



TESL New Brunswick Spring Newsletter May 2023

What's Happening?

Message from our President:

Hello TESL NB members,



Happy spring everyone! The nice weather is finally here and it's time for some fresh air and fresh ideas. We had a wonderful professional learning opportunity earlier this month that has sparked some fantastic ideas for class and presented a buffet of food for thought. If you missed the workshop check out page 3 of the newsletter for a write-up. I hope the change in season has brought new energy and has

given you the boost you needed to finish the school year on a high note. This is our last newsletter until September but keep in touch and have a great summer!

Cheers,
Erica Thomas

President of TESL NB inc.



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Community Profile: Multicultural Association of the Greater Moncton Area



Submitted by Angela Macmichael

**Language Department
Manager-Gestonnaire
du département des
langues**

Spring is here finally!

The Multicultural Association of the Greater Moncton Area's Language Department is looking forward to warmer temperatures and a busy spring/summer season. We are offering 3-hour classes, 5 days a week, morning, afternoon and now evenings also. This past winter we



started evening classes with the port from our Care for Newcomer Children team for our newly opened LINC and Sector Specific classes. This has been well received and space is in high demand, especially among those working during the daytime.

We have also been offering in person Conversation Circles to those waitlisted to provide some language support until a seat becomes available in the LINC program.

Additionally, the English Conversation Circles online for beginner and intermediate levels continue to meet the need for those facing barriers to in person learning.

Clients can attend as often as they like and

everyone is welcome regardless of immigration status. Groups are limited to 15 participants and individual tutoring sessions are also available.

Childcare Assistant language training will begin in May. This course will run for 8 weeks, 3 days a week for 3 hours per day for those with CLB 4+. Space is limited but we hope to add additional cohorts in the future. Topics include: job hunting skills for Childcare Assistants, language for performing daily tasks at a childcare center, workplace communication and workplace culture.

Teachers are looking forward to field trips in and around the Greater Moncton Area over the coming months. We are always looking for fun, low cost things to do. Some of the ideas suggested have been to get everyone moving, such as going to the Medavie Stadium Walking Track at the Université de Moncton campus, scavenger hunts in the downtown core, getting pairs of students to practice using their English with local service agencies and retail businesses, museum tours, picnic fun days in the park, history walks and completing a related language task, visiting local businesses to complete related language tasks (i.e. visit a pharmacy to locate items or ask for assistance from a store clerk), participate in community clean up days, work on map skills and directions, etc. Lots of things to do outside to get more comfortable with the local landmarks and geographical area!





A Morning of Learning with Dr Carol Salva

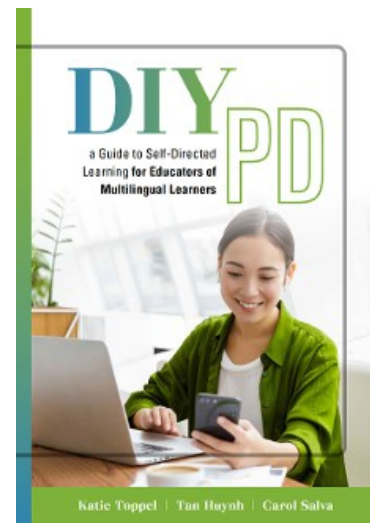
Reflection by Kate Manderson

Kate is a teacher in the Anglophone-East School District in Moncton N.B.

On May 6th, 2023 I was afforded the pleasure of attending a TESL sponsored session lead by Dr. Carol Salva, author of the book *Boosting Achievement* (2017), and co-author of *DIY PD* (2021). Held on the University of Moncton Campus, the day provided an opportunity to work beside and learn from a group of adept, experienced, and knowledgeable professionals from New Brunswick, Nova Scotia, and Prince Edward Island. All participants at this session were enthusiastic and ready to become better versed in SLIFE (students with limited or interrupted formal education).

This was my first-time meeting Dr. Salva in person and it was surreal to be in the same room, learning from someone you have been studying to help improve and boost both engagement and conversation in your class. Please allow me to explain. I am an English Language Arts teacher in Anglophone East and I work at the Therapeutic Educational Support Site (TESS) in Moncton, N.B. TESS has many students that have experienced difficulties learning in a traditional high school setting, and at TESS, we use a strength-based approach, combined with a focus on Social Emotional Learning. Much like a student with limited or interrupted formal education (SLIFE), many of our TESS students have experienced gaps in their learning. This does not mean TESS students lack cognitive ability. It does not mean that TESS students do not have important life experiences which absolutely increase learning in a classroom. Much like SLIFE students, TESS students found themselves in situations that did not afford them the opportunities needed to attend school regularly. So, when I was introduced to Dr. Salva's text, *Boosting Achievement*, I readily applied her evidence based and practical approaches to daily classroom routines. Using a social contract, using QSSA, using WIT made procedures better for students.

During this day of learning- in-person with Dr. Salva, it became more apparent to me how important it is to have a global community of educators, and professionals associated with education, working together to provide educational opportunities for all learners of all types: to embrace cultural and linguistic diversity and to see both as an asset to learning. Additionally, it is also beneficial for educators to be in a room with a guest lecturer of Dr. Salva's caliber. It reinforces a message from *DIY PD*: "You are not alone," "trudging through it all to learn on behalf of your multilingual learners." My hope is that all of us have the opportunity to experience Dr. Salva's message. Thank you to TESL NB for making this a reality. I cannot wait for our follow-up sessions on May 31st and September 21st.



Submitted by Kate Manderson

Photographs from the DIY PD Professional Development Session with Dr. Carol Salva



Photos submitted by Paula Kristmanson





Anna Morneault is an Israeli English teacher who immigrated to Canada. She works as an EAL mentor at Milledgeville North school ASDS. She is also a LINC 8 instructor at the YMCA of greater SJ. In addition, Anna is studying towards a Certificate in Bilingual and Multilingual Education at UNB. Her passion is instructing and practising yoga.

ADHD – A personal perspective

Often women and girls are socialized to fit in and meet expectations. Sometimes it can result in making learning disabilities invisible, and therefore they go unaddressed. I am a woman with ADHD - **A**ttention **D**eficit **H**yperactivity **D**isorder. This neurodevelopmental disorder, which wasn't diagnosed early, had a detrimental effect on my childhood and teen years. Growing up I was often criticized for having potential but not trying hard enough. I was constantly told to sit, be more organized, write more neatly, listen more carefully, and pay attention. I felt I couldn't meet school expectations and so I dropped out in grade 9 at age of 15. After a few difficult years, I found a way to conform, hide my struggles, and achieve academic success. I found some strategies that allowed me to succeed, but it took an unsustainable amount of study and work that negatively impacted social connections and healthy relationships. In this piece, I wish to bring awareness to ADHD and to the signs that teachers should look for, especially with respect to girls and young women. We, as educators, have the ability support our students by being informed about this disorder. It is my view that we can significantly impact their lives' trajectories in a positive way if a diagnosis is made early and supports are put in place.

ADHD was first researched with male participants only. The first long-term clinical study with women began in 2002. Therefore, the rating scales, symptoms and medications are often still based on the original research involving boys and men. Hormonal fluctuations, biological differences, and social standards cause female ADHD to display differently. Therefore, women and girls are three times less likely to be referred. Additionally, once girl or young woman is referred to a clinician, she is often misdiagnosed with anxiety or depression. 60% of women with ADHD felt that their treatment had been delayed by two or more decades due to this misdiagnosis thus leading to a range of mental health issues (e.g., addiction, suicidality).

We can bring change by knowing that most of the time ADHD females internalize symptoms and their hyperactivity often comes in the form overwhelming thoughts and feelings. It is important to notice signs such as daydreaming, emotional sensitivity, forgetfulness, disorganization, messiness, and speaking before thinking. Severe attention deficit can manifest as a quiet, withdrawn student who doodles and struggles socially.

Continued on page 6

Research has given us many strategies and learning supports for children and young people with ADHD. Some of the behavioural tools that I have found effective for myself and/or my students with ADHD are:

1. **Getting sufficient sleep:** This practise helps to better regulate emotions and maintain attention.
2. **Viewing a horizon:** Look through a window or taking a walk to practice consciously dilating your gaze to see more around you.
3. **Mental focus follows visual focus:** I have a target in class. To increase your level of focus on the task you are about to do, stare at a point on a wall or screen, or object for 30-60 seconds before starting and blink as needed. You'll be surprised how this takes a bit of effort. Expect your mental focus to flicker on and off. It is essential that your phone off and web browsers closed during this exercise.
4. **A 17-minute meditation:** This kind of session can rewire internal circuitry, helping self-regulate through grounding and mindfulness practices.
5. **Breathing:** One simple way to become more focused is by using breathing techniques with deep breaths, inhaling through the nose, and exhaling through the mouth. There are reminder apps that promote deep breathing.
6. **Physical exercise:** Exercise in general can be beneficial, but I practice Ashtanga Yoga since it incorporates the physical, mental, breathing practices, and meditation. Yoga is my lifeline!

Diet: Avoiding simple sugars can help maintain focus and reduce brain fog and jitters.

To conclude, I want to encourage educators to keep a close eye on the varied signs and symptoms so that girls and young women in our classrooms can be offered the same support as boys and young men with ADHD. If we do so, we might have a stronger, healthier, and happier generation of women who grew up with a sense of worthiness and therefore, can reach their full potential.

Selected references and further reading:

Women and ADHD

<https://chesapeakeadd.com/home/education-and-training/articles/women-and-adhd/>

High school girls and ADHD

<https://chesapeakeadd.com/home/education-and-training/articles/high-school-girls-with-adhd/>

Centers for Disease Control and Prevention

<https://www.cdc.gov/ncbddd/adhd/data.html>

Teaching Tip from TESL NB's Professional Development Session with Carol Salva

Valuable teaching strategies were presented at our recent workshop. One such strategy is **QSSSA: Question-Signal-Stem-Share-Assess**.

Q: Craft an open-ended question for your students.

S: Ask them to signal (e.g. thumbs up) when they are ready to respond.

S: Give students a sentence stem to use when responding. (e.g. "They are different because...")

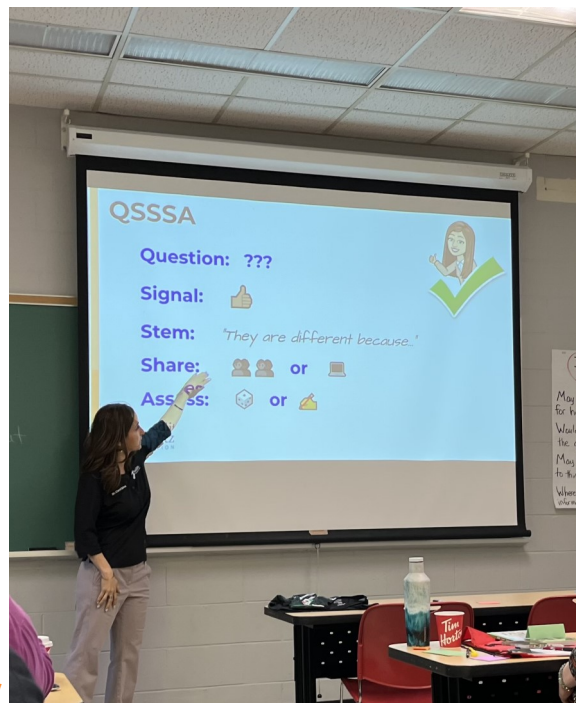
S: Group students to share their answers.

A: Answers are shared with the whole group. Check for understanding.

For information about this helpful strategy, check out the full blogpost,

QSSSA: More Than Turn and Talk, @

<https://seidlitzblog.org/2019/03/27/qssa-more-than-turn-talk/>



Photos submitted by Dawn McCluskey



TESL NB

TESL NB is a professional organization affiliated with TESL Canada that aims to support ESL and EAL teachers and instructors working in a variety of institutions in the province of New Brunswick.

TESL NB provides ESL/EAL educators with a venue for professional networking and professional development opportunities.

We welcome new members. Visit www.teslnb.ca/join-us/ to find out more.

LET'S CONNECT!

- www.teslnb.ca
- Facebook at TESLNB
- Twitter @TESL_NB
- teslnewbrunswick@gmail.com

Please reach out if you want to get involved or know more. We believe in the power and importance of professional connections.



YOUR NATIONAL ORGANIZATION



TESL CANADA
Teachers of English as a Second Language - Canada

May 23, 2023

Dear TESL Canada members,

Please see attached call for proposals from TESL ON for their upcoming virtual conference: <https://mcusercontent.com/7d66c5f319c9217e9b0d2bd99/images/6db70af3-ea0a-01ee-4349-e5073a2a7e87.png>

Please note the deadline.

All the best,

TESL Canada

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