

September 2022
Vol. LX No. 1



NBCA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION

Celebrating the Teaching Profession

Special Feature:
Insight 2022 Member Survey



Your NBTA, Your Magazine

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

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

We look forward to hearing from you!

Upcoming Deadlines:

November 2022 Issue: October 12th
 March 2023 Issue: February 8th
 April 2023 Issue: March 28th

ISSN 0317-5227

NBTA News is published five times a year. Opinions expressed are those of the authors, not necessarily the NBTA.

Editor: Chantal Lafargue

Editorial Assistant: Eileen Anderson

Graphic Artist: Eileen Anderson

Printed By: ROCKET

Member: CEPA

Address all correspondence to:

The Editor, P.O. Box 752
 Fredericton, N.B., E3B 5R6

Telephone: (506) 452-8921

Fax: (506) 453-9795

E-mail: nbtanews@nbta.ca

Web: www.nbta.ca

Find the NBTA on Facebook, Twitter and YouTube!



In This Issue...



4 2021-2022 Election Results

5 NBTA Board of Directors

6 Educational Leaves

7 Results of Branch Resolutions 2022

9 2022 NBTA Provincial Award Recipients

12 2022 NBTA Honorary Memberships

14 Emma Gilbert

17 2021-2022 Retirees

20 Insight 2022 Member Survey

27 Teacher Counsellors

28 Registration Reminders

30 Stepping Up

34 Pension Seminars

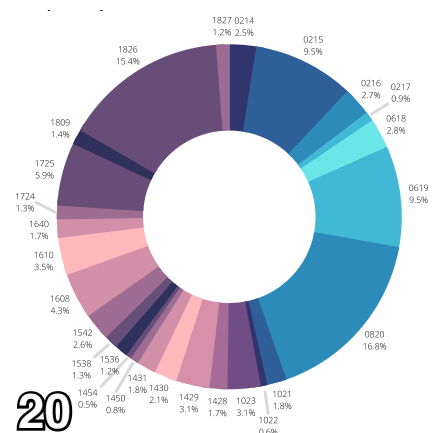
35 FIERCE®

35 TDPLG

36 Professional Learning

37 POINT Program

38 Council Contributions



From the President's Desk



September marks a new beginning in a profession that for the past few years, as we lived and worked through a pandemic, seemed more like the plot of a novel. We made our way through chapters packed with plot twists, drama, and suspense. Some parts were very challenging, taught us life lessons, and changed both the way we work together

and the way we approach our work or profession. Some sections brought happiness and joy, but others required us to buckle down and push through to the end amidst great adversity. I remain in awe of your efforts to ensure New Brunswick's students received the best education possible, despite the numerous challenges thrown our way. *(Thank you Rachel Way and Donna Dealy for perfectly coined analogy)*

I hope that the first few weeks back in your schools went as smoothly as possible given the unforeseeable and ongoing challenges. When I listened to Dr. Jody Carrington during this summer's Learning Week, her message about the need for those who work on the front lines, caring for others, to prioritize mental health and foster critical connections and supports in our schools and communities hit home. Reconnecting with our staff, students, and parents is the first step to successfully moving forward post-pandemic.

As I enter year two of my mandate, I reflect on the goals established as I took office as your NBTA President. Increasing member engagement was at the top of my list, and I want to thank you for taking the time during your branch AGMs in May to fill out the NBTA member survey and for your overwhelming interest in participating in the focus groups. Insight 2022 Incubator sessions occurred in late August and early September of this year. This opportunity to dig deeper on key questions and ideas raised in the member survey and in follow-up discussions are providing your elected members and your NBTA staff a greater understanding of your current perceptions, anticipated needs, and interests. I look forward to these insights leading to actionable ideas to engage and serve you.

In addition to this exciting work in member engagement, we will continue to shift our focus beyond the numerous challenges specific to the pandemic to the many local educational issues that are already on the horizon. Future implications of the recent review of the Official Languages Act in regard to French second language learning, the push for school governance reform, and the EECD's Moving Forward report as it relates to policy 322 are but a few that I expect will preoccupy our provincial conversations.

This fall will also find us at the bargaining table as part of the New Brunswick Teachers' Federation. The negotiations process will provide the opportunity to raise numerous long-standing teacher issues as well as newer ones that surfaced during the pandemic. We must remember that we are negotiating a collective agreement, not an individual one. Given all the critical matters that lie ahead and their interconnectedness, our ability to provide a strong, professional, and connected teacher voice is essential. **We must move forward together in solidarity.** This cannot be understated.

Many challenges face education and society in New Brunswick, Canada, and beyond. Global issues such as humanitarian crises, including the ongoing war in Ukraine, reinforce that everything we experience as teachers is interconnected. Arguably, as we shape today's global citizens, teachers' work matters more now than ever before. The pandemic has also taught the world how vital the teaching profession is in terms of being anchors for our students' mental health and well-being. Our students will grow up to tell tales of the pandemic, sharing stories of their teachers who made a difference in their lives during this challenging period. **This will be your legacy — our legacy as teachers.**

Celebrating teachers' contributions to our communities here in New Brunswick is important, and you will note that several colleagues who were honoured last spring are featured in this issue of the *NBTA News*. I am looking forward to yet another exciting and unpredictable chapter serving as your President in this NBTA "novella." I commit to sharing all of the stories that make our profession stronger in the face of the many challenges that lie ahead. Now is the time to celebrate what's right, consider our focus, and stay connected to one another.

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

Peter Lagacy Elected NBTA Vice-President/President-Elect



Peter Lagacy will be the NBTA Vice-President/President-Elect for 2022-2023. He was voted into this position at the conclusion of a virtual campaign with colleagues Armand Doucet and Dan Patterson in April 2022. Peter, the current NBTA Vice-President, will continue to serve in this capacity until August 1, 2023, when he will assume the office of NBTA President.

“I am honored and pleased with the confidence members have shown in me,” said Lagacy. “The virtual campaign process was a demanding one, but I truly enjoyed the many meetings and conversations with colleagues from around the province. I look forward to working with our NBTA/F boards and committee volunteers over the next few years. Education has undergone many changes over the past few years, and with more on the horizon it is imperative that the voices of teachers are heard and valued throughout the system. I would like to thank my running mates, Dan and Armand, for engaging the membership throughout the campaign, which resulted in the highest voter turnout in several years.”

Peter has engaged with the Association in numerous capacities for most of his teaching career, including serving as branch president, director, program chair of the NBTA High School Council, and as a member of various committees. Over the past several years he has been elected to serve on the NBTA and NBTF Executive Committees and as the NBTA acting Past President.

Peter possesses a bachelor of education and bachelor of physical education from the University of New Brunswick and has been a teacher at Nackawic High School for the majority of his career. He has also taught middle school, where he worked as a classroom teacher and guidance counsellor while completing district leadership modules. During his deferred leave in 2014, Peter achieved one of his lifelong goals of becoming a Red Seal carpenter.

Election Results

Branch	Armand Doucet	Peter Lagacy	Dan Patterson	Abst.	Totals
0214	18	22	12	0	52
0215	353	221	63	2	641
0216	23	44	15	1	83
0217	8	30	3	0	41
0618	22	79	41	1	143
0619	65	133	162	3	363
0820	35	117	437	3	592
1021	7	46	4	1	58
1022	3	14	2	0	19
1023	7	51	20	1	79
1428	2	73	2	0	77
1429	5	82	9	1	97
1430	8	60	3	0	71
1431	0	64	3	0	67

Branch	Armand Doucet	Peter Lagacy	Dan Patterson	Abst.	Totals
1450	1	34	2	0	37
1454	1	12	3	1	17
1536	6	24	5	1	36
1538	16	18	8	0	42
1542	9	62	6	2	79
1608	38	93	28	3	162
1610	6	83	17	1	107
1640	8	44	12	0	64
1724	9	46	8	1	64
1725	29	107	55	1	192
1809	1	45	2	0	48
1826	90	261	133	5	489
1827	5	36	8	1	50
Total	775	1901	1063	31	3770
%	20.6	50.4	28.2	0.8	100

NBTA Board of Directors 2022-2023



Connie Keating
President



Ardith Shirley
Executive Director



Peter Lagacy
Vice President



Rick Cuming
Past President



Meagan Wood
0214



Wendy White
0215



Alison MacEacheron
0215



Angela Hoogendyk
0216



Kerri-Lea Ryder
0217



Doug Bobbit
0618



Ed Butler
0619



Warren Coombs
0820



Dan Patterson
0820



Aldena
Higgins-Harris
1021



Sally Cogswell
1022



Robert Barrett
1023



Sean Newlands
1428



Trudy Stiles
1429



Katie Saunders
1430



Dan McCarthy
1431



Harmien Dionne
1450



Shelly Lutes
1454



Curry Winchester
1536



Mae Cameron
1538



Jessi Stever
1542



Laura Perry
1608



Barbara Brown
1610



Christa Gallivan
1640



Donna Urquhart
1724



Sheridan Mawhinney
1725



Angela Lardner
1809



Dominic Leach
1826



Gordon Linder
1826



Michael Fletcher
1827

Educational Leaves 2023-2024

**Deadline for Applications:
November 1, 2022**

**Application Forms:
Use Only Forms Marked
“For 2023-2024”**

General

In order to advise teacher applicants by the end of January 2023, the deadline date for applications has been established as November 1, 2022.

Special Information

- Every teacher who has been employed as a teacher in New Brunswick for five (5) years, shall be eligible for educational leave of up to one year. Applicants must meet the following conditions before applying:
 - a) Currently teachers on a B contract for at least 70% of the time.
 - b) Possesses a cumulative total of five (5) years under a B or D contract.Please note that both short-term and full-year leaves are for the 2023-2024 school year only. Leaves for January-June, 2023 cannot be considered.
- in keeping with the Collective Agreement, a teacher on an educational leave shall receive seventy per cent of the salary he/she would have received had he/she been employed during the period of the educational leave in the position which he/she held at the time his/her application was submitted.
- a teacher who is granted an educational leave of six (6) months or more shall agree in writing to return to the field of public education in New Brunswick for a period of at least one year.
- no teacher shall be eligible for a subsequent educational leave until he/she has been employed as a teacher in New Brunswick for a further one (1) year for each two (2) months of an educational leave previously taken.
- the purpose of the leave is stated as follows: “Educational Leave may be granted to a teacher wishing to devote up to a year’s study or study/travel for purposes of retraining, specialization or professional growth.”

Administrative Information

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

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

- Interested teachers should apply to the Secretary, Educational Leave Committee, and forward one copy to the District Superintendent and one copy to the School Principal. *No applications for educational leave will be accepted by the Committee if post-marked or emailed after November 1, 2022.*
- Applicants shall be advised of the decisions of the Committee by the end of January 2023.

Factors Affecting Selection

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

Other factors that are considered are:

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

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

The composition of the Educational Leave Committee is as follows:

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

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

Results from Branch Resolutions to AGM 2022

Adopted Resolutions

- 1. BE IT RESOLVED** that NBTA lobby the employer to collaborate with the NBTA in advance of any changes outside of the existing model of in-person instruction or for any changes in school structure.
- 4. BE IT RESOLVED** that the NBTA Nominating Committee examine Policy 154 – NBTA Provincial Elections for the purpose of bringing more transparency to the work of the NBTA Nominating Committee as described in articles 4, 5, 6 (and other articles as applicable) of that policy.
- 5. BE IT RESOLVED** that the NBTA revise all necessary by-laws and policies pertaining to Alternate Directors such that no one person serves on the NBTA Board of Directors for more than seven consecutive years.
- 6. BE IT RESOLVED** that NBTA request NBTF to negotiate for an operational day before starting online learning and before starting in-person learning.
- 7. BE IT RESOLVED** that NBTA request NBTF to negotiate that teachers not be expected to report to schools when teaching on-line.
- 10. BE IT RESOLVED** that NBTA request that NBTF negotiate staffing ratios for EST-Resource and EST-Guidance positions in the Collective Agreement.
- 11. BE IT RESOLVED** that NBTA ask NBTF to request the NBTF Group Insurance Trustees to examine other providers for group insurance in the marketplace.
- 12. BE IT RESOLVED** that NBTA ask NBTF to request the NB Teachers' Pension Plan Board of Trustees to examine possible changes to increase the amount of time that teachers can purchase who are on long-term disability.
- 14. BE IT RESOLVED** that NBTA request the NBTF to negotiate an amendment to Article 47.06 of the Collective Agreement stipulating that this clause may apply only in unforeseen circumstances, and not in situations of known absences (maternity, educational and deferred salary leaves, work-time flex and leaves of absence).
- 16. BE IT RESOLVED** that the NBTA request that NBTF negotiate with the employer to fund the additional teacher counsellors as permanent positions.
- 17. BE IT RESOLVED** that the NBTA request NBTF to negotiate a change to Article 61.06 so that long-term supply teachers can accrue paid sick days prior to the first day of the fifth month.

Adopted Resolutions (in an amended form)

- 2. BE IT RESOLVED** that NBTA lobby EECD to end the practice of mandatory hybrid learning outside of distance learning courses in New Brunswick public schools unless there is a declared State of Emergency.
- 9. BE IT RESOLVED** that NBTA request the NBTF to negotiate for one non-instructional administrative day per month within the 195 teaching days to allow teachers to complete and catch-up on the non-instructional duties associated with teaching.
- 15. BE IT RESOLVED** that NBTA request the NBTF to negotiate turnaround days for all grade five teachers in the English primary program to give them time to prepare for a new curriculum or another class of students.

Referred Resolution (to the NBTA Executive Committee)

- 8. BE IT RESOLVED** that NBTA request that NBTF to negotiate a 4-day school week for students with a 5-day work week for teachers.

Referred Resolution (to the NBTA Board of Directors Committee)

- 3. Be it RESOLVED** that the NBTA change By-law 3 – Membership, Section 2 (a) to read, "All persons who are members within Section 1, clause (a) and clause (b) of this by-law, shall enjoy full and equal membership rights including, without limiting the generality of the foregoing, the right to participate in the election of or to become officers or directors or both."

Defeated Resolution

- 13. BE IT RESOLVED** that NBTA ask the NBTF to request the NBTF Group Insurance Trustees to examine reducing the 180-day waiting period to access Long-Term Disability (salary continuation) benefits.

Results from Board Recommendations to AGM 2022

1) REVIEW OF FIVE-YEAR POLICY STATEMENTS

That we recommend to the Annual General Meeting 2022 reaffirmed / amended policies as outlined below:

<i>Policy No.</i>	<i>Year of Adoption</i>	<i>Current Policy</i>	<i>Recommendation</i>
630	Adopted: April, 1997 Reaffirmed: May, 2017	<u>Professional Orientation and Induction of New Teachers (POINT) Program</u> 1. The NBTA acknowledges the necessity to provide support for teachers entering the profession, and to encourage their participation in professional growth. 2. The role of formal and informal mentor is recognized as a professional contribution and opportunities must be provided provincially to increase skills capacity to support new teachers. 3. Funding to be distributed to branches as follows: a flat rate of \$250.00 per Director plus a per capita amount per first-year B or D contract teacher as determined by Districts.	Reaffirm as amended. 1. The NBTA acknowledges the necessity to provide support to teachers entering the profession, and to encourage their participation in professional growth. 2. Any NBTA member with less than five (5) years cumulative experience (contract or supply) will be eligible to participate. (eff. 2021-22 year) 3. The following POINT participant benefits will be planned and funded each year: <ul style="list-style-type: none"> • A Branch grant in the amount of \$800 per Director to support Year 1 and Year 5 participants; • A one-day early career teacher conference to support Year 2 participants; • One day of release time for personal professional learning to support Year 3 participants; • One day of release time for an NBTA or District early career teacher workshop to support Year 4 participants. 4. The NBTA POINT Representatives Committee will be a standing committee of the Board.

2) PROPOSED NBTA BUDGET FOR 2022-2023

That the proposed NBTA Budget for the fiscal year 2022-2023 be approved.

Carried

3) NBTA DUES FOR 2022-2023

That the dues for NBTA statutory members for the fiscal year 2022-2023 be a total of \$760.00 (\$510.00 - NBTA; \$250.00 - NBTF).

Carried

4) DUES FOR NBTA CASUAL MEMBERS FOR 2022-2023

That the dues for NBTA casual members for the fiscal year 2022-2023 remain at \$3.91 per day (\$2.62 - NBTA; \$1.29 - NBTF).

Carried

2022 NBTA Centennial Award

The NBTA Centennial Award is the highest honour bestowed by the New Brunswick Teachers' Association. Established in Canada's centennial year, 1967, the award is presented each year to an individual who has made a significant contribution to education in New Brunswick.

This year's award goes to Hubbard Avenue Elementary School principal Bev Loker-French, a teacher who has dedicated thirty-three years of her life to education. She is a principal referred to by her staff as Mother Hubbard because she lovingly encourages them in their work and lives, while giving everything she has in support of students and learning.

Bev Loker-French began her career teaching grades 1 and 2 in an isolated First Nations community in Northern Ontario, where she observed firsthand the overwhelming need for positive partnerships between the school and community. She held these teaching moments near to her in every step of her distinguished career. She has been a vice-principal, a consultant for social studies curriculum at the Department of Education and Early Childhood Development, principal at Cambridge-Narrows Community School and, since 2003, principal of Hubbard Avenue Elementary. This school has a very diverse learning community with students from all over Canada who have parents in the military, students from neighbouring rural communities, and students from the nearby Welamukotuk First Nation community.

One of Bev's strongest leadership talents has been bringing together people from varying backgrounds and making everyone feel welcome and that they belong. She is especially compassionate about Indigenous students and their families. With a vision to increase the use of Wolastoqey language and culture in the school, Hubbard Avenue became the first school in the province to pilot a very successful grade 5 intensive Wolastoqey language program for its Indigenous students. Bev has also consistently encouraged the Wolastoqey language and culture teacher through support for weekly traditional dance instruction and by organizing an annual Pow Wow, where First Nations community members, elders, sacred drummers, singers, and dancers come together in celebration.

Hubbard Avenue is also famous for its annual Remembrance Day ceremony, which is very important as Oromocto is a military town. The invited dignitaries, military, veterans, Legion members, colour guard, piper, trumpeter, and flag bearers always express their admiration for the respect the students, teachers, and staff show them. They especially enjoy the special reading of "In Flanders Fields" with three students reading parts in Wolastoqey, French, and English.

Throughout her career, Bev has been actively involved in several district, provincial, and federal leadership committees including the Canadian Teachers' Federation Advisory Committee on Diversity and Human Rights, First Nations Commit-



NBTA Vice-President/President-Elect presents the 2022 NBTA Centennial Award to Bev Loker-French.

tee representative in ASD-West, Core Leadership Cluster Lead, and as part of a group of NB educators discussing issues such as youth-at-risk and aggression in children. Supporting beginning teachers has also been a passion for Bev. She has been a mentor for the Beginning Teacher Induction Program and is an active administrator in welcoming her school's pre-service teachers and educational assistant interns from local universities and colleges. Bev has always encouraged teachers to continue professional learning and to become the best teachers they can be. She loves data and encourages teachers to record it and study it to inform their teaching practice. To ensure consistency among the grades, Bev also supports teaming at the grade levels as well as vertical teaming for literacy and math. She has been a proud supporter of the school's RESPECT model and ensures that its expectations are known and taught.

In 2021, Hubbard Avenue had the unfortunate experience of needing to relocate the entire school because the building required extensive renovations. Bev supported all involved in planning and preparing while keeping a positive outlook, leading the staff in packing up the entire school in two days and then unpacking it in two more days at a new location. Despite being in the middle of a pandemic, she was able to keep morale up while remaining focused on how to make the transition into a new building a positive experience for everyone affected.

2022 Vince Sunderland Award for Outstanding Educational Leadership



*Minister of Education and Early Childhood Development
Dominic Cardy presents Andrea Matthews with
the 2022 Vince Sunderland Award.*

The Vince Sunderland Memorial Award for Outstanding Educational Leadership was established in 2006 and is sponsored by the Department of Education and Early Childhood Development. The award is presented each year to a principal, vice-principal, or administrative team who demonstrates the qualities of successful educational leadership and fosters a positive school climate. The award is named in honour of the first recipient, Vince Sunderland, a vice-principal at Riverview High School, who embodied all the characteristics recognized by this award.

This year's award is presented to Lakewood Heights School principal Andrea Matthews. She is a true leader who uplifts and motivates those around her daily, guiding them to work cooperatively towards the achievement of common goals. The warmth and closeness of her school is palpable when you walk through the doors, thanks to her shining example.

You would be hard pressed to find an educational leader as committed to her role as mentor, motivator, and school manager as Andrea. Her professionalism, diligence, and enthusiasm are ever-present, even during the most stressful times. Arriving

much earlier than most, she can be found shovelling and sanding entryways to ensure everyone's safety or busily strategizing the management of absences, enabling a smooth day for others. She knows all 272 of her students by name and greets them enthusiastically at drop-off and as they board the bus for home each day, taking this supervision duty off her teachers' workloads. In addition, Andrea keeps herself apprised of her school families' situations and needs, recognizing that the school community can sometimes help alleviate barriers at home and positively impact student wellness and learning.

She does everything in her power to ensure that her staff and students are adequately supported and enriched. Lakewood Heights aims to achieve high academic standards and to consistently perform above district and provincial scores. Andrea encourages staff to utilize student data to drive instructional decisions and involves staff members in determining priorities for the school improvement plan as a guide to teaching practices and to support student learning. She is willing to get behind any idea that will enhance school life and the learning of staff and students, whether it is supporting student-led clubs, hosting professional learning partnerships with other schools, developing new healthy-habit initiatives, or examining best practices through a book study.

Andrea establishes positive relationships with everyone, recognizing each staff member's personal and professional strengths and valuing their unique personality and life circumstances. She is compassionate, supportive, and empathetic, all while upholding lofty expectations for her staff. Even when she is focused on attending to multiple administrative tasks, Andrea's office is always open, and her smile greets all who enter. She thinks nothing of putting her duties on hold to engage in conversations with her colleagues, whether it be a focused meeting, answering classroom-management questions, supporting enhancement opportunities for teachers, or simply a light chat.

In a world where communication is immediate and varied, Andrea informs her families by acknowledging and celebrating school accomplishments. She is involved in supporting community partners with interviews and videos promoting programs that support children. In addition, she maintains Lakewood Heights's social media presence to provide communication that is easily accessible to the school community. Andrea assisted parents in making sure that the school hot lunch program provided healthy food options for all students. She also ensured that the school library was expanded so that children could have better access to learning materials and check out books that are fun. She has also helped organize quarterly book fairs, open houses, winter carnivals, spirit days, talent shows, fundraisers, year-end carnivals and many other school-wide assemblies and activities.

2022 NBTA Credit Union Award for Excellence in Teaching

The NBTA Credit Union Award for Excellence in Teaching is presented each year to a member of the New Brunswick Teachers' Association recognized by peers and the community as a teacher who exhibits excellence through an ongoing commitment to students and pedagogical approaches. The NBTA Credit Union has been proud to sponsor this award since 2017.

This year, the award is presented to Fredericton High School teacher Lise Martin-Keilty, an excellent classroom teacher and an exceptional leader in the field of social studies education in her school, province, and nation. She has been involved in countless initiatives in her schools, worked tirelessly for her colleagues, and has ignited a fire of excitement for learning in hundreds of students.

Lise taught at George Street Middle School for most of her career, where she quickly demonstrated her commitment to students and learning in numerous ways. She was an SRC advisor for over twenty years, a staff advisor for the Global George humanitarian club, the year-end awards assembly coordinator, the school coordinator for Student Vote, the grade 8 team leader, the school liaison to the Learning Partnership, and the coordinator for educational school trips to Ottawa and Mount Allison University and educational tours to Kenya. She was also the main driving force behind the grade 8 Marketplace. This learning experience provided students with opportunities to solve problems, think critically, innovate, pursue new ideas, collaborate, ask questions, communicate using a variety of media, and become global citizens. Beyond the wonderful learning experience, the grade 8 Marketplace helped raise over \$25,000 for two charities working to benefit students in Africa.

She has worked on several national initiatives related to social studies education, including the Teachers' Institute on Canadian Parliamentary Democracy and Can Geo Education. In June 2017, Lise was named Geography Teacher of the Month by Canadian Geographic. Recently, she has been a key leader in creating a national teachers' professional organization called the Social Studies Educators' Network of Canada. Lise also has shown a similar dedication to supporting her colleagues within NBTA by undertaking practically every role possible with the Middle Level Council, such as treasurer, registrar, presenter, president, and PL co-chair.



NBTA Credit Union President Dale Weldon presents Lise Martin-Keilty with the 2022 NBTA Credit Union Award.

In 2019, Lise decided to further challenge herself by transferring to Fredericton High School to teach social studies to grades 9 and 10 students. Even after thirty-two years of teaching, Lise's energy and passion for the profession remain. In 2021-2022, she mentored a UNB pre-service teacher, co-supervised the Model United Nations and Duke of Edinburgh programs, and organized the Canadian Geography Challenge. She is looking forward to a new adventure, as she is planning to teach in the Netherlands for the next two years as part of Canadian Armed Forces Overseas Schools.

Know an exemplary New Brunswick teacher or principal?

**Nominate a colleague for one of our four provincial awards at:
www.nbta.ca > Forms > Provincial Awards**

Honorary Life Memberships

Faye Allen

A lifelong resident of Penniac, NB, Faye Allen was educated in a one-room schoolhouse before moving on to Devon Junior High. She completed a one-year secretarial-stenographic course at Fredericton Business College and then found office work at the Credit Bureau of Fredericton, a construction company, and the New Brunswick Tax Office. Faye moved to Oshawa, Ontario, for two years, her only time away from Penniac, where she worked in the office of a steel producer before returning to work at the NB Tax Office.

In 1971, Faye began her twenty-nine-year career with the New Brunswick Teachers' Association. She worked as a part-time administrative assistant before moving on to full-time, permanent status. She was the assistant to a veritable hall of fame of NBTF/NBTA leaders — including Wayne Nightingale, Jack McKinnon, Ken Gillis, Dwain McLean, and Jim Dysart — and worked across a variety of NBTA departments.

Faye was particularly close with another NBTA legend, Erna Leger. As Faye said: "All staff worked hard, but we also had fun. Each of us would help the other during times when we were preparing for a particularly large or demanding task. The best part for me was the way we all got along together. There was never any bickering; I really enjoyed the people that I worked with."



Loretta Clarke



Born in Harbour Main, just outside of St. John's, Newfoundland and Labrador, Loretta Clarke came to New Brunswick looking for a change. Loretta stayed in Fredericton for a short while before moving to Moncton to stay with a cousin, where she secured a secretarial position at Moncton High School. She met her soon-to-be husband and they moved back to Fredericton to live. Upon her return to Fredericton, Loretta found temporary office work, first with an insurance company, then in the trucking industry, and eventually with a heavy-equipment business.

In 1972, Loretta came to work in the communications department at the New Brunswick Teachers' Association where she would stay for the next twenty-seven years. In those days, the NBTA News was published more than twice as frequently as it is now, and there were seventeen separate Subject Councils, each with its own newsletter. Loretta took dictation by shorthand and prepared and proof-read copy for all communications publications. Loretta was also responsible for processing all of this copy through a comp/set phototypesetter, an incredibly challenging piece of technology where each line quickly disappeared, making it almost impossible to spot and change mistakes. At times she must have thought there had to be a better way to make a living, but luckily for NBTA, she stuck it out.

Loretta says the best thing about the job was getting to know her co-workers and their families. It was a place where one could work hard but still have time for personal contact. Loretta said: "When you like your job it doesn't seem like it is work anymore. It was such a great group. When I was younger and shy, they really brought me out of my shell, until eventually, I became a bit of a chatterbox."

Honorary Life Memberships

Judy Deveau

Judy Deveau grew up in Marysville, NB, and attended Alexander Gibson Memorial School. She was later part of the first class at the new Fredericton High School on Prospect Street. From there she worked as a civilian employee for the Department of National Defence at Base Gagetown in Oromocto until a move to Lahr, Germany, where she continued to work for DND.

Judy came to work for the NBTA in professional development (what is now called professional learning) in August 1986, a position she would hold until her retirement in February 2022. During her time at NBTA, she supported NBTA Councils and branch PL chairpersons and was key in the administration of the NBTA/EECD Educational Improvement Grant Program. Judy was always supremely focused on getting the job done as accurately as possible and tried to stay one step ahead of what was expected of her.

Judy took pride in putting out the best work she could and to serve the teachers to the best of her ability. Judy loved meeting and talking to the teachers, especially when the meetings were face to face. As she stated many times: "I have met some amazing people, and I feel I am friends with many."

Judy is pleased to see members of the NBTA support staff receive recognition for their contributions, dedication, and loyalty over the years. She stated: "I feel very fortunate that I have been able to serve the teachers of New Brunswick for the past thirty-five years."



NBTA Executive Director Ardith Shirley (left) and NBTA President Connie Keating (right) present Judy Deveau (center) with an Honorary Life Membership at the NBTA Annual Dinner.

Faye Sweezey



Faye Sweezey was born in Moncton, NB, and is a graduate of both Harrison Trimble High School, when it was brand new, and the New Brunswick Teachers' College in Fredericton. She moved to Chatham and taught for three years at St. Thomas High School. Faye met her husband, Jack, in the Miramichi, and together they went to teach at Bathurst High School. In 1982, the couple moved to Fredericton, where Faye became a stay-at-home mom for twelve years.

Faye was a bookkeeper at the Fredericton Chamber of Commerce prior to coming to work for the New Brunswick Teachers' Association in 1990 as a bookkeeper and administrative assistant to the director of finance. She served in that role until her retirement in 2017. During this time, Faye maintained the association's accounts on a day-to-day basis and assisted in research and preparation for meetings. A significant challenge was supporting all of the NBTA branches with their financial needs. Branch treasurers change frequently and many records can be misplaced during transitions. Faye ensured that she had a copy of everything so that each branch could maintain its financial continuity.

Faye enjoyed her interactions with her co-workers on the NBTA staff and especially the opportunity to work with teachers from all corners of the province. In particular, she found working with NBTA Councils very rewarding, because their insights allowed her to keep pace with what was happening in education across New Brunswick.

Emma Gilbert



Bob Fitzpatrick (left) and Larry Jamieson (right) honoured Emma Gilbert (center) at the 2022 NBTA Annual Dinner.

AGM speech excerpt by Bob Fitzpatrick, President, New Brunswick Society of Retired Teachers and NBTA Executive Director (1993-2009)

The New Brunswick Teachers' Association is marking a significant occasion today as we join in celebration to congratulate Emma Gilbert on her upcoming graduation from high school. Some of you may be wondering why NBTA would single out one high school graduate for their personal accomplishment. The answer dates back nearly two decades and is one of particular significance for the many teachers who have served on the NBTA Board of Directors and all those who have attended our annual general meetings each year. Let me tell you the story as I know it.

Emma's mother, Monica Gilbert, was a supply teacher who died in a tragic car accident when she was about eight months pregnant with Emma. Monica was driving to work at Leo Hayes High School on that fateful day, and you can imagine the grief and shock that ran through her family, the teaching community, and the community at large at that time. Emma's grandparents, Cathy Gilbert and Ron Rinehart, assumed the dual role of parents and legal guardians from that point forward. The community rallied behind the Gilberts in support of Emma, and a trust fund was established in Emma's name. To this day, people are still contributing to the Baby Emma Fund, which was established to support Emma's needs and any specialized services that she would require.

At that time, I was the NBTA executive director, and it was decided that we might contribute to Emma's life and future and honour the memory of Monica by contributing to this fund. To raise contributions for the Baby Emma Fund, we started a tradition of issuing "fines" at this event, our provincial AGM. Although these fines are not mandatory and are all in good fun, it has been a fantastic way to raise funds in support of this most important cause. Fines were levied on rookie attendees, people who had too much fun, and automatic fines were always levied on the usual suspects like Blake Robichaud, Barry Snyder, and Rick Cuming — just on general principle. The NBTA and the NBTA Credit Union made a contribution to our fine pool each year. Later, we also added a silent auction as a way to raise funds. As of June 2019, the NBTA has contributed over \$36,000 to the Baby Emma Fund.

Emma, it is with great pleasure that we welcome you, Cathy, and Ron, this evening to celebrate your accomplishments. Through the years we have followed your progress from afar with great interest. Your future is bright, and we wish you much success as you take your next big step beyond high school. Thank you for letting us be part of your journey. The teachers of New Brunswick are proud of you and look forward to the next chapter of your life.

NBTA Annual General Meeting 2022



NBTA President Connie Keating addressed the Annual General Meeting



Former NBTA President Indu Varma (left) and her husband Dr. Pravin Varma (right) with NBTA Executive Director Ardith Shirley



Delegates of the AGM attended the Annual Dinner.



NBTA Board members Aldena Higgins-Harris (Branch 1021) and Barbara Brown (Branch 1610)



Teachers volunteered to entertain the members of the AGM.

NBTA Annual General Meeting 2022



Canadian Teachers' Federation (CTF-FCE) President Sam Hammond address the delegation at the NBTA AGM.

NBTA Executive 2022-2023



*Back row (l to r): Rick Cuming (Past President), Ardith Shirley (Executive Director), Harmien Dionne (Branch 1450), Kerri-Lea Ryder (Branch 0217), Barbara Brown (Branch 1610), Doug Bobbitt (Branch 0618)
Front row (l to r): Peter Lagacy (Vice-President/President-Elect), Connie Keating (President), Angela Hoogendyk (Branch 0216)*

Congratulations to the Retirees of 2021-2022

1724	Kim A. Allen (Allinson)	0215	Lorraine M. Geraghty	1454	Marie Line Noel
1826	Kurt G. Allen	1608	Kevin J. Girouard	0820	Robert G. O'Connell
1826	Renee M. Armstrong	0214	Catherine H. Glencross (Delaney)	0618	Louise E. Parlee (Raymond)
0215	Donna M. Arsenaault	1826	Elizabeth A. Glenwright (Mahoney)	0619	Shari J. Patstone (DeGrace)
0820	Lana M. Arsenaault	0820	Christopher J. Graham	0215	Martine Paquet (Deceased)
0215	Margaret I. Arsenaault (Agnew)	0619	Nathalie A. Graham	0618	M. Jane Paul
0216	Susan J. Ayles (Conner)	1428	Kimberley A. Grant (Graham)	0619	Mark G. Perry
1431	Susan A. Baker (Goodine)	0215	Catherine A. Gray	1430	Sarah L. Pickard (McCarthy)
0619	Alexandra L. Barrett (Fowler)	1021	Margaret E. Gunn-Robertson	1725	Judy A. Piers-Kavanaugh
0215	Timothy G. Beatty	1430	Dale R. Haines	1826	Maria Andrea Rebolledo
0215	Carole J. Bell (Kewley)	1725	Lori M. Haley (Eglington)	0618	Sheila J. Reid (Huggard)
1023	B. Heather Bell-Williams	1826	Joanne Hallden (Montefrisco)	0820	Karen L. Reinhart (Chittick)
0215	Natalie A. Belliveau	1429	Wendy A. Hargrove (Ellis)	0619	Ernest M. Rice
1021	Adam C. Bentley	1826	Heather D. Harris (Eisner)	1725	M. Bernice Richard(Albert)
1023	Connie L. Birch	0215	Linda S. Hébert	1826	Janet D. Robinson
1826	Sandra D. Blake (Follett)	1538	Lori L. Henderson (MacIntosh)	1827	Jody D. Robinson
0619	Louise Bouffard	1826	Joanie M. Herron	1809	Jonathan V. Roe
0215	Chantal L. Bourque	0820	Amanda C. Hodgins	1021	Jennette B. Ross (Brooker)
0619	James W. Boyd	0215	Karen J. Horsman (Crowell)	1826	Susan E. Ross (Hawkins)
1428	Maxine M. Brewer	1021	Patricia J. Huizinga (Shannon)	0619	Elsa J. Russell (Charlton)
1725	Beverly A. Briden	1023	Helen F. Johnston	1542	Janice M. Russell
0215	Robert H. Brockbank	1826	Shelley L. Keeling (Slater)	0820	Carol A. Saunders
0215	David A. Brooks	0619	Dianne L. Keith (Harvey)	1826	Susan E. Savoie (Waterhouse)
1023	Richard F. Brown	1725	Cynthia J. Keizer (Spragg)	1021	Jo-Ann M. Schwarze (Bernard)
0216	Frank J. Brubacher	1827	Andrew A. Kelly	1608	Kimberley D. Sears
0820	Ellen M. Buckley	0820	Cheryl L. Kennedy	1542	Elaine D. Sherrard
0215	Bernice M. Callahan	1430	Nancy L. Kinney (McIntosh)	1608	Nancy L. Sherrard
1826	Constance R. Cameron	0820	Janet E. Landry (Wilson)	1826	Wendy F. Stirling (Stirling)
0215	Andrew B. Campbell	0215	Lise-Marie Langille (LeBlanc)	1725	Carla A. Small (Berteit)
0619	Charlene A. Carroll (Staal)	0820	Patrick E. Laskey	1826	Curry Smith
1826	Krista L. Casey-Smith	0618	Jeanne LeBlanc	0619	Deborah R. Smith
1826	Debra A. Caterini	0215	Rita M. Leblanc	0619	Stephen S. Smith
1428	Arnesta Chatterton (Marshall)	0215	Wendy J. Lewis (Douthwright)	1429	Margo Springer (Clark)
1430	K. Jeannine Clark	0619	Deirdre-Anne H. Lloyd (Lombard)	0217	Daniel C. Steeves
1724	Jeanette M. Clowater (Daley)	0215	Mark A. Lloyd	1431	Valerie J. Sullivan (Oneill)
1827	Crysta A. Collicott	1725	Andrea R. Logan-Cassidy	0215	Kevin D. Sutherland
0820	Paul M. Collrin	1725	Beverley Loker-French	1430	Todd A. Swim
1826	Thomas P. Coolen	1023	Ellen M. Lord(Curran)	1640	J. Gregory Theriault
0215	Kevin S. Cormier	Asso	Bruce R. MacDonald	1826	Clara M. Thomas (McCarthy)
1826	Linda G. Cormier (Moore)	0619	Lawrence G. MacDonald	1608	Stacy R. Thorne (Williston)
1725	Gail S. Costello	0215	Susan P. MacDonald(Ryan)	0215	Jane L. Trainor (MacDonald)
1827	Catherine M. Crawford	1429	Krista C. MacInnis (Kirkpatrick)	1826	Janet Tremblay (Harris)
1430	Cynthia J. Crowhurst	1610	E. Jane MacMillan	1542	Alistair J. Tulloch
1429	Heidi R. Culberson (Hatfield)	0215	Ronda M. Mann(Gillespie)	1608	Pamela Underhill (Pleadwell)
1429	Kristine L. Cullins (Dey)	0215	David A. Manning	0619	Joanne D. Urdang (Rigden)
1725	Colleen M. Davidson	1542	Cynthia M. Martinello (Joseph)	1826	Katherine L. VanGenne (Roberts)
0215	Donna L. Dealy	0217	Corinne R. Masson (Hopper)	1640	Ruth A. Volpe (McCutcheon)
1454	Mark A. Dee	0215	Nancy H. Matthews (Lyons)	1826	Mary C. Waddell
0820	Michelle M. Deschenes (Poitras)	1023	Paulette Y. Matthews (Stevens)	1450	Elizabeth A. Walker
0820	Maureen E. Desmond	0215	Jennifer McBeath	0820	Lori M. Wall
1826	Judith G. Dewar	0820	Kimberly M. McCormick (Black)	1826	Susan L. Wallace (Fulton)
1431	Lisa G. Doucette (Stewart)	0820	Mary A. McDade (McCormick)	1542	Debra Walls (Fogan)
1536	Donna M. Duguay	0820	Trudy M. McGrath	0820	Katherine J. Walsh (Meahan)
0820	André M. Dumas	1431	Sonja F. McLaughlin (Johnsen)	1725	Derek J. Washburn
1430	Colleen M. Dyer-Wiley	0619	Kim M. Medford (Crawford)	0820	David S. Waters
0820	M. Lynn Edgecombe (Murphy)	0215	Nancy O. Mellish (Jones)	1430	Angela J. Welch (McQuade)
0820	F.Lynn Elliot	1826	M. Celeste Merasty (Fenerty)	1826	May M. Whalen (Khoury)
0215	Kathryn A. Fahey (Dickson)	0215	Guy Messervier	1542	Mitzi Whelton (Ellis)
0215	Rosalyn J. Flanagan (Marshall)	0820	Steven G. Milley	0820	Elizabeth M. Wilkin (Crawford)
1429	Terri L. Fleming (Killam)	1725	Cynthia H. Moore	1826	Joanne L. Williams
1827	Donald G. Fletcher	1725	Susan M. Moore (Laszewski)	0820	Gay J. Wilson
0820	Donald G. Fowler	0215	Daphne Moreault	1724	Peter L. Wilson
0820	Lorrie L. Fox	1809	Marie E. Morehouse (Canney)	1826	Ruth M. Wilson (Parsons)
0619	Donna J. Fry (Bedard)	1826	Barbara Morell	1023	Colleen R. Winchester (Gilchrist)
1826	Patricia A. Gallant (Hawkins)	1827	April A. Murphy (Sirois)	1640	Cynthia S. Wood (Beck)
1826	Suzanne P. Gallant (LeBlanc)	0618	Lenora A. Murray (Parlee)	0215	Judith A. Wood (Nauss)
0820	Brenda L. Garnett	0619	Laura L. Myers	0215	Lorelei F. Young (Cutshaw)
1826	Tammy L. Gee (Hoyt)	1826	Lori A. Myles Coulombe		
0820	Joanne R. Genge	1725	Gary A. Nason		

New NBTA Staff Members

Professional Learning Services



Dawn Beckingham had been serving a one-year term position since August 30, 2021, as the NBTA staff officer responsible for professional learning, early-career teacher orientation and induction, supply teacher support and coordination of NBTA Councils. Dawn brings 26-years of school-based experience as a teacher, SPR, vice-principal, and principal of Dalhousie Regional High School to this permanent position. Her extensive involvement with Branch 1536, provincial committees, High School Council, NBTA Board of Directors and Executive Committee paired with her background in instructional leadership will inform her continued efforts in shaping the professional learning services portfolio as she commences her permanent position effective August 2, 2022.

Teacher Welfare Services



Michael Butler became the staff officer responsible for teacher welfare services effective August 2, 2022 (This position is currently held by Michael Ketchum who will transition to retirement on September 30). Michael brings extensive leadership experience to this new role, having been principal of both Harbour View High School (HVHS) and Barnhill Memorial school, vice-principal, teacher, district lead, learning specialist for several portfolios, and interim superintendent for School District 8 in 2011-12. His background in mathematics and change leadership in conjunction with his many contributions to the profession on NBTA committees, High School Council and Branch 0820 will inform his new role.

ATTENTION TEACHERS! Are you eligible for a pay raise?

Are you an EARLY CAREER TEACHER with previous work experience that is related to teaching?

Apply to have previous work experience count!

If you are a new teacher who has previous work experience that is related to teaching, you may apply to the Office of Teacher Certification to have it considered for an increase on your salary grid. The form you need is available from the EECDC Teacher Certification webpage. You should also contact your district office to ensure that all supply teaching experience has been credited.

October 31st is the deadline to have the increase back-dated to July 2, 2022.

Are you a teacher who has COMPLETED COURSE WORK towards a certification upgrade?

Don't forget to apply for your certification increase!

The form you need is available from the EECDC Teacher Certification webpage.

Don't forget to include the evaluation fee!

October 31st is the deadline to have the increase back-dated to July 2, 2022.

Lieutenant-Governor's Award for Excellence in Public Administration

by Hannah Davidson and Amie Dorcas

We are extremely proud to announce that our principal, Mrs. Tammy Constantine, is this year's recipient of the Lieutenant-Governor's Award for Excellence in Public Administration in New Brunswick.

The award pays tribute to public-sector practitioners and academics whose careers exhibit the highest standard of excellence, dedication, and accomplishment. It recognizes significant contributions made on a sustained basis rather than as a result of any single exceptional public service deed. Candidates from across the province are judged on the criteria of leadership skills, innovation, creativity, accomplishment, impact, and values.

Mrs. Constantine has always worn many hats in the community in both her professional and community lives. As staff, we value her leadership and the caring heart she has for our students.



CTF Special Recognition Award



This award is presented to individuals who have given meritorious service to education and/or the teaching profession at the provincial/territorial, national or international level.

Larry Jamieson spent 21 years as a classroom teacher before becoming a teaching principal. Throughout his 40 years of experience in the teaching profession, Larry held various roles in New Brunswick including school representative, branch president, staff member in Communications Teacher Welfare, and member of the Board of Directors. He also sat on the Executive Committees of both the NBTA and the New Brunswick Teachers' Federation (NBTF).

He became a member of the CTF/FCE Board of Directors when he was appointed as Executive Director of the NBTA in August 2009.

Over the past 20 years, Larry has built and maintained solid relationships and worked with several colleagues outside the NBTA – in district offices, and at New Brunswick's Department of Education and Early Childhood Development, through the CTF/FCE. He has also served in numerous capacities and has been a champion of the CTF/FCE as the national voice of the teaching profession.

Throughout his career, New Brunswick students and teachers have benefited from Larry's leadership and guidance. His approach to leadership has been to "serve" his membership. Providing the best possible advice to teachers in need has always been his priority.



Insight 2022 Member Survey

by Kimberley McKay, NBTA Deputy Executive Director

Note: To view the full report please go to the member's section of the website.

Introduction

In May 2022, the New Brunswick Teachers' Association (NBTA) conducted a full-membership satisfaction survey – Insight 2022. The rationale for the collection of this important data was three-fold. First, external and internal pressures frequently force organizations to reinvent and revitalize themselves to remain viable and effective for the members they serve. Second, research on associations indicates that contemporary members are likely to expect their organizations to offer new ways of networking, more innovative solutions to professional problems, and more explicit demonstration of individual and group benefits of membership (Belfall, 1999; Coerver & Byers, 2013; Dalton & Dignam, 2007). Third, the NBTA Strategic Plan is organized around six core elements, many of which directly address member engagement; satisfaction and influencing future direction impact member engagement. Purposeful renewal, innovation, and engagement are founded in, among other things, meaningful data.

Insight 2022 examined two research questions:

1: How satisfied are NBTA members within five key areas of member engagement: avenues of access; flattened hierarchies; enhanced visibility; relationships; and value through relevance, belonging, and fulfillment?

2: What understandings and direction for renewal of the NBTA are suggested in Insight 2022?

Participants

The survey link was activated between May 5 and June 13, with a total of 3741 NBTA members completing the survey. As can be seen in Figure 1, survey responses came from all 27 NBTA Branches.

Data Analysis

The data analysis for this study was a two-step process of analysis. In the first instance, a quantitative analysis of all numerical data was conducted and graphs for each question were prepared. In the second instance, the open-ended response questions were coded using the Conceptual Framework for Member Engagement (McKay, 2022) and thematic coding as described by Cranton & Merriam (2015).

The conceptual framework for member engagement in a teachers' professional association includes five circles or spheres of influence: (a) avenues of access; (b) relationships with self, others, and the NBTA; (c) flattened hierarchies; (d) enhanced visibility; and (e) provision of value through relevance, belonging, and fulfillment.

(1) **Avenues of Access** includes the concepts of competency in the knowledge and practices of the NBTA, identification with the

Figure 1: Participants by branch

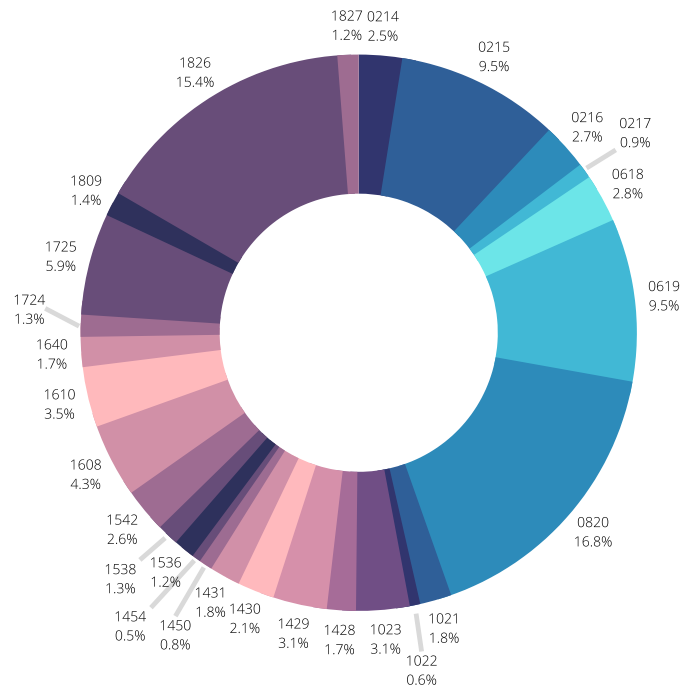
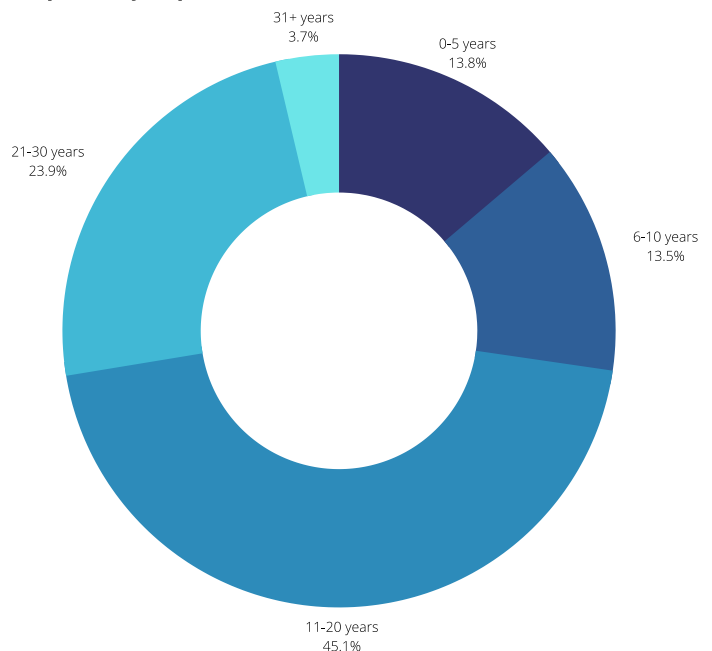


Figure 2: Participants by experience



NBTA through imagination, tensions related to association mandates, past or current experiences of engagement, time and timing, transparency and trust of elected officials and staff, development of promising practice strategies that cultivate identity through relevance and belonging.

(2) **Flattened Hierarchies** includes the concepts of power, influence, holding capacity, exclusionary structures, mandatory memberships, NBTA and NBTF role confusion, and government influence.

(3) **Relationships with Self, Others, and the NBTA** includes specific concepts pertaining to relationships: inner dialogue; headspace; self-confidence; supportive relationships; and collaboration with others.

(4) **Enhanced visibility** includes the concepts of imagination, demonstrating capacity, and witnessing impact of individual contributions.

(5) The fifth influence underpins the other four influences and is provision of **Value through relevance, belonging, and fulfillment**, which broadly encompasses the following concepts: pursuing individual passions, satisfaction of individual motivations, growth opportunities, leveraging the local through social capital strategies; increasing alignment.

Study Limitation

An important study limitation occurred in the research setting. As described earlier in this report, New Brunswick’s teacher organization structure is unique in Canada. Specifically, two professional associations (the anglophone NBTA and the francophone AEF-NB) operate as entities separate from the NBTF (teachers’ union). At times, it was difficult to know if the participant was referencing NBTA, NBTF, or both. A further complicating factor was that no substantial findings or recommendations regarding NBTF are appropriate, even if a participant made a clear reference to NBTF, because NBTF does not exist as an entity without input from the francophone professional association and, therefore, fell outside the scope of this study. However, all such data is informative and therefore even when comments reflect confusion between NBTA and NBTF, they have not been omitted or corrected.

Results

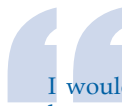
In Question Five, respondents were asked what they think of when they think of NBTA, with the highest number responding that member services (i.e., pension, counselling, etc.) come to mind. While a large number also think of the NBTA as the voice of teachers, a number of the 237 comments reflected the sentiment that the voice needs to be louder in order to avoid the impression that the Association is controlled by government.

Top 3 Comment Themes:

- Avenues of Access (57.81%)
- Flattened Hierarchies (55.27%)
- Value through relevance, belonging, and fulfillment (44.73%)

Question five open-ended responses depicted “no middle ground” – the member was either very dissatisfied or very satisfied. Comments also reflected significant confusion between the professional association (NBTA) and the union (NBTF). There also

seems to be an element of responses within the 237 comments who are unhappy with NBTA mandate but it is difficult to tell if this is actually about the mandate or about confusion between roles.



I would like to think the NBTA is the “voice” of teachers, however, I don’t feel this is true. I appreciate all the ways our union tries to support us, but I don’t think our union is as strong as it should be. The NBTA is not out there enough promoting the work of teachers and answering the negativity that is out there about our profession.

A flagship that represents teachers and future of teacher-learning.

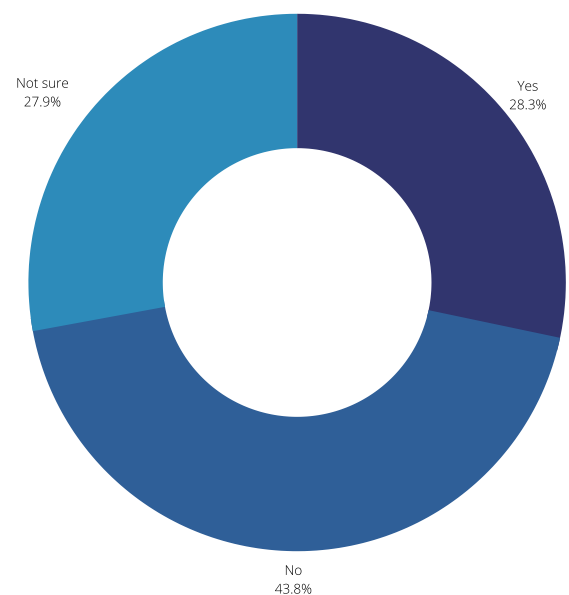
Antiquated organization that is being railroaded by modern society, technology, and social media. An organization which is too conservative in their approach and not public facing enough. We continue to strike too much of a cooperative approach with our employer and do not force them to answer challenging questions and take us seriously.

Encourages me to become who I should and must be for the common good, to lead, to motivate and to inspire, thus, making a difference to someone’s life including my SELF! We cannot spell SUCCESS without “U” (You), our NBTA.



Confusion between the role of NBTA and NBTF was evident throughout the survey comments and it was therefore unsurprising, in Question Six, that the majority of participants (71.68%) either do not know (43.75%) or are unsure (27.93%) of the difference in roles and responsibilities between NBTA and NBTF. This may result in members having expectations of the NBTA that cannot be fulfilled, resulting in reduced relevance and access around mandates. It also may result in members being “passed around “and increases the possibility of services and supports appearing less than transparent.

Figure 6: Understanding NBTA and NBTF roles and responsibilities



Questions Seven, Eight, Nine, 11, and 12 explored the information and knowledge made available to members through various channels of the organization. 74.97% indicated the information they receive is relevant, with 65.51% suggesting there is enough information provided. Since no definition of “relevant” was provided, it is difficult to determine specific examples of relevant information. Importantly, 85.18% responded affirmatively to the statement “I have access to information or knowledge that is important to me during my Branch AGM”, with 90.97% indicating they like the current structure of the Branch AGM. A further 72.82% believe the NBTA News also provides knowledge and information that is important. Similarly, 72.82% of respondents indicated that “yes”, the May Council Day professional learning opportunity provides relevant or new learning. These results suggest a further examination of the use of communication to increase avenues of access for members and to promote organizational visibility. There also appears to be a disconnect between anecdotal NBTA Board and Branch reports of “lack of communication” and the quantitative data results, a result that requires further examination. Finally, further inquiry into the engagement and satisfaction levels at Branch AGMs may be warranted to bring greater understanding to the results.

Figure 7: Relevant information provided

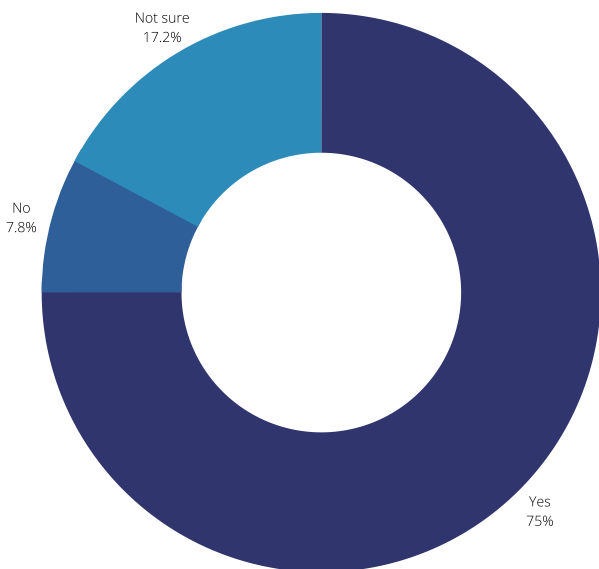


Figure 11: Important information/knowledge in NBTA News

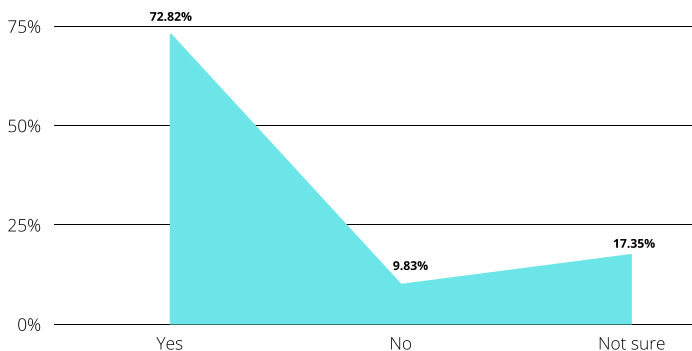
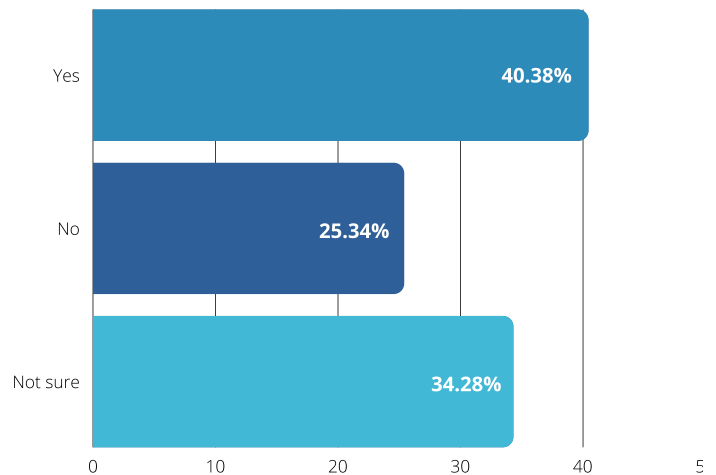


Figure 13: Awareness of current lobbying



Top 5 Comment Themes

- Working Conditions (50.26%)
- Instructional Supports (18.34%)
- Wellness 14.30%
- Policy (13.38%)
- Online Issues (11.81%)

This question garnered 1532 comments, with comments often requesting lobbying in areas that are the purview of the union and negotiations. The comments were thematically coded and resulted in 15 different tags, with some comments receiving multiple tags. For example, when thematically coded, 11.23% of comments stated NBTA was currently lobbying for an increase in salary. As a second example, 50.26% of comments related to the theme of working conditions, with an increase in prep time and/or time during the instructional day to complete non-teaching duties being the most prevalent comment pertaining to working conditions. Funding additional human and material resources to address classroom composition was also a frequent comment within the theme of working conditions. Interestingly, many comments cited the resolutions that had just been presented at the Branch AGM (i.e., increase in Guidance FTE, move to a four day work week) as being key items for which NBTA is lobbying. This suggests a need for clarification around the resolutions process as some comments seem to reflect that resolutions are drafted by central office or that NBTA is lobbying for what is in the asking package. Comments pertaining to the theme of wellness often advocated for both students and staff, with concerns about stress and burnout dominating the messages. With respect to policy, the most prevalent request was that members be treated as professionals by the employer and receive notification about changes to working conditions/formats, etc. prior to press releases and social media posts. Comments pertaining to online issues focused primarily on the near impossibility of effectively teaching in a hybrid model (F2F and online at the same time). Finally, of the 3638 respondents, 52 (3.39%) indicated no awareness of lobby efforts.

Life/work Balance and crazy demands (especially with at-home learning / remote learning).

I think one is for the government to share important news with us before the public. I believe our

NBTA tried repeatedly to talk to our employer about the working conditions (stress, fears, not enough supply teachers, etc.) during the pandemic.

Smaller classroom student numbers More FTE for Guidance and Resource.

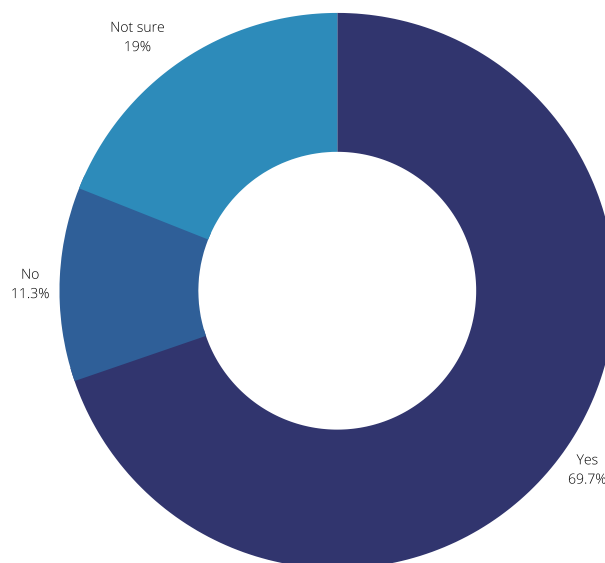
Adequate planning and prep time, class composition, appropriate notice to teachers before broad-sweeping announcements of changes to the way we deliver our curriculum (online, or in person).

I'm unsure WHAT they are lobbying for? Why have we been so long without a contract? Will we get retroactive pay? Who will represent us? Will we actually be heard? So many new things are put on teacher's plates constantly especially with the pandemic and I don't feel supported/defended/represented properly. Does our union actually know the challenges teachers face every day? During the pandemic? Is the union aware of the fact that the inclusion policy needs to be revised to state specifically that violent behaviors will not be tolerated! Teachers and students have the right to a safe learning environment and yet NOTHING is happening to support it! I'm beyond frustrated and angry.

Taking something off the table...We keep being required to do more and more. We're tired, stressed, some are burning/have burned out, we're being asked to do things we're not trained or qualified to do, some wait lists for services are at two years...Enough is enough!

Issues related to properly resourcing and funding inclusion in our schools.

Figure 15: NBTA has the capacity to influence change



and social media platforms (21) also received comparatively high numbers of tags. Many of the comments were contradictory – for example, a request for everything to be digital versus a request to keep printing paper copies or an appreciation of the modernized website versus finding the website cumbersome and poorly organized. Several general comments refer to not receiving any information or not knowing where to look, both of which undoubtedly influence satisfaction and have implications for future direction.

Email/web page I do not want to get my information from twitter or mainstream media.

I like the regular emails when important information is shared. I would rather have information forwarded directly to me.

I have appreciated the more frequent updates via email this school year.

Emails seem to be reactive and after the fact.

I read the emails, but would prefer more interaction regarding what is being lobbied, what the position of the NBTA is, and where they are getting the data/evidence to support those positions.

I get my information from the NBTA websites or through email. I do not want to go searching.

Question 15 examined perceptions about the NBTA's capacity to influence change, with 69.73% of respondents saying "yes" and 30.27% responding "not sure" (18.99%) or "no" (11.28%). This data is somewhat at odds with some of the harsher comments pertaining to lobbying. These results warrant further examination in order to better understand what would constitute satisfactory change. Further is there an expectation that NBTA can and will influence NBTF mandates?

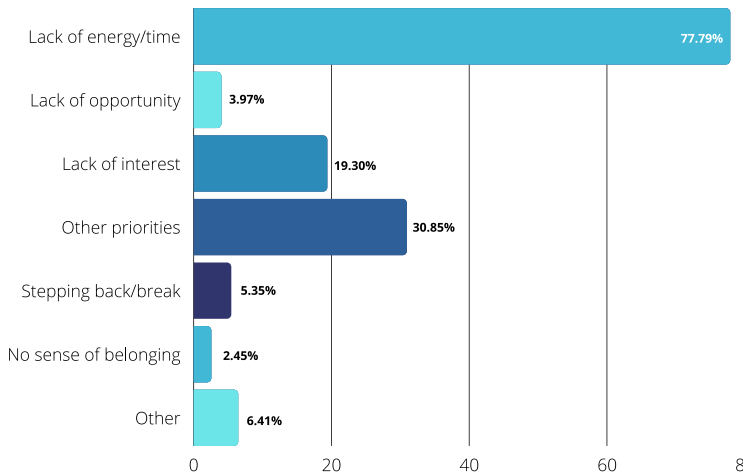
Questions 16 and 17 explored perceptions about how information pertaining to products, services, and initiatives is consumed. 71.52% of respondents feel in the information distribution channels pertaining to products and services are effective, while 6.88% believe they are ineffective, and 21.60% of respondents are "not sure". The results are similar when asked about the effectiveness of updates on lobbying issues: 67.90% "yes"; 9.25% "no"; and 22.84% "not sure". Further examination of specific channels that are effective and new channels to consider may suggest additional strategies to engage members through access and flatter hierarchies. Additionally, a greater understanding of the impact of "not sure" may be useful in this domain.

Questions 16 and 17 included 387 comments and 429 comments respectively, with 14 coded themes. The comments reflected an overwhelming preference for direct-to-member emails (288 tags). Other options such as the NBTA website (56), NBTA News (31),

may also be informed by understanding how effective members believe elected officials and paid staff roles are within the overall structure of the NBTA. These results may also suggest that members who engage at the core of the organization have a different perception than those who engage at the periphery. Such questions may also have implication for access, relationships, and relevance. Additionally, an exploration of connections between understanding NBTA mandate, paid staff roles, elected officials roles and trust and transparency may surface additional strategies to enhance member satisfaction through engagement.

Respondents were next asked about factors that would both prevent (Question 20) and encourage (Question 21) a more active involvement or deeper engagement with the NBTA. Unsurprisingly, 77.79% responded that “lack of time/energy” was preventing them from more active engagement. An additional 30.85% of participants indicated “other priorities” and comments suggested family and school extracurriculars were prevalent in this category. While lower in number, the organization should not overlook that 3.97% of respondents (146 people) selected “lack of opportunity” as the preventive influence and 2.45% selected “no sense of belonging” (90 people).

Figure 20: Factors that prevent more active involvement with NBTA



There were 374 comments related to influences that prevent members from being actively involved or deeply engaged. Each response was coded, resulting in 6 themes. The most prevalent tag was “choice” (64.44%) indicating that the comment expanded upon one of the choice options in the original question. Other themes that emerged when the data was coded include:

- Lack of relevance (20.59%)
- Personal circumstances (9.89%)
- Nearing retirement (6.35%)
- Not my forte (4.28%)

Participants who commented on lack of relevance reflected that either the work of the NBTA did not align with their own philosophy or that the impact of the organization was not substantial enough to warrant their time. Additional reflection in this area is needed as earlier data (Question 15) suggests that almost 70% of respondents believe the NBTA can influence change. In addition, lack of belonging at the local level was also frequently described as translating into lack of relevance. Personal circumstances com-

ments often reflected “season of life”, young children, early career, etc., suggesting that it is not just “time” that impacts engagement, but also “timing”.

Finally, it is noteworthy that when referencing belonging and opportunity, some comments shared frustration at the limited opportunities for supply teacher members. Additionally, some respondents spoke to completing the NBTA registration form and indicating interest in being on a committee, only to never hear anything further.



The inner workings and function of the union are not easily understood by new teachers. When I talk to my peers about the union and ask questions seeking to understand, veteran teachers have some answers, but seldom is there an easy way of finding out what a person at the NBTA’s specific responsibility is, who specifically to contact with issues or what the procedures are for the AGM, or other meetings that representatives attend. Perhaps there is information published on the website, but it’s the fact that I feel like 5 years in I’m still continually digging to understand the workings of my union and I feel like I’m alone in doing so. Maybe this is covered in information for early career teachers, but I can’t easily drop everything and go to Fredericton for this information, and the time I was able to there were no spots available, so I question the widespread efficacy of current measures to get this information to members - I know from conversations with peers I’m not alone in thinking this.

As a new teacher and having a young family, it is sometimes difficult to meet the needs of my students and my own children/spouse. I feel like I don’t have much time for anything else, because of the amount of time I have to put into planning.

There are people with the gift and talents to lead in this way. I am thankful for them. Our school rep was fantastic this year. She let us know many details after a meeting. Best ever.

Not sure what opportunities are available to be actively involved.

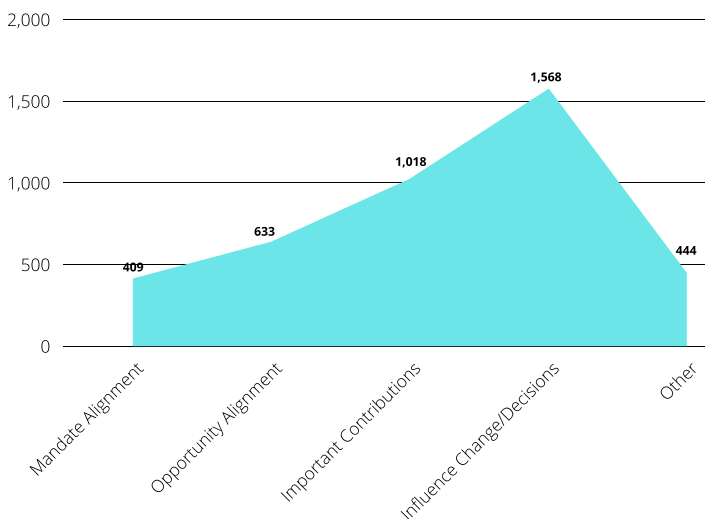
I have applied to various NBTA positions in the past with no response.



Question 21 also probed deeper engagement by asking about specific influencers. The strongest influencers on deeper engagement were the ability to influence change and decision-making (48.67%) and the ability to make a meaningful contribution (31.60%). A further examination of these results is needed to understand if the implication behind these results is that currently members hold neither influence or capacity to contribute, or if an alternate interpretation is to be applied to these results. Further, as noted in Question 15, almost 70% of respondents believe the organization has the ability to influence change; when compared to Question 21 results, there may be a suggestion that the NBTA is an “other” and not perceived as the grassroots organization it is intended to be. Finally, given the ongoing confusion between union and professional association mandates (as demonstrated through comments), it is difficult to know who exactly is perceived to have influence over what. Interestingly, only 12.69% reported they would be more deeply engaged if NBTA’s mandate had more alignment with their own professional needs; yet data from earlier questions

seems to indicate that lack of alignment is contributing to dissatisfaction for some members.

Figure 21: Factors which encourage deeper engagement



Question 21 garnered 453 comments, with coding resulting in the following top themes:

- Time (45.25%)
- Structure (17.88%)
- No Interest (13.02%)
- Choice (11.26%)

The largest percentage of comments were coded as either “time” (45.25%) or “choice” (11.26%). That is, 56.51% of respondents either expanded upon a given choice or indicated that more time would likely result in a deeper engagement with the NBTA. As with Question 20, the theme of “time” was also portrayed as “timing”, with many comments indicating a wish to become more actively involved in the future. It is important that the organization plan for these ebbs and flows of time and timing in a member’s career span. With respect to structure, frustration was expressed by some participants who are seeking opportunities to be involved but for whom access is not readily obvious or the culture is not welcoming to new involvement. Respondents also alluded to structural impediments such as weekend meetings, lack of release time, unpaid work, travel to Fredericton, etc. In fact, a number of comments requested either release time during the day or pay as enticements to more deeply engage. A decline in rates of volunteerism nationally has been noted for years (Andrews et al., 2010; Gage & Thapa, 2012; Tschirhart & Gazley, 2012) and the NBTA is not immune to such challenges. Finally, although 13.02% of comments reflected the theme of “no interest”, it was frequently depicted as “beyond the level of engagement I currently hold”. This is also important as contemporary engagement with professional associations does not equate member engagement with attendance at meetings or volunteerism – as demonstrated by some qualitative responses.

If I had enough time and energy I would be there.

I truly appreciate all the work the NBTA/NBTF does on our behalf however on a surface level, it is difficult to see any long-standing or substantial changes happening. School environments are not improving, public perception of teachers is declining and our employer continues to demean and devalue our role with no consequences outside of strongly worded social media posts.

If there were other ways to help out that did not involve taking on a term position. I have enough load that way from my Faith organization.

Findings

1. The COVID-19 pandemic has exacerbated prior levels of de-professionalization and work intensification of teachers in New Brunswick and this exacerbation has negatively impacted some members’ satisfaction with the NBTA.
2. The COVID-19 pandemic has impacted or changed some members’ expectations of NBTA and in some cases this has also impacted or changed satisfaction levels.
3. The structure of the three teacher organizations (AEFNB, NBTA, NBTF) in New Brunswick results in a confusion between the mandate of the professional association versus the mandate of the union. Such confusion may be impeding some avenues of access, creating unnecessary hierarchies, blurring visibility, straining relationships, and diminishing relevance for some members. A reminder that these spheres of influence are defined on page 9 of the full report.
4. Access to the NBTA is foundational and multiple avenues of access are necessary .
5. Constructs of time influence a member’s access to the NBTA.
6. Some structures of the NBTA are perceived as exclusionary and, therefore, may be an impediment to satisfaction and member engagement (i.e., timing of opportunities, location of opportunities, etc.)
7. Relationships with the organization play a central role in member engagement.
8. Some members have established a model of engagement with NBTA that is “insurance-like” in nature. That is, the organization exists to solve problems and has no meaningful function beyond that role.
9. Members are generally satisfied with the information and knowledge made available through various channels of the organization (i.e., social media, NBTA News, direct-to-member messaging, etc.)
10. Some members lack clarity about the purpose and process of resolutions.
11. There is evidence of a gradual return to focusing on pre-pandemic educational concerns such as class composition, quality of professional learning, policy interpretation, etc..

12. There is evidence that many members do not understand the roles and responsibilities with the structure of the NBTA. Such lack of clarity may influence trust within the organization.
13. An enhanced demonstration and visibility of NBTA influence would significantly impact members' willingness to more deeply engage with the organization.
14. An enhanced space for and promotion of individual member contributions would significantly impact members' willingness to more deeply engage with the organization.
15. The NBTA is perceived by some members as "other"; that is, NBTA is not viewed as a composite of members but rather a composite of unknowns.

Insight 2022 Recommendations

1. Articulate mandates and responsibilities at all levels of the NBTA.
2. Encourage NBTF to articulate the union's mandates and responsibilities at all levels.
3. Develop strategies to reflect a positive enactment of organizational democracy through flattened hierarchies and coordinated structures (i.e., clarifying NBTA's role with government, building NBTA capacity to impact change, etc.)
4. Develop strategies to provide meaningful and multiple avenues of access to the NBTA. That is, increase how, what, when, and where members may find relevance and fulfillment in the organization.
5. Develop strategies to improve the actual and perceived organizational capacity.
6. Build on the general satisfaction with information and communication channels to increase avenues of access and to promote organizational visibility.
7. Develop strategies to rebuild trust in the professional association in a post-pandemic era.
8. Develop strategies and structures to plan for the "ebbs and flows" of time and timing throughout the span of a member's career.
9. Articulate NBTA's professional learning model in a post-pandemic era.
10. Prioritize the development of NBTA School Representatives leadership skills.

Conclusion

Ultimately, this study of satisfaction and future direction within the NBTA reaffirmed important theorizing and conceptualizing about member engagement within the organization. Further, the results clarified influences on member engagement and suggested new and nuanced approaches to enhanced satisfaction as the organization continues its growth trajectory in a post-pandemic reality.

Bibliography

- Andrews, K. T., Ganz, M., Baggetta, M., Han, H., & Lim, C. (2010). Leadership, membership, and voice: Civic associations that work. *American Journal of Sociology*, 115(4), 1191-1242. <https://doi.org/10.1086/649060>
- Coerver, H., & Byers, M. (2013). *Road to relevance: 5 strategies for competitive associations*. John Wiley & Sons.
- Cranton, P., & Merriam, S. B. (2015). *A guide to research for educators and trainers of adults*. Krieger.
- Dalton, J. G., & Dignam, M. (2007). *The decision to join: How individuals determine value and why they choose to belong*. ASAE & the Center for Association Leadership.
- Gage, R. L., & Thapa, B. (2012). Volunteer motivations and constraints among college students: Analysis of the Volunteer Function Inventory and leisure constraints models. *Nonprofit and Voluntary Sector Quarterly*, 41(3), 405-430. <https://doi.org/10.1177/0899764011406738>
- McKay, K. (2022). *Understandings and Experiences of Member Engagement in the New Brunswick Teachers' Association*. [Unpublished doctoral dissertation, University of New Brunswick (Canada)].
- Tschirhart, M., & Gazley, B. (2014). Advancing scholarship on membership associations: New research and next steps. *Nonprofit and Voluntary Sector Quarterly*, 43(2_suppl), 3S-17S. <https://doi.org/10.1177/0899764013517052>



**NB Teacher Counselling
& Wellness Program**



Lisa Calhoun
Counsellor/Wellness Coordinator
ASD-East
(506) 855-5243
lisa.calhoun@teacherwellness.ca



Ronna Gauthier
Counsellor/Wellness Coordinator
Saint John and St. Stephen Education Centres
(506) 634-2901
ronna.gauthier@teacherwellness.ca



Michael LeBlanc
Counsellor/Wellness Coordinator
Fredericton and Oromocto Education Centres
(506) 462-0208
michael.leblanc@teacherwellness.ca



Carmen Meehan
Counsellor/Wellness Coordinator
Hampton Education Centre
(506) 832-6032
carmen.meehan@teacherwellness.ca



Andy Stewart
Counsellor/Wellness Coordinator
ASD-North
(506) 624-2103
andy.stewart@teacherwellness.ca



Lisa Vienneau
Counsellor/Wellness Coordinator
Woodstock Education Centre
(506) 325-3932
lisa.vienneau@teacherwellness.ca



@wellteacher235



NB Teacher Wellness

www.teacherwellness.ca

NBTA Membership Registration 2022-2023

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

This also registers you with the NBTF.

*including certified and local permit supply teachers (after working their first day)

Your updated information allows you to:

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

Draws on September 16th & 30th for your
choice of an iPad or an Apple Watch
and supplemental prizes



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



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

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



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

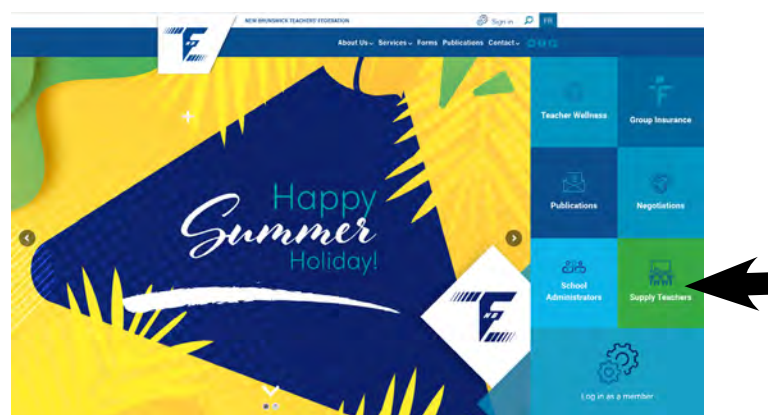
www.nbta.ca



click on:

Early Career and Supply Teachers

www.nbtfffenb.ca



click on: Publications > Category > Collective Agreement

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

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

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

Stepping UP: Realizing Culturally Responsive Schools A Whole-Team Commitment to Examining Practice

by Mallory Cunningham from Saint John High School

Saint John High School (SJHS) is a grade 9-12 school located in the heart of uptown Saint John. While SJHS has attracted students from many parts of the world, the influx of students arriving from Syria in 2016 resulted in many new language learners and the need for new approaches and strategies to serve an increasingly diverse population. We have continued to welcome students from all over the world, and currently 21 per cent of our student population originates from thirty-seven different countries.

When did your journey toward becoming a Culturally Responsive School begin, and what was the motivation?

The motivation to move towards becoming more culturally responsive began in 2016 when we saw an influx of newcomers arriving from Syria, many of whom had disruptions in their learning. It became evident very quickly that we needed to make changes to create a more welcoming and inclusive learning environment for both new and existing students. We have improved different aspects of our school to meet the needs of our ever-changing and diverse student population. These include celebrating a variety of cultural days and holidays, reaching out to create community partnerships with immigrant-serving organizations, seeking translation services, and brainstorming ways to connect with parents and families in our school community. Our ultimate goal is that all students feel a positive sense of belonging and an integral part of the Saint John High family.

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

We needed to scaffold the high school curriculum to meet the needs of new English Language Learners (ELLs). This proved to be very challenging, as high school content is not easily accessible to students learning English for the first time. We overcame this by offering levelled EAL classes: A1.1 through to B1.1. We also offer EAL sheltered classes in writing, math, and social studies. By creating these classes, we have been able to help new learners quickly advance through the CEFR (Common European Framework of Reference for Languages) levels so they are able to continue on in content-area classes independently and successfully. This year we saw three students pass through two levels of EAL as a result of the intensive English-language focus of their classes. Their pride is evident in their excitement to pursue other classes next year.

Are there resources that you would recommend that were helpful to you on your journey?

Our best resource has been working with community partners like the Teen Resource Centre, YMCA Newcomer Connections, and the Saint John Newcomers Centre. When reflecting on the challenges we were facing, we saw gaps that we knew we simply could not fill on our own. Connecting with these amazing community partners has enabled us to better serve our students and families. They have helped us with translation services for families, supporting us in creating multilingual signage throughout our school, tutoring, homework support, extra programming, and volunteer initiatives for our students, as well as a lunch club program offering employment opportunities. I cannot express enough how crucial the help of these organizations has been in assisting us in forging better relationships with our students and families. I can confidently say we are starting to close those gaps we saw in the beginning.

In terms of pedagogical resources, Zaretta Hammond's book *Culturally Responsive Teaching and the Brain* has been an amazing resource. This book helps navigate your own cultural biases, identifies key steps to aid students on their journey to becoming independent learners, and really provides a guide for you to reflect both on yourself and on how your school operates. I highly recommend this read for anyone as part of their journey to becoming more culturally responsive.

Were there challenges you encountered and how did you overcome them?

One of the challenges we encountered was bringing together our newcomer population with the larger school population. It was evident there was a divide insofar as the diverse cultures of our students were not being acknowledged and celebrated in the larger school community. To overcome this, we started a program where students could receive a co-op credit for becoming a "helper" in our EAL classes. This helped our EAL students forge friendships they may not have had the chance to make prior to meeting in this class. It also gave them a friendly, safe face to see in the hallways and someone to answer some of their questions. In turn, this approach has provided some of our Canadian-born students with rich opportunities to gain an appreciation for our newcomers and the many qualities and attributes they contribute to the school community. Some of our students have remained friends with the co-op students long after the classes have ended.

“It became evident very quickly that we needed to make changes to create a more welcoming and inclusive learning environment for both new and existing students.”

To highlight and celebrate our diverse cultures, we created a sub-committee of our student council consisting of three students. Its title is the Cultural Diversity and Reconciliation Committee. They are responsible for highlighting cultural events and holidays within the school. This year they planned and subsequently hosted an international night that consisted of posters, displays, food, costumes, and performances from the students and their families. This past year it was hosted in our gym with two hours of cultural performances and about twenty countries represented. We had approximately 250 people in attendance, including students from our school, students from other schools, teachers, parents, and community partners. It was a beautiful night of celebrating our school’s diversity and such an excellent opportunity for our students to showcase their cultures and talents. It was amazing to see the pride on their faces as they shared their cultural dances and their food, and showed their families around the school. It was an unforgettable night!

What was the involvement and reaction of students and families?

In the past it has been difficult to include families to the extent we would like. COVID has created difficult barriers to navigate, however, this year we have seen an increase in student and parent involvement. In October 2021, we were not able to bring parents into the school due to COVID restrictions. To navigate this, we hosted a parent information meeting at the YMCA for any parents or guardians of students receiving EAL support. We had a full classroom of parents/guardians attend, as well as all administrators and guidance counsellors. We were able to outline the CEFR program and language levels as well as provide information on the high school credit system and career and post-secondary pathways after high school completion. Parents were welcome to ask questions and translators were available. This meeting was well received, and we have plans to hold more. Students and parents clearly appreciated this opportunity and





appear more connected to the school. Our goal is to create more opportunities and extend invitations for parents to take part in our school community going forward.

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

The result of becoming a more culturally responsive school is, quite simply, that we can see our school culture changing. We are seeing students and parents more comfortable reaching out for support and welcoming meetings within the school. We have more school-wide initiatives that support culturally inclusive schools and anti-racism programs. This is especially important as we strive to achieve our UNESCO school status. We are seeing our EAL students represented in many aspects of school life including athletics, peer tutoring, student council, major awards, academics, and social activities. One of our graduates who was

an EAL A2.1 student just four years ago, received a full four-year scholarship to UNBSJ. Two of our EAL students were recognized at our school awards night with citizenship awards: one for service within the school, and one for service within the community. One of these students was highlighted by CBC News for his service to his language learning peers by assisting in the EAL classrooms. Another graduate won a Diversity Champion award in Saint John for her cultural food business that she started with her friends, which highlights the diverse cultures we have in our city through food. The success of these students will serve as a model for those who follow. Ultimately, the benefit of this work is that all students feel welcomed, which acknowledges the importance of being a culturally responsive school. Perhaps more importantly, our newcomers feel like they have a place to call home.





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

Our next steps would be to find new ways to connect with parents and families. These connections are integral to the success of our students. We plan to host more meetings and presentations on various topics to ensure that families understand how high school functions. We want to help the navigate the education system so that they can support their student as they find paths to success. We also would like to give families time to ask questions and highlight some areas for improvement. We are finding it difficult to communicate school information to parents in a way that is easy for them to understand, though we recognize we have made progress. Communicating with parents and guardians effectively remains a top priority moving forward.

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

When you start this process, it can feel very overwhelming. When you look at your school through the lens of a newcomer, it is easy to identify many potential areas for growth. This type of change does not happen overnight. Reaching out to your students and families for their feedback will assist in identifying your priority needs. My advice would be to rally your team together to reflect on the feedback you receive and then create a plan of action to accomplish even one of your priority goals. It is important to connect with any of the community partners in your vicinity to find out what kind of support they can offer you. Other schools that have experience serving newcomers are also a source of support and ideas. Remember that any movement towards making your school more culturally responsive is a step in the right direction.

Book Giveaway!

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

Napolitano, J. The School I Deserve: Six young refugees and their fight for equality in America

Ahiyya, V. Rebellious Read Alouds: Inviting conversations about diversity within Children's Books (includes 45 lessons) — appropriate for elementary age

Ferlazzo, L., and Hull Sypniewski, K. The ESL/ELL Teacher's Survival Guide: Ready-to-use strategies, tools & activities for teaching all levels

Gagnon, N. Tihtiyas Naka Jean. Provides text en français, Pestomuhkati Wikhikon, and English — storybook for elementary age

Francis, G. Moonbeam. Translated from the original English version to Wolastoqey (class set)





NBTA Purchase of Service Virtual Seminar 2022-2023

September 27, 7:00 - 8:00 pm

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

NBTA Pension Seminars 2022-2023

DOLLARS & SENSE: **Making Sense of Your Pension**

Virtual Seminars:
(7:00 - 8:30 pm)

October 17 & 18

November 22 & 23

January 10 & 11

February 7 & 8

In-Person Seminar:

February 25

NBTF Building, Fredericton
(9:00 am - 1:00 pm)

Registration Deadlines:

September 23

October 31

December 16

January 13

February 1

Find registration forms at:
NBTA.ca /forms
Pension inquiries? Call 506.452.1722



FIERCE[®]

Fall 2022 FIERCE[®] Conversations

NBTA is pleased to offer **FIERCE[®] Conversations** as a professional learning opportunity for New Brunswick educators.

What: FIERCE[®] Conversations teaches participants how to ignite productive dialogue that interrogates reality, provokes learning, resolves tough challenges, and enriches relationships.

Target Audience: This session will be open to any NBTA member and is limited to 30 participants

Cost: \$30.00 for resource kit

Date: November 4 and 5, 2022
NBTF Building, Fredericton
Friday Evening 6h30 – 8h30
Saturday 9h00 – 2h30

Registration now open.

FIERCE Accountability[®] and FIERCE Generations[®]

NBTA is pleased to offer FIERCE Accountability[®] and FIERCE Generations[®] as professional learning opportunities for New Brunswick educators. ***Please note that certification in FIERCE[®] Conversations is a pre-requisite for these 2 courses***

What: FIERCE Accountability[®] is an approach that moves teams from excuses to action: embracing responsibility, overcoming obstacles and achieving goals. Fierce Generations[®] is an approach that will undo age-related silos, increase inclusion, and reduce bias within teams.

Target Audience: NBTA members certified in Fierce Conversations[®]. The session is limited to 30 people.
Cost: \$30 for 2 resource kits

Date: Jan. 13 (Accountability) and Jan. 14 (Generations)*
NBTF Building, Fredericton
Friday evening 6h30 – 8h30
Saturday 9h00 – 12h00
*Storm date: January 20 & 21

Registration opens December 2.

Five Grants Valued at \$1,500 each to be awarded to teams of NB teachers!

Teacher Designed Professional Learning Grants 2023

Teacher Designed Professional Learning Grants are offered annually as a school-based professional learning opportunity funded by the New Brunswick Teachers' Association. NBTA will award five \$1,500 grants for the calendar year January 2023-December 2023. Interested teams of three to five teachers are invited to apply. Application forms will be available online beginning November 7, 2022. The November edition of the *NBTA News* will provide further details concerning selection criteria and grant requirements.

The application deadline is December 16, 2022.

Recapping Summer Learning & Looking Ahead

Dawn Beckingham,
NBTA Staff Officer



As I write this article, I can't help but look back and reflect on my experience last year with the NBTA professional learning portfolio. It was again a challenging year in schools, and because of this seeking out professional learning opportunities may not have been at the forefront for many New Brunswick teachers. The beginning of the year showed a slow uptake of inquiries and Education Improvement Grant applications, however, the second half had a gradual increase in requests. I wish to highlight a few summer activities that took place.

Developing Successful Schools (DSS) was held at Mount Allison University in July. Principals and school leaders from all Atlantic provinces gathered to learn from keynote speakers James Nottingham and Carmen Bergman. This year's theme was "Building an outstanding learning culture across your school." This event is held annually; if it interests you, keep an eye out for the advertisement in the spring edition of the *NBTA News*.

Fierce Conversation® training also took place in July. A group of teachers from around the province met at the NBTF building for a two-day workshop on enhancing effective communication skills when it comes to confronting challenging issues. This workshop will be offered again during the year, and you can request to have it offered regionally if a large enough group is interested. Keep an eye out for advertisements or reach out for more information.

CONTACT 2022 took place at St. Francis Xavier University in August. Ten delegates from New Brunswick participated in this conference on new teaching and classroom techniques. The four Atlantic provinces' teacher organizations come together annually to plan this event, and each province takes its turn in hosting. The teacher-presenter that represented the NBTA this year was

Brent Anderson from Deer Island Community School. He gave an excellent session on the importance of outdoor education. Sessions from the other provinces included: Care in the Classroom; Inclusion, Inquiry and Interesting Questions; Breaking Down Barriers with Technology; and Experience Teaching in Nunavut. CONTACT 2023 will be hosted in PEI next August. It is my hope that we fill all our NBTA delegate seats.

As always, there are Educational Improvement Grant opportunities to help you financially in accessing professional learning. The application can be found on the NBTA website under Members Services/Benefits -> Professional Learning. I encourage you to check the NBTA website frequently for PL opportunities. There is a tab that not only hosts details about NBTA PL opportunities but those of outside stakeholders in education as well

Happy learning!



Developing Successful Schools 2022

Professional Orientation and Induction for New Teachers

Dawn Beckingham,
NBTA Staff Officer

Welcome new teachers! If you haven't heard of NBTA POINT, then this article is for you.

I feel privileged to have the opportunity to work with early career teachers. The positive energy and enthusiasm that radiates from this group is so refreshing. Early career teachers definitely need support as they embark on this great profession, but they also have lots to offer when it comes to implementing change, exploring new methods, and thinking outside the box. If you are a seasoned teacher, please consider being a mentor for a new teacher. It can be such a rewarding experience. Beginning teachers represent the future of the New Brunswick Teachers' Association and will provide its next generation of leaders.

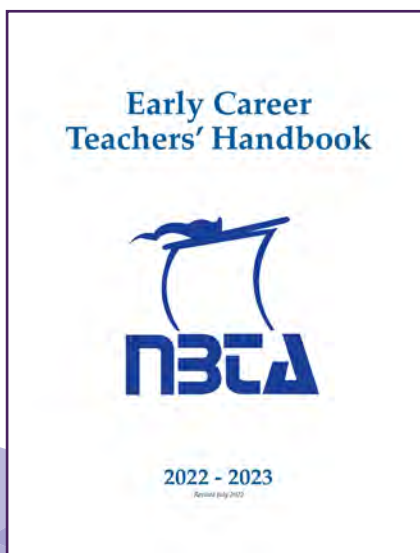
POINT stands for Professional Orientation and Induction of New Teachers. Its aim is to support teachers within their first five years. Each NBTA local branch has a POINT representative that acts as a support person for new teachers. You should hear from that person within the first month of school. If you don't know who your representative is yet, please ask around or contact me. Don't miss out on this opportunity! Through this program, there are resources and funding available to support you.

The Early Career Teachers' Handbook has been revised and can be found electronically on the NBTA website. There are also other resources there that contains valuable information to help you on your teaching journey.

Professional Learning Opportunities:

COMPASS Conference — If you are in year two of your career, any contract type or long-term supply, NBTA invites you to join us for our annual early career teachers' conference. This will take place on October 11, 2022 from 9:30 a.m. to 3:00 p.m. A release day will be provided through POINT funding. Other related costs can be covered through an Educational Improvement Grant application process. Sessions will include: NBTA/NBTF services, teacher benefits, contract information, certification, legal matters and more. Lunch and handy giveaways will be provided. Your NBTA staff will be on hand to respond to any questions. Contact Janet.Peabody@nbta.ca for more information

Classroom Management 101 — This workshop targets early career teachers but mainly year-three and -four teachers. Classroom management includes a wide range of variables and strategies that we will discuss in our workshop, along with various resources that you will find useful in your planning and organizing. Routines, procedures, behaviours, and communication impact how our classrooms run as well as how we feel as educators. There will be time to share ideas, strategies, and tools for a successful school year. Funding for a release day is provided through POINT. Keep an eye out for the advertisement!



Councils

Celebrating the Teaching Profession

by Tracey Comeau, Elementary Council President

On behalf of the Elementary Council, I would like to welcome you back to another school year. I hope you had a restful summer, took time to recharge, and have had a smooth start to your new school year. These past few years have been challenging, to say the least. I am so proud of the professionalism, versatility, and camaraderie that you have all shown in such a trying time. Hopefully, this year will be a successful one to celebrate!

My name is Tracey Comeau, and I am your newly elected Elementary Council president. I currently teach grade 3 at Bessborough School in Moncton, and I love it. I am an organizer and planner, so when the opportunity to join the Elementary Council presented itself in 2018, I knew it would be something I would enjoy. I have made everlasting friendships, learned so much about the NBTA, and formed wonderful connections with teachers across the province. If you are interested in volunteering on Council Day, or on an NBTA committee, I welcome you to reach out.

This year, Elementary Council is teaming up with the Music strand for this year's Council Day, which will be held in Moncton on Friday, May 5, 2023. The theme is "Celebrating the Teaching Profession." As we plan for this day of professional learning, it is my wish that you will feel celebrated! These past few years have left us tired and overwhelmed. But with speakers specializing in teacher wellness, building relationships, and teacher efficacy,



to name a few, I hope that you leave Council Day feeling empowered. This will be the first time in three years that we are able to celebrate together. I am really looking forward to that.

I truly see a great year ahead of us. May you all have a wonderful year, support each other, celebrate every success, and finish strong.

Celebrating Us

by Cynthia Wood (newly retired Rexton Elementary School teacher)



Cynthia dressed as her favourite storybook character, Bear in Underwear!

Attend any celebrations this summer? Weddings, births, anniversaries, birthdays, athletic events? Did they serve cake? Did you sing, take photos, or give gifts? How about those everyday opportunities to celebrate? Did you remember to congratulate yourself when you came in under budget at Costco? How about the day gas prices dropped? What about smelling those fresh strawberries?

Carry that joy of celebration right into school this year. After all, the first day of school should be a holiday, right? While we hold our breath for that to happen, try to make your classroom a truly special place, just right for its real purpose: a community that feeds your soul as much as it does the students. Why not start the year off right with a "Celebrating Us" theme? Be happy, be silly, be open to joy.

We have a distinctly unique profession, one where a captive audience must be managed, entertained, directed, supervised, evaluated, and taught in repetitive six-hour chunks. We take them to the washroom but rarely get to go ourselves. We spend our own money on everything from books to boogie wipes. We work evenings, weekends, and summers.

We spend our retirement allowance in our classrooms and on our students and hope to get it mostly repaid when we retire. If I could use my FB rolling-on-the-floor emoji right now, I would. Being a teacher is about celebrating you and your wee ones, no matter the outward glory of the event. I mean, outsiders have no currency in our space, do they? We can stock up our treasure chests with mini whoopie cushions and noisy toys. We can store chocolate in secret drawers. We can lie about our age. We can dress up in funny costumes. We can chase other teachers with a

June bug, if only on rare occasions. We can become, “Bear in Underwear” using the Care Bear onesie and tighy-whities we purchased at Frenchy’s. (Editor’s note: see submitted image). We can smile and hug and dance and shout. We can be our best selves with our students because they think we’re great no matter what we do.

We are pretty darn cool, even without the student vote. We constantly seek to become better teachers, through formal classes, workshops, and peer mentoring. Our minds are forever

busy, planning better lessons or worrying about those in our care. We easily decipher scribbles and find lost mittens.

We build up wee minds and nourish wee souls. We can inject joy into every child that we are honoured to teach. We can do this because we are teachers. Not everyone can be us. Go ahead — blow your horn!

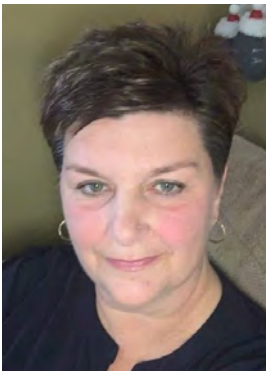
We are TEACHERS, and that is worth celebrating! Toot, toot!

Middle Level at a Glance

by Breanna Saulnier

Welcome back to all those hardworking individuals that make our education system a reality. Your Middle Level Council (MLC) trusts that you had a memorable summer break. We certainly know how hard you work and hope that the time off led to new adventures and many laughs.

We would like to take this opportunity to introduce the MLC members who are here to help serve you during the 2022-2023 academic school year.



**Lynn Skinner
(President)**

Lynn Skinner is a teacher at Champlain Heights School (ASD-S). This is her second year serving as the MLC president. Initially, Lynn joined this council because she wanted to be more involved at the district level and gain more knowledge and understanding of decision-making practices. She also loves meeting new people from around the province. Lynn is looking forward to serving her second year as president, getting to know our new MLC members, meeting face to face to make decisions, and planning on behalf of our members.

This year, Tamara looks forward to teaching a different grade for the first time in sixteen years! She is a teacher at Port Elgin Regional School (ASD-E) and serves as the vice-president on the MLC. Similar to Lynn, Tamara wanted to understand how decisions were made on behalf of teachers and wanted to be in the loop about future Council Day events.



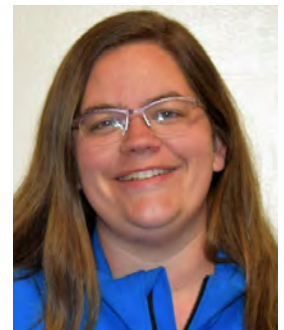
**Tamara Carter
(Vice-President)**



**Sarah Brooks
(Past President)**

This year Sarah continues her career as a math and art classroom teacher at Hanwell Park Academy (ASD-W). Sarah has served on the MLC for quite some time, joining with a friend many years ago. Sarah’s knowledge is greatly appreciated by her other council members, as is currently in her second year as past president. Sarah hopes to find some balance between home and school this upcoming year!

Besides being a classroom teacher at Bayside Middle School (ASD-S), Jennifer is our MLC treasurer. Jennifer loved volunteering at a local Council Day, so she decided she wanted to become more involved in the planning side as well and joined the MLC. Jennifer has a few new project ideas to try with her students this year and looks forward to sharing the outcome with other teachers!



Jennifer Hickey



Jessica Simmonds

Jessica can be found teaching Music, STEAM, and Resource at McAdam Avenue Elementary School (ASD-W) when she is not acting as the MLC secretary. Jessica joined the MLC thanks to Sarah Brooks. Jessica is excited to begin her new role in resource during this upcoming school year.

Amy is the vice-principal at Bayside Middle School (ASD-S) and is your institutes coordinator on the MLC. This means she helps plan professional learning opportunities for teachers in New Brunswick. She is looking forward to welcoming new students and relaunching the Renaissance Program at her school.



Amy McClure



Richard Williams

Richard teaches middle and high school at Saint Mary's Academy (ASD-W). Richard is serving his first year as a member-at-large and joined because he wanted to help direct professional-learning opportunities. He is looking forward to the upcoming school year, starting at a new school, and meeting new students and staff members.

Jonathan is a grades 6 and 7 teacher at Lewisville Middle School (ASD-E). Jonathan is MLC's curriculum liaison. This school year, Jonathan is looking forward to hosting his first pre-service teacher in their practicum.



Jonathan Spiritts



Breanna Saulnier

Breanna is a middle school immersion teacher at Port Elgin Regional School (ASD-E). She joined the MLC thanks to her colleague Tamara Carter. This year, she is responsible for the awards administered during Council Day and serves as the communication coordinator for the MLC. She looks forward to starting a new school year, welcoming a lot of new staff members to her building, and applying leadership skills acquired during recent professional learning.

This team looks forward to representing middle level teachers for the upcoming academic year, hosting institutes, planning May Council Day, acknowledging devoted teachers, and communicating throughout the year. If you think you would like to become involved with the Middle Level Council, there are a few remaining spots on our team. Please reach out to our president, Lynn Skinner, through email (lynn.skinner@nbed.nb.ca). Or if your school is taking on any interesting projects during the school year and you would like them to be shared, please reach out to Breanna Saulnier (breanna.saulnier@nbed.nb.ca), who would love to do a write-up on it.

High School Council - Welcome back teachers!

by Megan Crosby, High School Council President

I hope you all had a relaxing and rejuvenating summer. You certainly deserve it after this last year. I know I tried to squeeze as much out of this summer as I could with a cruise and some much-needed family time. This past year (or three) has certainly challenged and changed me, as I'm sure it has many of you.

I am excited to return to my position as High School Council president. As some of you know, I decided to take a leave from teaching and pursue an administrative role in the private sector as an education manager last December. To be fully transparent, the last few years had taken their toll on me as an educator, and with all the division, changes, and demands, I felt I needed to try something different. What was an extremely difficult decision to make turned out to be a unique learning opportunity that gave me experience and perspective. I have always valued and appreciated teaching, especially having come from a family of teachers, but being out of the classroom and in management caused me to really miss the essence of teaching: the relationships.

It took leaving to truly see that I am, at heart, a teacher for life. While I enjoyed having a set start and end time to my workday, I missed the supervision of dances, sporting events, extracurriculars, and the energy at a school assembly from both staff and students. And



while I enjoyed the quiet office space to accomplish things and have a dedicated lunch hour, I missed having students laughing, studying, and sharing stories in my classroom over the lunch break. I missed seeing students' faces light up when they finally experienced success after struggling with a difficult concept, or monitoring their progress and watching that growth occur right before my very eyes. I missed the friendly conversations amongst

colleagues, whether it was in passing in the hall or photocopy room or during a PL day. That camaraderie is hard to match in other workplaces, in my opinion.

Teaching is hard, and it feels like it keeps getting harder. You know what else is hard? Not teaching. Not building those relationships, those interactions, those moments. For me, that's harder. I am going into the classroom this year with a whole new perspective — instead of focusing on all the stressors, I am choosing to celebrate what I can control and the difference I can make for my staff and students. Know that you do not have to do everything to be deemed a good teacher. Just by teaching with heart and inspiring youth, you are a great teacher.

I hope you can take a moment and reflect on why you went into this profession and remind yourself of that when days are challenging.

I know that for me, stepping away forced me to really evaluate what I loved about this career. To this day, I still remember the teachers who made a difference in my life and am forever grateful for their compassion, dedication, and strength. Over the last fifteen years, I have been incredibly lucky to work with remarkable educators here in New Brunswick. No matter what has been thrown your way, you continue to show up for your students and give them your all. Just remember that you cannot pour from an empty cup, so please take time to focus on yourself throughout this year. As a wellness facilitator, I cannot promote this enough. I hope you know how important you are to this profession. You have made, and continue to make, a difference in the lives of New Brunswick students. Thank you for your continued dedication and commitment to this profession.

“Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system.”

— Sidney Hook

Classroom Management 101 ***— A Workshop for Early Career Teachers —***

Monday, October 24, 2022 — 9:30 am - 3:00 pm, Fredericton

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

Facilitator

Tina Estabrooks, NBTA Staff Officer

Session Fees/Expenses

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

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

Maximum Participants: 28

Registration: www.nbta.ca (registration opens September 19, 2022 and closes October 20, 2022 - or when registration is full)

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

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

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



PARLIAMENT | PARLEMENT
CANADA



Teachers Institute on Canadian Parliamentary Democracy

Participate in a week-long intensive training
opportunity for educators at Parliament

**Apply by
Oct. 10, 2022**

learn.parl.ca/teachers

Paid Advertisement



Education
Professionals

YOU SUPPORT LEARNING.

Johnson
supports you.



Johnson Insurance has worked closely with the New Brunswick Teachers Federation to provide access to helpful services and products that take care of your home and car insurance needs. Plus, you'll have access to:



up to **\$800.00**

in savings when you
bundle home & car insurance*

YOUR GROUP CODE FOR DISCOUNTS: 63

Call Johnson today at **1.855.616.6708**



Johnson Insurance is a tradename of Johnson Inc. ("Johnson" or "JI"), a licensed insurance intermediary. Home and car policies underwritten exclusively, and claims handled, by Unifund Assurance Company ("UAC"). Described coverage and benefits applicable only to policies underwritten by UAC in NL/NS/NB/PEI. JI and UAC share common ownership. Eligibility requirements, limitations, exclusions, additional costs and/or restrictions may apply and/or vary based on province/territory. *As of March 1, 2021, \$800 combined savings available on home and car insurance if the following discounts are applicable: conviction free, multi-line (home and auto), multi-vehicle, long term, member (home and auto), select in NL, NS, PE, and winter tire in NB, NL, NS. Dollar savings may vary otherwise.

Paid Advertisement



NBTA Golf Tournament
Saturday, October 1, 2022
 "Shotgun" Start - 1:00 pm
 Mactaquac Golf Course, Mactaquac



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

Fee: \$75.00 (green fees, cart, meal and prizes)/person. \$300 per team.

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

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

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

Entry Form
 Registration and Payment Deadline:
September 28, 2022

Four Names:

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

Contact Person: _____

Telephone (Home/Cell): _____

(Work): _____ Email: _____

(Confirmation will be sent by email)



**Last Year,
 Best Year!**

**by Wendy
 Dickinson**

This is the story of my journey and how I got ready for retirement. It shows how to engage in the process early and how to do your research. It literally saved me thousands of dollars!

Regardless of where you are in your career, 3 Easy Steps will be helpful in your planning.

You have choices and the power to be intentionally positive as you get ready for the homestretch.

The reproducible charts and checklists allow you to customize your plan.

The book is 44 pages (8.5x11) of narrative with coloured photos.

\$20 delivered. Order at
wdbookorder@gmail.com

Have an awesome year everyone and remember, swing for the fence!

Paid Advertisement



**Watch for a recap of Hatch 2022
 in the next issue of the NBTA News!**

Payroll Savings Plan.

Helping NB teachers
save for _____
since 1971.

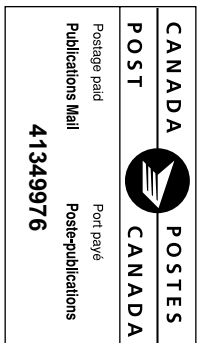


Whatever you're saving for,
get started at
nbtacu.nb.ca/PSP



New Brunswick Teachers' Association
650 Montgomery Street
P.O. Box 752, Fredericton, NB
E3B 5R6

Place Label Here



650 Montgomery St., P.O. Box 752, Fredericton, N.B. E3B 5R6
506-452-1724 • 1-800-565-5626 • (Fax) 506-452-1732

www.nbtacu.nb.ca

