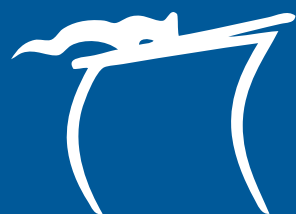


November 2018  
Vol. LXI No. 2



# NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



## Compass Conference 2018

Staff Change for Teacher Counselling Program

\$1500 PL Grant for Teachers

Combined Council Day 2019 Speakers



## Your NBTA, Your Magazine

Have you ever thought about writing something for the *NBTA News*? If so, we would love to hear from you! We are always looking for interesting articles, stories or information about the amazing activities taking place in your schools. This magazine belongs to you, the members of the NBTA. Your submissions are essential in making this the best publication possible.

For more information about the *NBTA News* or to submit an article, contact Blake Robichaud, editor of the *NBTA News* by email at [blake.robichaud@nbta.ca](mailto:blake.robichaud@nbta.ca) or [nbtanews@nbta.ca](mailto:nbtanews@nbta.ca).

We look forward to hearing from you!

### Upcoming Deadlines:

February 2019 Issue: January 15<sup>th</sup>

April 2019 Issue: March 15<sup>th</sup>

June 2019 Issue: May 15<sup>th</sup>

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Twitter and YouTube!**



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Fall has arrived and our never-ending NB election appears to still be ongoing as I write this article. It was refreshing to see so many engaged in discussing politics and especially the election results with all its possible scenarios. Our Association did our work prior to the election as Larry and I met with all parties. I was very pleased to have read and heard our input, to one degree or another, in all the party platforms. One topic that I do want to bring further attention to for all our

members is the conversation of needs-based funding. I cannot stress enough that if the pot of resources stays the same size in a needs-based funding model, for every school that gets more, another has to get less. It creates winners and losers. I continue to stress to all of you that we must lobby our elected leaders for the funding model as suggested in the Porter Aucoin Report. Quoting the report: *"The Department of Education and Early Childhood Development should establish a research-based strategy for identifying about 50 schools that could be considered vulnerable in the sense that they serve a disproportionate number of children who have special learning needs or are from low socio-economic communities or neighborhoods. The department should use these results to **allocate additional funding for the 50 schools.** The list of schools would be updated annually based on the most recent data available."* This model does not create any losers, it identifies the reality that we do have schools who are more vulnerable, and that there must be new additional funds targeted at supporting them.

In late September, I attend the funeral of a former teacher, and later colleague, Jean Louis Dube. Jean Louis taught for 28 years at Bathurst High School before his retirement in 1998. Funerals are always such sad events, yet during this

one I was truly moved by the message of Jean Louis' children. Two points in particular stood out to me in the context of our NB teachers today. First, his children described their dad as the consummate teacher, always turning everything they did into a learning experience. Family trips were educational, gardening was scientific, and sailing was an exercise of meteorology and physics. Secondly, they also spoke so fondly of their dad's love of being the long-term manager of the Bathurst High School hockey team, his late-night road trips, his representation of players at suspension hearings, along with his immense pride in a team from Bathurst who captured the provincial AAA championship. Sitting in the church, it really hit home to me that, even though he was always a teacher, his passion and rewards from volunteering were great, Jean Louis always, and they reinforced always, found time for fun and family. No job went without some fun reward attached, and no commitment to his extra-curricular events took away from his devotion to his family time and children. In his life, Jean-Louis had found that work-life balance that worked for him, and clearly had worked for his children.

This fall I have visited many schools and spoken with teachers all over the province. It has been very refreshing to hear almost every school indicated a very good startup, yes busy, but still good. As the year moves forward, I continue to encourage all our members to remember yourselves and your well-being. Use the positive energy of good startups, but further it by finding your own personal work-life balance. Your health and well-being are the most essential factors in maintaining a strong educational system. Remember Jean Louis, and ask yourself how you hope your family and friends will remember you.

Respectfully,

A handwritten signature in cursive script that reads "George".

*I have submitted a detailed President's Report to the October NBTAs Board. I encourage Directors to share it with teachers.*



*It's nice to start the school year with an iPad and Apple Pencil. NBTAs President George Daley presented these registration prizes to Ted Beach of Geary Elementary and Sonya McLaughlin of Southern Victoria High School.*



# NBTA Board of Directors - Oct. 17-18



Table Officers: President George Daley, Vice President/President-Elect Rick Cuming, and Acting Past President Peter Lagacy.



Some of our NBTA Directors, including representation from Hillsborough, Blacks Harbour, Sussex, Moncton, Edmundston, Sackville, Fredericton, Nackawic, and St. Stephen.





# Teacher Counselling Program: Welcoming Ronna and Bidding Farewell and Thanks to Carmen

After ten years with the Professional Counselling Service for Teachers, eight years as co-ordinator, Carmen Meehan has left the program for a full-time Guidance position at Sussex Regional High. Ronna Gauthier has been hired to replace her as the Counsellor serving teachers in ASD – South.

The NBTA would like to extend its sincere thanks to Carmen for all of her hard work and on behalf of the many teachers she assisted. Carmen commented on the change:

“Where did 10 years go? While it was a difficult decision to make to leave the program and a job I genuinely loved, I decided that I needed to work closer to my home in the Sussex area. Sometimes change is good! A heartfelt thank you to all the many wonderful dedicated professionals that I had the honour of working with and meeting in my journey as Teacher Counsellor.”



**Carmen Meehan**

Ronna Gauthier was born and raised in Minto. Her Bachelors of Arts and Education are both from St. Thomas University and in 2011, she received a Master of Arts in Psychological Counselling from Yorkville University. She has 26 years of teaching experience, fourteen years in Phys. Ed and other subjects and eleven years in Guidance. In 2017-18, she worked as EST-Guidance on ISD Child & Youth team in Fredericton.



**Ronna Gauthier**

She is a member of the Canadian Counselling and Psychotherapy Association. Ronna is excited to assume her new responsibilities:

“I am looking forward with great anticipation to working with colleagues in ASD-S. I will work diligently to provide teachers with support during times of need and to promote teacher wellness throughout the district.”

With Carmen’s departure, Michael LeBlanc has been named the new co-ordinator of the Professional Counselling Service for Teachers.

*“How lucky I am to have something that makes saying goodbye so hard.”*

— Winnie The Pooh



*Our three Teacher Counsellors: Ronna Gauthier (Southern Schools), Michael LeBlanc (Western Schools), and Lisa Calhoun (Northern & Eastern Schools). Please see page 28 for contact info and wellness article.*



# Compass Conference Oct. 11-12, 2018

## POINT PROJECT NBTA

PROFESSIONAL ORIENTATION AND INDUCTION FOR NEW TEACHERS





# Compass Conference Oct. 11-12, 2018



POINT (Professional Orientation and Induction for New Teachers) Reps in each NBTA Branch were in Fredericton in October supporting newer colleagues at the Compass Conference and holding their own meetings. It is a great group of volunteers who work hard to support the profession.



# Teacher's Pet!



**The NBTA will be selling bodysuits for babies featuring the NBTA Logo and the line “Teachers’ Pet”.**

They will be white with the logo and line available in three colours: blue, pink and green, and in two sizes: 0-3 months and 3-6 months. They will be less than \$10 each (exact cost TBA). These will be available on a trial basis as we assess the level of popularity.

To keep shipping and administrative costs down, for now these will be available only at the NBTA Office in Fredericton. However, if you are interested in purchasing one, simply e-mail [blake.robichaud@nbta.ca](mailto:blake.robichaud@nbta.ca) or [carlene.parker@nbta.ca](mailto:carlene.parker@nbta.ca). Our staff have meetings across the province and there are always teachers coming and going from Fredericton. I am sure we can work something out in most cases.





# NBTA Branch Presidents Meeting September 27-28

NBTA Branch Presidents play the extremely important role of primary administrative officer in each of the 27 NBTA Branches. They come together annually in Fredericton for professional learning, training and updates on key issues and actions of the Association. One session saw the Presidents demonstrate the interconnectedness and importance of all members having a voice through a game of giant Jenga.





# Leadership Through the Corporate Lens: EECD and the New Brunswick Business Council Build Bridges of Understanding and Best Practice

*by Barb Corbett (Principal, Connaught Street School) and Pierre Plourde (Principal, George Street Middle School)  
with contributions from Provincial Peer Leadership Group participants*

What do members of the New Brunswick Business Council and leaders in Education have in common? A shared passion for their work and the way we foster both productivity and positive culture in our organizations. Throughout the winter and spring of 2018, a dozen Administrators and their Directors of Schools, with support from Tiffany Bastin (New Brunswick Department of Education and Early Childhood Development, EECD) and Adrienne O'Pray (New Brunswick Business Council, NBBC), had the unique experience of visiting with CEOs and HR Directors for NB Power, the Atlantic Lottery Corporation and T4G. We had the privilege to spend a day with each company and their talented teams, examining leadership in the business context.

The drive to create a Provincial Peer Leadership initiative stems from a mutual desire of EECD and NBBC to increase collaboration and understanding of current and future provincial work force needs. Adrienne O'Pray, President and CEO of NBBC noted, "the NBBC strongly believes in collaborating as a community on a vision that allows every student in New Brunswick to be at their best." Ms. O'Pray expertly facilitated the process by challenging participants to reflect on what we had learned about effective leadership practices, while utilizing goal setting exercises to apply to our education environments.

Participants remarked on the candor of the CEO's and their HR Directors, noting authentic conversations, which provided educators new tools and ways of viewing the work world. Feedback clearly indicated that this experience significantly and positively impacted participants in three identified growth areas: organizational structure, establishing connections and reflective leadership.

During business visits participants experienced physical spaces reflective of the culture of each organization which affirmed educators' journeys toward the development of, "flexible learning spaces for staff and students". **Organizational Structures** that placing emphasis, "on identifying and clarifying core values" provided examples of highly effective practices. Examining individual and distinct company values inspired several groups to lead school staffs in value clarification exercises, culminating in graphic represen-

tations of values being established throughout their schools. The company visits provided, "a fresh look at flexible and responsive team organization designed to break down silos." One participant noted that these experiences will continue to influence the leadership initiatives within his district.

**Establishing Connections** resonated for all participants. The unique activity supported cross-provincial communication between participants about leadership as well as informing promising practices we employ in our schools. Sharing of resources and ongoing communications between participants speaks to the need for this type of initiative. Ms. O'Pray commented, "What was most striking was the connections that were made with each of the companies by the leaders in education. These connections have led to collaborative projects – that have gone far beyond the one-day session...creating lasting connections between business and educational leaders." The experience served to strengthen connections with EECD and districts bolstering a shared provincial leadership vision for education across the province.

**Reflective Leadership** Ms. O'Pray and Ms. Bastin created a safe and engaging space for leaders to reflect on, and discuss, their leadership philosophies and core beliefs. People within organizations were identified as critical to goal attainment. Encouraging people to be innovative, while accepting that grace in failure is essential to moving organizations forward, was an important lesson. Maintaining connections surfaced as a core value for business and educational leaders alike. "It is important to increase the number of human interactions you have in an organization – more transactions per day translates into more influence." The compelling models of leadership we studied inspired us in our own leadership journeys.

EECD will be accepting applications for a new cohort of Administrators in November. According to one participant, "For anyone considering taking part in future cohorts of the Peer Leadership Group, it's well worth your time!" If you are interested in exploring alternate models in leadership, creating collaborative and sustainable workplace cultures, and learning alongside your peers from across the province, this program is for you.



# Save the Date!

## Fierce Generations®

NBTA is pleased to offer a new professional learning opportunity for New Brunswick educators – **Fierce Generations®**.

**What:** Are differences a source of strength within your team or a point of contention and division? For the first time in history, organizations are comprised of four unmistakably different generations, each with their own approach to, view of, and desired outcomes for work. Fierce Generations® is multigenerational training that provides a framework for uniting people and realizing the rewards of an inclusive culture.

**Target Audience:** This session will be open to any New Brunswick educator who has received the certificate for completion of training for Fierce Conversations®.

**Date:** February 8, 2019 (evening session)  
(NBTF Building Fredericton)

Watch for complete registration details at  
[www.nbta.ca](http://www.nbta.ca)

## Fierce Accountability®

NBTA is pleased to once again offer **Fierce Accountability®** as a professional learning opportunity for New Brunswick educators.

**What:** Fierce Accountability® is an instructor-led workshop that explores the cost of blaming, protecting, defending and playing it safe. Develop a new context about accountability – one in which you and your organization welcome responsibility and deliver agreed-upon results, despite obstacles.

**Target Audience:** This session will be open to any New Brunswick educator who has received the certificate for completion of training for Fierce Conversations®.

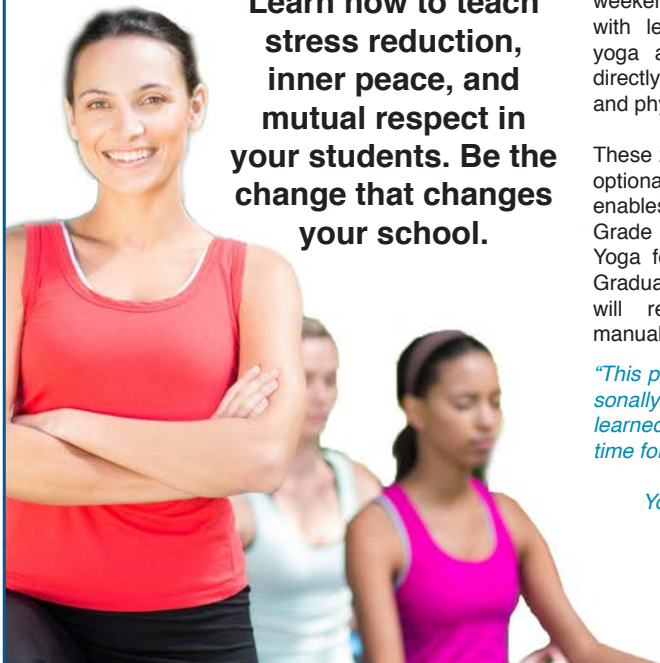
**Date:** February 9, 2019 (morning session)  
(NBTF Building, Fredericton)

Watch for complete registration details at  
[www.nbta.ca](http://www.nbta.ca)

NBTA welcomes contacts from groups of teachers who may be interested in any of the Fierce Conversations® workshops. We would be happy to discuss different delivery models in order to partner with New Brunswick educators who have a strong interest in this training. Contact [ardith.shirley@nbta.ca](mailto:ardith.shirley@nbta.ca)

Two days that will transform  
and enrich your professional  
and personal life.

Learn how to teach  
stress reduction,  
inner peace, and  
mutual respect in  
your students. Be the  
change that changes  
your school.



YOGA  
in schools

This Yoga in Schools all levels weekend training will provide you with leading-edge cross-curricular yoga and mindfulness tools that directly address students' mental and physical health.

These 2 days can be applied to the optional 200hr certification, which enables the graduate to teach: Yoga Grade 11, Yoga for Special Needs, Yoga for Autism and Mindfulness. Graduates of the full 200hr training will receive Yoga in Schools manuals.

*"This program changed my life personally and professionally! I have learned the importance of taking time for myself."*

Daneen Dymond,  
Yoga in Schools Graduate, NB

BreathingSpace  
YOGA STUDIO

Join the founders of Yoga in Schools, Jenny and Blair, at the 7th Annual Winter Yoga in Schools NB Conference.

Yoga in Schools has certified over 1,000 educators across Canada, who are sharing the gifts of yoga with their students.

Piloted within the school system by the pioneering work of the national award winning duo Jenny Kierstead and Blair Abbass, the Yoga in Schools program is changing the lives of teachers and students every day.

*"Thank you for giving me access to a new, deeper tool-set for being a better person, parent, and teacher."*

Beth W, Yoga in Schools graduate

**Who can attend:** all teachers/specialists & educational assistants.

**Dates & Time:** February 23-24th, 2019, 9:00-3:30pm

**Location:** Delta Beausejour, Moncton

**Fee:** \$275.00 + hst

**Register early to secure your spot:**  
(902) 444-YOGA (9642)  
[info@BreathingSpaceYogaStudio.ca](mailto:info@BreathingSpaceYogaStudio.ca)

\*200hr certification begins in March, for more info visit: [YogainSchools.ca](http://YogainSchools.ca)

Paid Advertisement



# 2018-2019 NBTA Pension Seminars Registration Form

## Date and Location of Seminar:

## Deadline for Registration:

- |   |             |
|---|-------------|
| <input type="checkbox"/> November 24 - Moncton - Bernice MacNaughton High   | November 16 |
| <input type="checkbox"/> January 19 - Bathurst - Bathurst High School       | January 11  |
| <input type="checkbox"/> February 2 - Fredericton - NBTF Building           | January 25  |
| <input type="checkbox"/> February 23 - Sussex - Sussex Regional High School | February 14 |

Name of Teacher: \_\_\_\_\_ Birth Date \_\_\_\_\_

Email Address: \_\_\_\_\_ Dist. \_\_\_\_\_

Is partner attending?  Yes  No **(If partner is a teacher, please fill out a separate form)**

No. of pension years you have accumulated as of June 2018 \_\_\_\_\_ Certificate Level: \_\_\_\_\_

Do you receive a Responsibility Allowance (Principal/Vice-Principal/SPR)?  Yes  No

Are you paid by pay bands?  Yes  No

If "Yes" to either, please contact the HR Officer at your District to have your last 5 years' salary history emailed to [tammy.boon@nbta.ca](mailto:tammy.boon@nbta.ca).

**Form can be emailed or faxed to Tammy Boon**  
**[tammy.boon@nbta.ca](mailto:tammy.boon@nbta.ca)**  
**Phone: (506) 452-1722 Fax: (506) 453-9795**

## Seminar Guidelines

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

1. All participants must pre-register.
2. Travel and accommodation costs are the responsibility of the participant.
3. A nutrition break will be provided.
4. Questions relating to these seminars should be directed to:

**Michael Ketchum**  
**NBTA Staff Officer**  
**New Brunswick Teachers' Association**  
**P.O. Box 752**  
**Fredericton, N.B. E3B 5R6 (Tel. 452-1722)**

5. All teachers are welcome to attend.
6. All seminars begin with registration at 8:30 am and sessions at 9:00 am until 1:00 pm.

### Program

- Teachers' Pension Act
- contribution rates
  - retirement options
  - pension calculations
  - survivor options
  - purchase and transfer of Pension Service

- Retirement Allowance
- pre-retirement vacation

Canada Pension

Old Age Security

Financial Planning for Retirement

- RRSPs
- RRIFs
- Annuities

**PLEASE NOTE: YOU WILL RECEIVE CONFIRMATION ONE WEEK PRIOR TO SEMINAR.**

# TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2019

by Tina Estabrooks, NBTA Staff Officer

## INTRODUCTION

The New Brunswick Teachers' Association recognizes that teacher professional learning occurs within a broad spectrum of experiences and processes that lead to deepened understanding and improvement of practice. Effective professional learning strongly links teacher and student learning and is guided by evidence. Further, research highlights that effective professional learning must be personalized and responsive to the complex and unique needs and context of the learner.

As adult learners, teacher motivation for professional learning is linked to relevance, meaning and choice. Developing competence and a sense of self-efficacy by directing one's efforts to meet student needs is key to teachers undertaking professional learning. An integrated design that focuses upon student and teacher learning activities within a job-embedded context and supported by both time and resources is the ideal professional learning context.

## WHAT IS A TEACHER DESIGNED PROFESSIONAL LEARNING GRANT?

TDPL is an annual school-based professional learning opportunity funded by the New Brunswick Teachers' Association. NBTA will award five \$1500 grants for the calendar year January 2019 – December 2019. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online after November 5<sup>th</sup>, 2018.

The TDPL is intended to fund proposals from teachers who seek a peer leadership role in curriculum, instructional practice or supporting other teachers.

## WHAT ARE THE GOALS OF THE TDPL GRANTS?

There are three goals associated with this grant:

1. support teacher professional learning within the context of improving student learning
2. foster teacher leadership
3. facilitate the sharing of exemplary practices

3. facilitate the sharing of exemplary practices

## WHAT IS THE TDPL GRANT SELECTION PROCESS?

- Applicant teams develop a project proposal and complete an application form. Applications received after 4h00 on Friday, December 7, 2018, will not be considered.
- The NBTA committee established to administer the grant fund will screen all applications received by the deadline. Proposal selection criteria are described in detail in the next section.
- Five successful team applicants will be notified by January 7, 2019. Start-up materials and funding will be delivered to each team.
- Unsuccessful team applicants will be notified by January 7, 2019.

## WHAT IS THE SELECTION CRITERIA FOR TDPL GRANTS?

- I. The extent to which the project proposal is guided by characteristics of effective professional learning:
  - a. Coherent – project is designed within the context of both best practices for student learning and provincial/district/school mandates
  - b. Goal-Oriented - project clearly connected to student learning, daily practice and provincial/district/school mandates
  - c. Sustainable – proposal includes practice time, reflection time and a plan to progress over time with grant funding used for resources critical to the project
  - d. Evidence-Informed – proposal considers current research as well as any formal or informal relevant data

II. The extent to which the project proposal demonstrates the following general characteristics:

- a. Quality – proposal is well thought out and realistic
- b. Impact – proposal has the potential to impact student development as well as the learning of participating teachers
- c. Measurable – project goals can be measured and clear description of how this will be done
- d. Sharing – proposal incorporates a specific plan for sharing the project with other educators
- e. Demographics – general consideration will be given to distributing grants to various levels (K-12) as well as geographic location, team composition, etc.

## WHAT IS REQUIRED OF SUCCESSFUL TEAM APPLICANTS?

- meet with NBTA Staff Officer for a brief overview of TDPL requirements (school-based meeting/approx. 30 minutes)
- carry out activities described in project proposal/application form
- share project and team learning with colleagues via:
  - o Written article for *NBTA News* at project completion
- Or**
  - o Team Choice (i.e. presentation to staff, offer Council Day session, electronic posting, etc.)
- submit a short report of the project using NBTA template
- submit a financial report using NBTA template

**Questions? Contact**  
[tina.estabrooks@nbta.ca](mailto:tina.estabrooks@nbta.ca)



# Project 11 at John Caldwell School

Submitted by Laurie Babineau, John Caldwell School

The students of John Caldwell School have been excited to participate in **Project 11**, a program developed by The True North Youth Foundation. **Project 11** is a mental wellness program created to honor Rick Rypien, formerly #11 on the Winnipeg Jets hockey team. Rick's efforts to confront the challenges in his own life as well as his dream to "one day be able to educate and provide youth with strategies of how to cope and deal with the various obstacles they would encounter throughout their life" were the inspiration for the development of **Project 11**.

**Project 11** is a fifteen-week online video-based program developed by teachers, for teachers. The lessons and activities have been designed to help support students and teachers in bringing mental health awareness and positive coping skills into their lives while simultaneously increasing academic success.

The weekly lesson plans introduce many curricula topics which bring awareness to what it takes to maintain healthy friendships and communication skills, while practising problem-solving strategies and self-reflection techniques.

The program also has a variety of short daily activities that teachers can incorporate into the day to reset focus. These activities include Classroom Yoga Relaxation Techniques, Indigenous Dance, Art Energy, Fun with Fitness, Music and Rhythm, Laughing Yoga, Fun with Food, Hip Hop Dance, and Mindful Moments.

Students from Grades 5-8 who have participated in **Project 11** are becoming more capable of recognizing the symptoms of stress and anxiety. They are also becoming more confident in using the self-regulating coping strategies that were taught and demonstrated.

Teachers who used the **Project 11** program last year have already included the techniques and activities in their classrooms this year. The students are continuing to participate in this positive mental wellness program.

For more information visit [www.projecteleven.ca](http://www.projecteleven.ca)

TSN Original: The Rick Rypien Story <https://www.youtube.com/watch?v=-pSU8YuVuKk>



# Learning to Run at Beaverbrook School

*Submitted by Jill Emeno, Beaverbrook School*

Some of the staff at Beaverbrook School in Moncton have been pounding the pavement in the pursuit of health and wellness. They began a self-taught “Learn to Run” program last spring and started training together twice a week after school. On June 23<sup>rd</sup>, they completed their first goal race, the YQM Runway Run 5k in support of the United Way. Now that school is back in session, the gang has resumed their after-school training together. They are working towards their

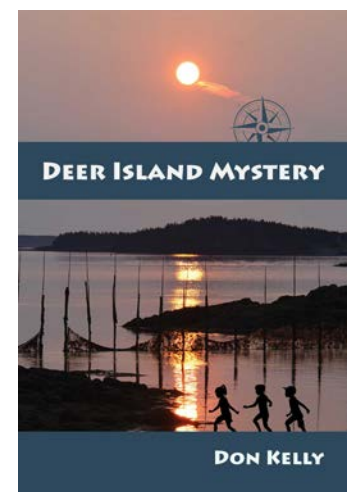
next goal of completing the Legs for Literacy 5k, a running event that donates proceeds to local literacy initiatives. In addition to helping to motivate one another, their new-found hobby has been a great way to connect together and unwind after the school day. Whether it’s running the roads or running the halls, having the right people with you along the way makes all the difference!



## Retired Teacher Writes “Deer Island Mystery” for Kids

In Don Kelly’s junior mystery novel ‘Deer Island Mystery,’ three grade 5 students from Deer Island Community School help solve the mystery of a missing fortune. Readers can follow their adventures, including decoding an old semaphore message. For more information, contact Chocolate River Publishing Company or Don Kelly through his writer’s profile with the Writers Federation of New Brunswick.

Deer Island Mystery has been selected as part of Atlantic Canada’s Hackmatack program in schools and libraries for 2018-19.





# Fun and French in France

*by Katie Small, grade 3 French Immersion Teacher at Bessborough School*

As an educator, I am continually motivated to further develop my professional learning not only to meet the needs of my students but also to improve and strengthen my own teaching practices. Since becoming a teacher, five years ago, I have taken advantage of the various learning opportunities the Department of Education and Early Childhood Development has offered, in order to improve my oral reading and writing and French language proficiency. I have taken part in many summer courses at both the UdeM, Moncton campus as well as the Shippagan campus, and French tutoring sessions during the school year. This past summer, I had the incredible opportunity to travel to Nice, France to experience in an innovative training program for teachers of French immersion.

Once becoming a member of the ACPI: l'Association canadienne des professionnels de l'immersion, I became eligible for a Professional Learning Opportunities grant through the St. Thomas University. Receiving this grant, as well as the NBTA/EECD Educational Improvement Grants, allowed me to travel to southern France where I was immersed in French culture through The University of Francophonie. This seven day course is designed to give teachers the opportunity to cross paths and share experiences with other educators from around the world in order to deepen their pedagogical practices. The course schedule is designed through a combination of various teaching modules to choose from, based on your desired outcomes, as well as daily excursions exploring the beautiful Côte d'Azur.

This experience allowed me to gain a wider perspective on language learning through exchanging and sharing language



knowledge with my fellow teaching colleagues from around the world. Not only did my pedagogical skills improve, but it was an incredible way to further advance my French speaking skills by being fully immersed within a French culture. Thanks to the NBTA/EECD as well as St. Thomas University, I was given the opportunity to step outside of my comfort zone and be a part of an exciting and innovative learning concept abroad. The knowledge, confidence, and friendships made through this journey has given me more motivation to continue my professional growth and I look forward to my next adventure!





# Orange Shirt Day — September 28, 2018



*Sugarloaf Senior High Supported "All Child Lives Matter" orange t-shirt by having assemblies for all grades about Residential Schools with a smudging activity as well.*



*NBTA Branch Presidents from across the province also took part in Orange Shirt Day during their meeting in Fredericton.*



# NBTA Provincial Committees

*\*member of the Board of Directors*

## NBTA Executive Committee

Peter Lagacy*	Nackawic (NSHS)
Christine Leeman*	Blacks Harbour (BHS)
Jason Green*	Perth-Andover (AES)
Barbara Brown*	Miramichi
Jonathan Hunter*	New Bandon (CNBA)
Gregory Peters*	Fredericton (FHS)
George Daley	NBTA President
Larry Jamieson	NBTA Executive Director
Richard Cuming	NBTA VP/President-Elect

## Enhancing Learning and Working Environments

Tanya Legacy*	Moncton (MHS)
Bill Hogan*	Woodstock (WHS)
Karla Roy*	Fredericton (PSS)
Chris Evans	Moncton (MHS)
Leila Perkins	Riverview
Julie Roy	Dieppe (LMS)
John Tingley	Moncton
Lisa Martin	Sussex (SMS)
Nila Perry	Springfield (BES)
Jillian Wilton	Saint John (SJHS)
Sally Ann Cogswell	Grand Manan (GMCS)
William Davidson	Woodstock (WHS)
Richard Cuming	Grand Falls (JCS)
Erin MacDougall	Campbellton (SSHs)
Monica Lockerbie	Miramichi (GGS)
Tammy Malley	Miramichi (MVHS)
David McTimony	Oromocto (SSES)
Joshua Campbell	New Bandon (CNBA)
Tracey Dale	Fredericton (LHHS)
Andrew Rutledge	Fredericton (FHS)
Tina Estabrooks	NBTA Staff
Ardith Shirley	NBTA Staff

## In-School Administration Committee

Dawn Beckingham*	Dalhousie (DRHS)
Tami Van Wart	Moncton (HTHS)
Daniel Foote	Hampton (HMS)
Paul Hickey	Saint John (FHS)
Krista Amos	St. Stephen (SSHs)
Jason Smith	Bristol (CNHS)
Shari Smith-Ellis	Bathurst (TFS)
Paula Hache	Miramichi (KSES)
Heather Bryenton-Cripps	Oromocto (GSS)

## NBTA Finance Committee

Michael Fletcher*	McAdam (MHS)
Tamara Carter	Port Elgin (PERS)
Janice Bueno	Riverview (FLBS)
Peter Woytiuk	Saint John (SHS)
Cindy Pearson	Florenceville-Bristol (FMS)
Larry Jamieson	NBTA Staff
Melinda Cook	NBTA Staff

## Professional Conduct & Standards Committee

Rebecca Steeves	Moncton (NFS)
Warren Coombs	Saint John SMHS)
Heidi Ryder	Miramichi (JMHS)
Barbara Long	New Bandon (CNBA)
Jacqueline Fortner	Fredericton (GCS)
Melinda Cook	NBTA Staff
Michael Ketchum	NBTA Staff

## Professional Stewardship

Joseph Lee*	Grand Manan (GMCS)
Dawn Beckingham*	Dalhousie (DRHS)
Jessi Stever*	Bathurst (TFS)
Nicholas Fullerton*	Rexton (BLMS)
Michael Fletcher*	McAdam (MHS)
Robert Fitzpatrick	Honorary Life Member
Nancy Roach	Honorary Life Member
Tamara Carter	Port Elgin (PERS)
Jason Agnew	Moncton (BMHS)
Janice Bueno	Riverview (FLBS)
Ronald Furlotte	Moncton (MHS)
Sarah Lowe	Moncton (BS)
Nancy Matthews	Riverview (RMS)
Rebecca Steeves	Moncton (NFS)
Tami Van Wart	Moncton (HTHS)
Barry Snider	Riverside Albert (RCS)
Margo Cochrane	Quispamsis (CSMES)
Daniel Foote	Hampton (HMS)
Christina Barrington	Saint John (SMMHS)
Warren Coombs	Saint John (SMMHS)
Margaret Hickey	Saint John
Paul Hickey	Saint John (FHS)
Kari Parsons	Saint John
Stacey Wood	Saint John
Peter Woytiuk	Saint John (SHS)
Krista Amos	St. Stephen (SSHs)
Marla Anderson	St. Stephen (SSHs)
David O'Leary	St. Andrews (SJDA)
Leslie Crossman	Canterbury (CHS)
Angela Stephenson	Woodstock (MCS)
Cindy Pearson	Florenceville-Bristol (FMS)
Jason Smith	Bristol (CNHS)
Patricia Miller	Dalhousie
Jonathan Watts	Dalhousie (DRHS)

# for 2018-2019

Norma Bonenfant Court  
 Shari Smith-Ellis  
 Allan Carter  
 David Cripps  
 Paula Hache  
 Heidi Ryder  
 Heather Bryenton-Cripps  
 Winnie Hsu  
 Sheridan Mawhinney  
 Barbara Long  
 Jacqueline Fortner  
 Chantal Lafargue  
 Peter Lagacy  
 Richard Cuming  
 George Daley  
 Larry Jamieson  
 Melinda Cook  
 Tina Estabrooks  
 Michael Ketchum

Campbellton (LBS)  
 Bathurst (TFS)  
 Blackville (BS)  
 Sunny Corner (NSERS)  
 Miramichi (KSES)  
 Miramichi (JMHMHS)  
 Oromocto (GSES)  
 Oromocto (OHS)  
 Oromocto (OHS)  
 New Bandon (CNBA)  
 Fredericton (GCS)  
 Fredericton  
 NBTA Acting Past President  
 NBTA VP/President-Elect  
 NBTA President  
 NBTA Executive Director  
 NBTA Staff  
 NBTA Staff  
 NBTA Staff

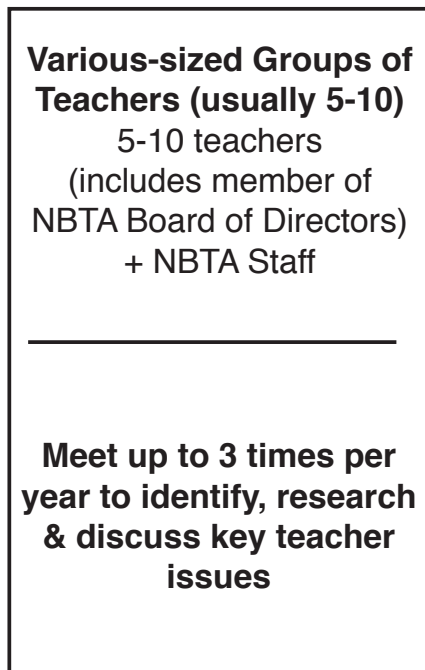
## Promote and Support Public Education and the Teaching Professional

Alyssa MacIsaac\*  
 Daniel Patterson\*  
 Brent Smith  
 Alain Cote  
 Jennifer Shea  
 Liza Muise  
 Lori Wall  
 Marla Anderson  
 Justin Tompkins  
 Shaun MacDonald  
 Renee Pitre-Kenny  
 Cheryl Richardson  
 David Gopee  
 Susan Miller  
 Kaitlin Thompson  
 Suzanne Gallant  
 Jared Mallard  
 Jennifer Rogers  
 Blake Robichaud

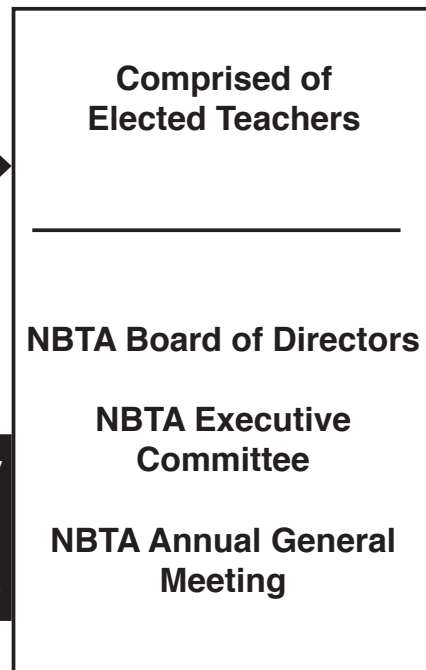
Rothesay (RES)  
 Saint John (SMMHS)  
 Moncton (QES)  
 Salisbury (JMA/SMS)  
 Rothesay (RHS)  
 Saint John (BMS)  
 Saint John (SJHS)  
 St. Stephen (SSHS)  
 Perth-Andover (PAMS)  
 Bathurst (BHS)  
 Bathurst (SMS)  
 Miramichi (MAA)  
 Miramichi (JMHMHS)  
 Minto (MMHS)  
 Oromocto  
 Fredericton (FHS)  
 Fredericton (BCMS)  
 Fredericton  
 NBTA Staff

## NBTA Committee Structure

### NBTA Committees



### NBTA Decision-Making Bodies







## **SAME VOCATION! DIFFERENT LOCATION!**

**TEACHERS INTERESTED IN EXCHANGE TEACHING ABROAD**  
**Denmark, France, Germany, Australia, Switzerland (limited)**  
**Colorado, Canada (inter-provincial)**



### **FACTS ABOUT A CEEF EXCHANGE**

- Teachers and families participate
- Positions exchanged / accommodation exchanged
- Benefits and seniority retained
- Remain an employee of / continue to be paid by your Canadian board
- Support organizations for you in your exchange country
- not-for-profit foundation
- Ministry/Department of Education mandated in six provinces to facilitate this program for their teachers
- Governed by a board of teachers and supervisory officers

#### **Contact the Canadian Education Exchange Foundation:**

**Kimberly Sturge - Teacher Exchange Coordinator**  
250 Bayview Drive, Unit 4, Barrie, ON Canada L4N 4Y8  
Telephone: (705) 739 7596, Fax: (705) 739 7764  
Email: [teachers@ceef.ca](mailto:teachers@ceef.ca) or [info@ceef.ca](mailto:info@ceef.ca)  
Or visit our website at: [www.ceef.ca](http://www.ceef.ca)

Applications are accepted year round! Northern Hemisphere destinations best received by December 31, 2018 and those for the Southern Hemisphere destinations by January 31, 2019.

**THE WORLD IS YOUR CLASSROOM!**

# NBTA Sponsored Professional Course

NBTA Sponsored Professional Courses may be used towards Teacher Certification.  
Contact [teachercertification@gnb.ca](mailto:teachercertification@gnb.ca) to confirm if this is a fit for your certification path.

## Enrichment Triad Training Course

**Target Audience:** Teachers (K-12)

**Cost:** Tuition \$500 + \$25 material fee

**Location:**

**NBTF Building, 650 Montgomery Street  
Fredericton, NB**

**Registration Deadline:** See below

**Instructor: Barb Buckley**  
(former District Supervisor/Coordinator  
of K-12 Programming & Enrichment)

**(Please make cheques payable to NBTA)**

Find registration form at [www.nbta.ca](http://www.nbta.ca) and clicking on the Enrichment Triad Training Course.

**Register Early - Limited Enrolment!**



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**Spring:**

**Dates:** Apr. 6, 13, 27, May 4,  
11 (9 am to 3:30pm)  
+7 hours outside of class

**Reg. Deadline: March 1<sup>st</sup>**

**Summer:**

**Dates:** July 8-12  
(9 am to 3:30pm)  
+7 hours outside of class

**Reg. Deadline: June 21<sup>st</sup>**

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The Enrichment Triad Model is a literacy-rich, inclusive, cross-curricular, student-driven model. Its primary goal is to improve schools from within the classroom by differentiating and enriching the curriculum for ALL students in the regular classroom through interdisciplinary studies. It encourages the use of a wide variety of instructional strategies and styles while allowing students to experience self-directed, innovative learning based on their individual interests, strengths and learning styles. If thoroughly implemented, this model will offer the students three levels of enrichment.

Participants will be introduced to the work and philosophy of Joseph Renzulli and Margaret Beecher. This will be followed by an intensive, in-depth training of what the enrichment triad model is and how to implement it in the classroom. The training will include multiple handouts, activities, video clips of the model, discussion articles and actual practice. There will be lesson demonstrations of key skills to be taught and practice of each phase of the triad.

**Participant Comments (2018)**

*"I learned how the Enrichment Triad Model has such an amazing impact on student's learning and their lives."*

*"I had such fun! I was not expecting to have laughed and cried, be so moved and motivated. I feel invigorated and excited about implementing this model."*

**PERSONALIZE LEARNING • INCREASE SELF-ESTEEM • CELEBRATE STUDENT SUCCESS**

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## Professional Course

Name: \_\_\_\_\_

School: \_\_\_\_\_

Email: \_\_\_\_\_ Member Number: \_\_\_\_\_ Cell: \_\_\_\_\_

Spring (Apr. 6, 13, 27, May 4, 11)       Summer (July 8-12)

**You will be emailed with a confirmation of your seat.**

Please print and mail registration form with payment (cheques payable to NBTA) to:

**Judy Deveau, Executive Assistant, Professional Learning  
NBTA, PO Box 752, Fredericton, NB E3B 5R6**

**You are encouraged to apply well in advance because of limited enrollment.**



# Council News

## Your 2018-2019 NBTA Council Executives

### Elementary Council



Chantal Daley (Janeville), Cheryl Aylward (Saint John), Colleen Sullivan (Saint John), Jessica Chapman (Petitcodiac), Tracey Comeau (Moncton), Paula Smith (St. Andrews), Haley Doucet (Bathurst), Kelly Durham Gaines (Fredericton), Misty Campbell-Watson (Nackawic), Karen Miller (Fredericton) Others are: Sarah West (Moncton).

### Middle Level Council



Alison MacEacheron (Moncton), Cheryl Richardson (Miramichi), Sarah Brooks (Fredericton), Ryan MacDougall (Campbellton), Daniel Doucet (Bathurst), Kristie Garland (Saint John), Tamara Carter (Port Elgin), Lynn Skinner (Saint John), Krista Merrill (Perth-Andover), Mary McDade (Saint John), and Donna Lagacy (Moncton).

### High School Council



Mark Lobban (Miramichi), Karrie Harris (Rothesay), Curry Winchester (Dalhousie), Trudy Stiles (Woodstock), Greg Peters (Fredericton), Alice Walker (Bathurst), Megan Crosby (Riverview), Krista Hovey (Hampton) and Connie Keating (Petitcodiac).



# Council News

## Your 2018-2019 NBTA Council Executives

### Ad hoc Combined Council Coordinating Committee



Megan Crosby (Riverview), Adam Trider - Chair (Moncton), Haley Doucet (Bathurst), Jason Lewis (Salisbury), Deidra Riddle (Sackville), Cindy Somers (Hillsborough) and Donna Lagacy (Moncton)

***We're All  
Together  
in Moncton on  
May 3, 2019!***



**NBTA Combined  
Council Day 2019**

***World Class Speakers,  
Thousands of Colleagues, and  
a Terrific Learning Opportunity***



## Keynote Speakers for CCD 2019

Check out a couple of our Keynote Speakers for Combined Council Day 2019!



### Ron Suskind

Ron Suskind is a Pulitzer Prize-winning journalist, best-selling author, teacher essayist and speaker whose impassioned presentations mix monologue with reportage, pathos with humor and global politics with personal ruminations on subjects as diverse as capitalism, care-giving and the future of communication. He is the author of six bestselling books, the most recent of which examines his own family's two-decade struggle to help one Owen, Suskind's son, emerge from the shadows of autism through a unique, and wildly creative, form of therapy. The documentary film about Owen's story, *Life Animated*, was just released.



### Jeremy Bennett

Having been diagnosed at a young age with a severe form of Obsessive-Compulsive Disorder, anxiety, and clinical depression, Jeremy knows first-hand the effects of mental illness.

In 2006, Jeremy graduated from St. Francis Xavier University with a degree in Psychology and Philosophy. In 2010, he published his first book, *The Power of the Mind: How I Beat OCD*. In this book, he exposed his life living with a severe form of Obsessive-Compulsive Disorder and what he did to overcome a struggle most believed he could not. This self-help book was published by Flanker Press and was released worldwide.

He has been speaking on the topic of stress and anxiety for over ten years and has produced three national and international television documentaries on the power of the mind. His work has given him the opportunity to share his message throughout Canada, the USA and the UK for tens of thousands of people.

In 2011, he was selected to represent Canada during Mental Illness Awareness Week and because of his worldwide impact in the field of anxiety he was appointed, World Youth Ambassador by The World Organization of Natural Medicine in 2012.

Because of his contribution in the field of mental health he was awarded, Personality of the Year by The World Organization of Natural Medicine in 2013.

## “When will I ever use this?”

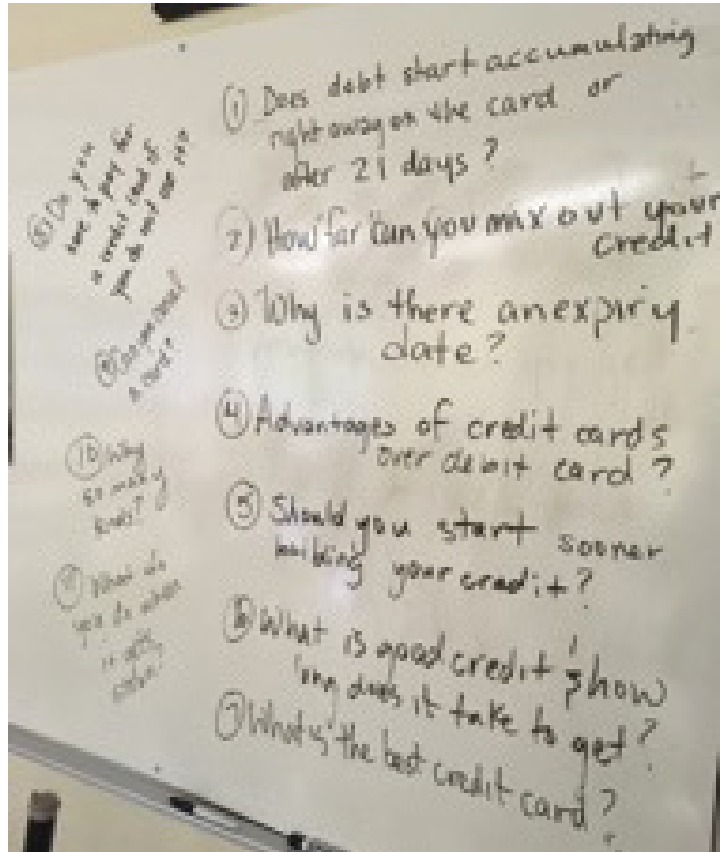
by Megan Crosby, Riverview High School

As a high school teacher, many of us have likely heard this at least once in our career. As a math teacher, I've heard this on many occasions. When the opportunity arose to teach Transitions to Post Secondary Life 120, I was ecstatic. Having previously taught Personal Finance 120, I witnessed students take a genuine interest in their financial futures. Transitions to Life 120 intends to help students take control of their future in all aspects.

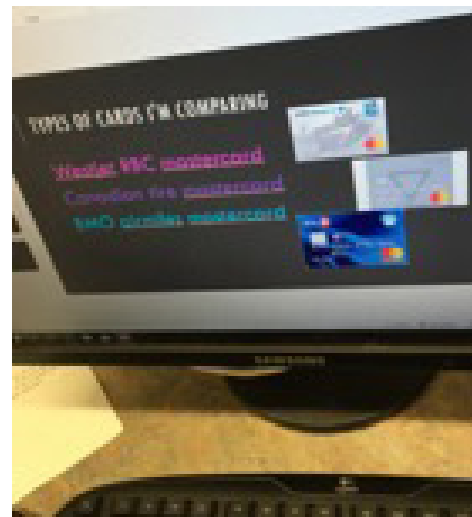
Imagine learning about the differences between student loans and lines of credit? How to apply and perhaps more importantly, how to repay it in a timely manner? How about the advantages of credit cards? How to build good and bad credit? Leasing or financing a car? Or, how about your rights when getting your first apartment? Students in this course get to learn these topics and more. We take life topics and make it personal. Students are introduced to ideas that they will encounter and are given time to work through scenarios.

Other topics include living on your own, budgeting, renting versus owning a home, and stress and time management. Students are genuinely engaged in the course and ask honest and interesting questions. Local experts like guidance counselors, car salesmen, and financial advisors, are brought in to discuss the topics.

Assessment in this course requires a lot of reflection on the students' part, and their FreshGrade journals are one of my favorite things to mark. Their final project is a life portfolio that incorporates all topics into a practical guide that many ask to hold onto for future reference. Suddenly, “When will I ever use this?” has become “I can't wait to use this!”



**Student Questions**



**Student Presentation**



# “Great News” Stories Submitted to our Facebook Page



*Superhero fundraisers from Forest Glen School in Moncton: “Promise made, promise kept. For raising \$492.20 for the Terry Fox Foundation, Mr. Hutchings, Miss Richard, Mrs. Dunfield and Mrs. Douglass wore costumes all day. Way to go Tigers!”*



*Lincoln school celebrating our annual Terry Fox Fundraising event. Students raised more than our school goal of \$1000. The school raised \$1230 for the Terry Fox Foundation. As a result of students sticking to their goal, they stuck the Principal (Calvin Anderson) to the wall*



*The students and staff of Woodstock High were surprised in early October with a concert with Canadian country music star Brett Kissel.*



# Meaning of Home



## Inspire your students and give back

The Meaning of Home is an annual writing contest for students in Grades 4, 5 and 6 in support of Habitat for Humanity Canada. Students across Canada are invited to submit a poem or essay explaining what *home* means to them. It's a great way to engage your students in an interactive and fun way, and it teaches youth the importance of safe, affordable housing.

### Why get involved?



Each entry results in a \$10 donation from Genworth Canada to Habitat for Humanity to build affordable homes in partnership with families in your community.



Winners of the contest get to designate a \$25,000 grant towards a Habitat for Humanity build of their choice and win other great prizes like a pizza party or iPad.



Curriculum kits are provided to help students improve their critical thinking, communication and creative skills.



Your participation helps low-income Canadian families build strength, stability and self-reliance through affordable homeownership.



## Sign up and stay informed at [meaningofhome.ca](http://meaningofhome.ca)

Contest opens for entries January 7, 2019.



# The Resilient Teacher

by Michael LeBlanc,  
Teacher Counsellor  
Professional Counselling  
Service for Teachers



**Why do some teachers seem to bounce back from adversity on a regular basis? Why do other teachers struggle to recover?**

**Learn about 5 resilience-building ideas that can make all the difference.**

There is a New Brunswick teacher I know who was hit by a series of unfortunate events that led her to feeling very stressed at work and at home. These events were mostly out of her control and she struggled to wrap her head around them. Her health started to suffer - increased anxiety, headaches, pessimistic thinking, difficulty planning and marking, less exercising, and pulling away from her support system. But then something happened. She made a decision to put together a plan to deal with these setbacks. Before she knew it her anxiety reduced, she started to feel less overwhelmed, and she felt hopeful that she was going to be okay.

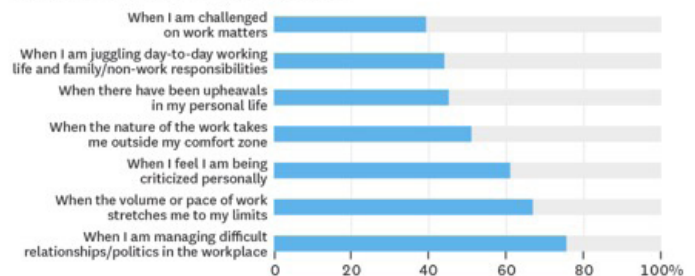
Challenging situations are a daily occurrence in our profession. We are faced with stress and surprises on a minute-by-minute basis in schools. Every day in our school is a challenge to our resilience. The chart below titled "What's the biggest drain on resilience at work?" shows that the two main workplace stressors are relationship conflict and workload. We can confirm these findings in our Professional Counselling Service for Teachers. Workplace conflict and workplace stress (often workload) issues are the two main reasons teachers come for

counselling. And judging by our conversations with current and retired teachers, things seem more stressful and chaotic today than they ever have. So, if we know that we have an occupation that has daily stressors, significant systemic changes, and an increasing workload, what are we doing to strengthen ourselves so we have the resources to deal with these stressors?



## WHAT'S THE BIGGEST DRAIN ON RESILIENCE AT WORK?

Survey responses from 835 British employees.



SOURCE "TOUGH AT THE TOP," BY SARAH BOND AND GILLIAN SHAPIRO

HBR.ORG

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This is where our resilience comes to play. Resilience is the “capacity to recover quickly from difficulties; toughness; elasticity” (Definition.com). It can also be seen as our ability to adapt to changes and stress sources - mental toughness (APA). While everyone has resilience and in some ways it’s inherent in us, there are some people who have developed specific ways of dealing with stress that helps them recover more quickly. Here are Five Roads to Resilience that can help you strengthen your capacity to bounce back from life’s challenges.

**How we cope with the curves in the road and the barriers that come our way ultimately determines how happy we are.**

## Five Roads to Resilience

### Right Mindset

Ensuring we are being purposeful about our approach to life’s challenges makes all of the difference. One idea is taking a ‘Realistic Optimism’ approach. This is a combination of a positive attitude and honest evaluation. Realistic Optimists know that stressors happen, but focus on possible solutions rather than overthinking or worrying. Resilient teachers are optimistic about their chances but ensure they face their issues head on. For more information on this idea check out [https://www.huffingtonpost.com/mara-karpel-phd/realistic-optimist\\_b\\_8018530.html](https://www.huffingtonpost.com/mara-karpel-phd/realistic-optimist_b_8018530.html)

### Focus on What Matters Most to You

Sometimes stressors can knock us off of our path. Lead us away from living our values. If you purposefully come back to focusing on your long-term goals (“If it won’t matter in 5 years, I won’t give it more than 5 minutes”), you can avoid getting sidetracked. Resilient teachers practice daily quiet reflection/meditation/prayer in order to keep them focused on what matters most.

### Develop Reciprocal Relationships

Many teachers are caregivers, and are often on the ‘giving’ end of relationships. Resilient teachers learn to seek and accept help from others when needed. If you are struggling, ask for help and don’t feel bad about it. In the end, asking for help makes you stronger.

### Build Stress Tolerance - Self Care

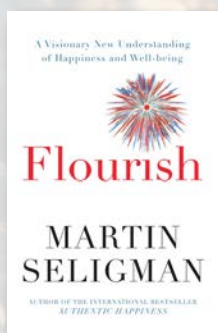
Are you aware of your stress triggers? Do you know how to manage your reactions to your stressors? Resilient teachers understand themselves to the point where they can identify the things that stress them out, and they develop healthy strategies to deal with them. Ensure you incorporate things like: exercise, rest, healthy eating, meditation, yoga, laughter, professional reading ([www.teacherwellness.ca](http://www.teacherwellness.ca)), and accessing massage, chiropractic and other parts of Johnson Group Insurance’s wellness plan (<http://nbtj.johnson.ca/>).

### Master Your Energy

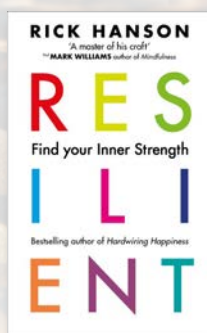
Resilient teachers are careful to whom they give their energy. They know it’s a limited supply and spend it only in ways that they know will lead them to what matters most. And they also know that at least some of their energy has to go toward THEMSELVES!

Being resilient doesn’t mean that we teachers don’t face hardship or distress. These are common issues for us. The road to resilience is in fact likely to involve experience difficulty in life. Some of the most resilient teachers are those that have faced and overcome serious life challenges. Work and home stressors can educate us on how we need to respond. Resiliency means that we have a plan to bounce back from these life events. Work on your bounce-back plan - it could make all of the difference.

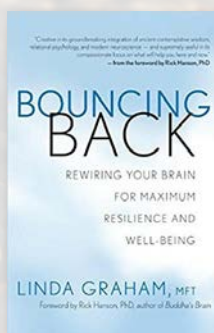
## Books to read on Resilience



**Flourish**  
by Martin E. P. Seligman



**Resilient**  
by Rick Hanson



**Bouncing Back**  
by Linda Graham

### **Michael LeBlanc** **Western Schools**

1-800-561-1727  
462-0208

[michael.leblanc@teacherwellness.ca](mailto:michael.leblanc@teacherwellness.ca)

### **Lisa Calhoun** **Northern & Eastern Schools**

1-888-763-5050  
855-5243

[lisa.calhoun@teacherwellness.ca](mailto:lisa.calhoun@teacherwellness.ca)

### **Ronna Gauthier** **Southern Schools**

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634-2901

[ronna.gauthier@teacherwellness.ca](mailto:ronna.gauthier@teacherwellness.ca)



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1080 Champlain Street, Dieppe, Tel: (506) 383-8526

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## How can I avoid becoming a victim of fraud?

By Pam Campbell, NBTA Credit Union

Online fraud is on the rise and, in an online world, anyone can become a victim as the attacks become more sophisticated. However, the most common scam we have seen affect individuals over the last few years is called "Phishing." Phishing is defined as:

*The fraudulent practice of sending emails/texts/phone calls purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers.*

**Common phishing:** The most common phishing attacks we've seen over the last few years have been fraudulent Microsoft calls and pop-ups, CRA (or other government agency) texts/emails/messages claiming that you owe money, utility, such as NB Power or your phone company, texts/emails/messages claiming that you have an unclaimed surplus, or messages claiming to be from internet services like Netflix asking to verify personal information. Another common version of phishing is when the fraudsters send an email attachment or link that will infect your computer with spyware/malware.

### Prevention measures:

- Allow updates on operating systems.
- Run anti-virus and malware scans regularly. Update regularly.
- Back up your personal information.
- Change passwords regularly (at least 30-60 days), make them 12 characters, add symbols, if allowed (this makes them more difficult) and make passwords a phrase, sentence, or random characters. Do not use the same password for all sites.
- If you aren't sure whether something is a scam, contact your Financial Institution via a legitimate phone number. Also, known scams are usually posted online and a quick Google search can verify whether something is real or not.
- Never do financial transactions on public wifi as it can be easily intercepted.
- Continue to educate yourself at [www.antifraudcentre-centreantifraude.ca/](http://www.antifraudcentre-centreantifraude.ca/)



Have a financial question you would like answered?

Email questions to: [nbtacu@nbtacu.nb.ca](mailto:nbtacu@nbtacu.nb.ca)



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