retirement Eligibility

Click here for a breakdown of the retirement process and a letter template.

Attention 2025 Retirees!

Save the Date! This year's NBTA Retiring Teachers' Luncheon will take place on May 24, 2025.

Teachers retiring this school year will be able to choose the option of receiving the framed, inscribed print featuring the NBTA stained-glass window rather than having a donation made in their honour* to the Make-A-Wish Foundation.

Those retirees wishing to choose the option of a framed print must contact Tammy Boon (tammy.boon@nbta.ca) at the NBTA by **April 4, 2025**.



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

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