

April 2023  
Vol. LX No. 4



# NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



*120  
years*



# Happy Anniversary!

## 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](mailto:chantal.lafargue@nbta.ca) or [nbtanews@nbta.ca](mailto:nbtanews@nbta.ca).

We look forward to hearing from you!

Find the NBTA on Facebook, Twitter and YouTube!



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# From the President's Desk



One hundred twenty years of history...your NBTA has had much to celebrate through the years yet has navigated some significant storms. In their book *Rise Up - Leadership Habits for Turbulent Times*, Ali Grovue and Mike Watson emphasize that during turbulence, people and organizations learn the most significant lessons. They believe 'optimistic leadership' is an approach to confronting situations that provides many learning opportunities for growth.

Your NBTA and many of our schools have recently dug deep and embraced difficult circumstances as crucial learning opportunities. To move forward, they have taken stock to create a plan, taken steps to enact it, and slowly but surely built back better and stronger. Grovue and Watson refer to this as leading with resilience. This hard work has required us, and me as NBTA President, to face harsh realities.

If we are to overcome the adversity facing the education system at this point in our history, then our members must embrace it with a steadfast belief and sense of optimism. Sharing in the worthy goal and being empowered to pursue positive change for our students and public education in our province. To that end, our NBTA can emulate what many organizations noted in Grovue and Watson's book that through their sacrifice and efforts, purpose and success were achieved.

Empowered teacher voices attending rallies this spring and participating in both the class composition and FSL consultations in the early months of 2023 have demonstrated this. The stormy seas through the past school year: teachers have shouldered the burden of chronic unfilled absences reducing the quality of education we aspire to, witnessed the instability at EECD within their senior leadership ranks and weathered the rocky start to the school year that began with a hurricane and significant outbreaks of Covid.

In the face of these storms, NBTA broke from tradition and launched an event called Hatch 2022. Another first was the creation of a pathway for 17 members to join alongside branch delegations. I was amazed by the level of engagement throughout the weekend as 120 teachers from all corners of the province talked passionately about their dreams and aspirations for their

professional association. As the event concluded, all leaders committed to 'hatch' new ideas in their branches and to ask their teacher members how they might 'be the change' that they wished to see in their NBTA at the local level.

Further, the Advocacy, Research and Engagement Committee used the findings from the 'Insight 2022' member survey conducted at last year's branch AGMs to create the NBTA Member Engagement Plan. The recommendations that have come forward to articulate mandates and responsibilities at all levels of the NBTA, to prioritize the development of the NBTA school representative leadership skills, and to develop strategies to rebuild trust in the professional association in a post-pandemic era have been the core of the Board of Directors' efforts to re-imagine a future-focused and teacher-led NBTA. Important to note as well, amidst the rolling seas, is the return of a face-to-face Council Day, a success due to the volunteer efforts of our thirty-six volunteer teacher leaders.

As we turn our sights to September 2023, your NBTA is under construction. Being the spokesperson and leader of a teachers' professional organization, 'becoming' has been incredibly satisfying and complex work during turbulent times. As I began my role as your NBTA President, it was evident that I would encourage change and discontinue traditions in practice because they have always 'been done.' Through strategic investment, members should expect the launch of an NBTA Leadership Empowerment Series. This work with our school-based leaders, paired with new ways to communicate NBTA's mandate, interact with more members, and create a refreshed brand, will roll out just before my presidential ship sets sail en route to new horizons.

My 2-year mandate has manoeuvred some incredibly challenging swells. The first 12 months included significant covid outbreaks and increased measures to the absence of any, a CUPE labour dispute and hybrid learning to the chronic unfilled absence crisis, and online harassment of our members. Presently, we find ourselves amidst a contentious round of bargaining.

Through it all, I have maintained optimism and led with resilience, supported by a competent leadership team, support staff, executive committee, and board of directors. *To be ingrained in the NBTA's 120 history has been a true honour, and I will be forever grateful for this opportunity to serve my New Brunswick teacher colleagues.*

A handwritten signature in black ink that reads "Connie Keating". The signature is fluid and cursive.

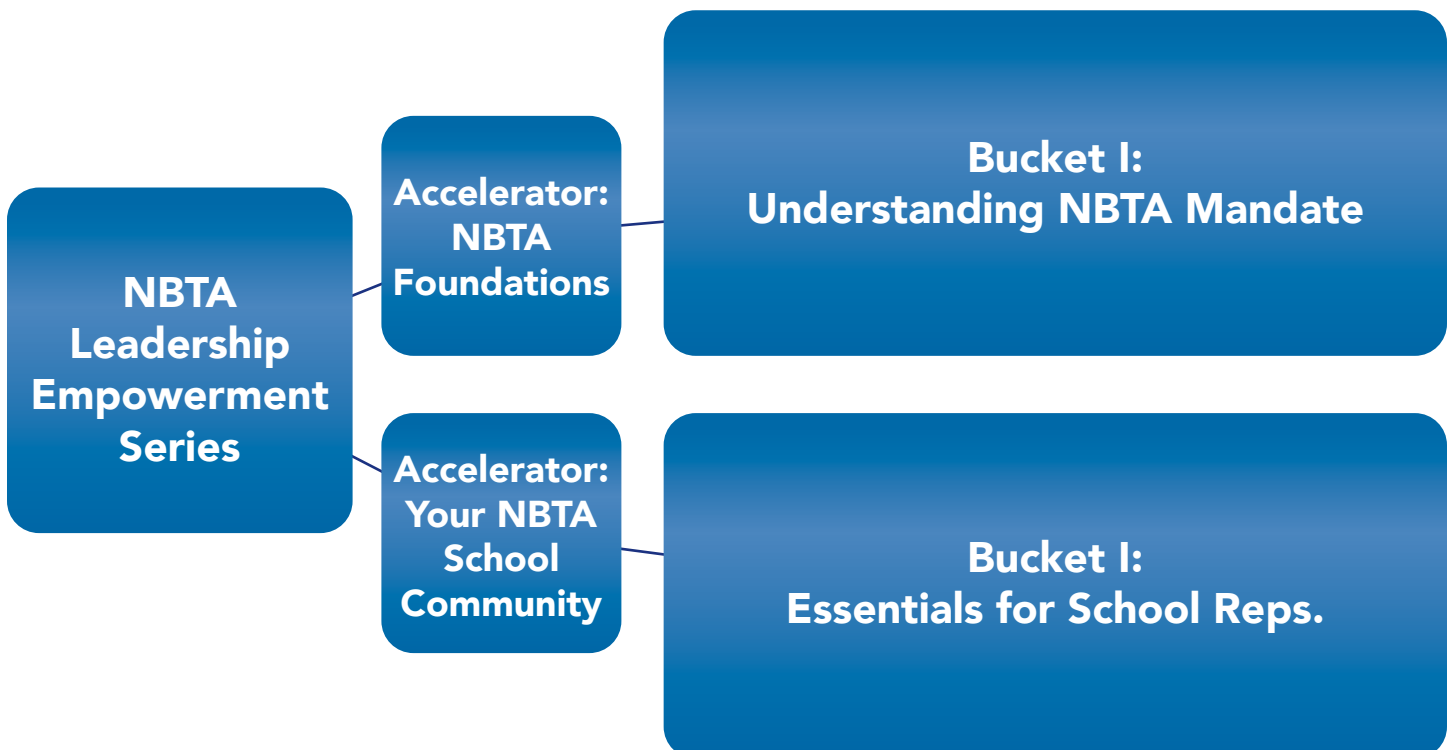
# Hatch Dispatch

By Kimberley McKay,  
NBTA Deputy Executive Director

In May 2022, almost four thousand NBTA members completed the Insight 2022 survey, responding to questions ranging from mandates to structure to relevance. The survey results assessed member satisfaction and have been used as the basis for the NBTA Member Engagement Plan. The summary report identified ten recommendations for the organization based on fifteen key findings, and the NBTA Board of Directors prioritized three of those recommendations for 2022–23:

- R1. Articulate mandates and responsibilities at all levels of the NBTA.
- R7. Develop strategies to rebuild trust in the professional association in a post-pandemic era.
- R10. Prioritize the development of the NBTA School Representatives leadership skills.

In this edition of “Hatch Dispatch,” we provide a sneak peek of a new NBTA initiative currently in development to address priority recommendations as well as specific elements within the NBTA Strategic Action Plan: **the NBTA Leadership Empowerment Series**. The series is a flexible set of interconnected learning experiences designed to accelerate leadership skills within the NBTA community. The series will be organized around themes, and each theme will offer a set of learning experiences through a combination of asynchronous, synchronous, virtual, and face-to-face options. The overall intent is that any member can engage with any learning experience, although we recognize that budget restrictions will limit the number of participants for some sessions. The graphic organizer below depicts the first two themes that are currently in development: NBTA Foundations and Your NBTA School Community. As per the priority recommendations, the learning experiences being developed for NBTA Foundations will address R1 and R7, while the learning experiences being developed for Your NBTA School Community will initially focus on School Representatives (R10).





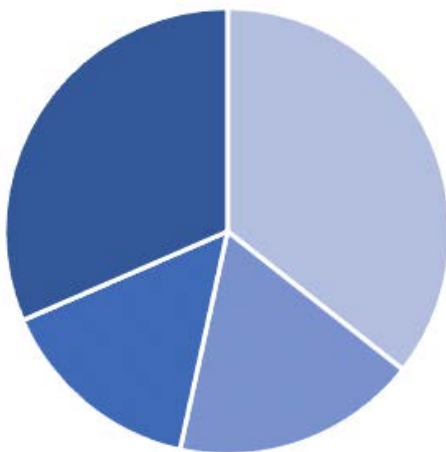
While your NBTA Board of Directors oversees the progress of this work, two additional groups merit special mention for their leadership in this initiative. First, your NBTA Advocacy, Research, and Engagement Committee has devoted a portion of each meeting agenda (three per year) to analyzing data, identifying specific actions, and monitoring progress of the priority recommendations. Second, your current NBTA School Representatives had an opportunity to contribute ideas for School Rep learning experiences through an electronic poll that ran March 17–March 22. A total of seventy-three respondents provided valuable input on two questions:

- What prepared you most to be an NBTA School Rep.?
- What additional learning could help you if you held this role in the future?

The NBTA Advocacy, Research, and Engagement Committee will examine the data in detail during its April meeting. The two graphs below show a breakdown of School Rep location and years of experience.

The NBTA Leadership Empowerment Series is a refreshed approach to professional learning for NBTA members. Stay tuned to hear additional details about the August launch at the upcoming May Branch AGM.

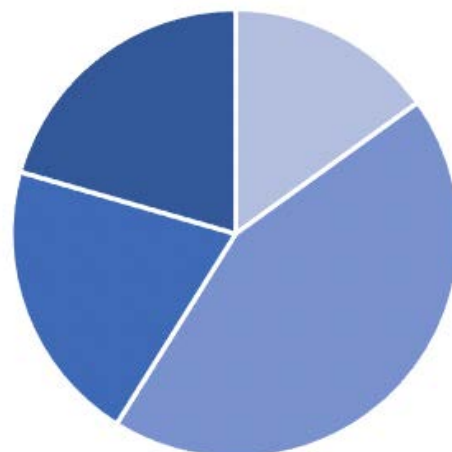
### Which district are you located in?



■ ASD-West ■ ASD-North ■ ASD-East ■ ASD-South

ASD-West	26
ASD-North	13
ASD-East	11
ASD-South	23

### How long have you been a School Rep?



■ Less than 1 year ■ 2-5 years ■ 5-10 years ■ 10+ years

Less than 1 year	11
2-5 years	32
5-10 years	15
10+ years	15

# A World Apart and the Worlds Within: A Spotlight on the EAL Team at Saint Mary's Academy

By Gina Topolniski, School Administrative Assistant

Saint Mary's Academy (SMA), established in 1991, sits high atop one of the many hills in Canada's Appalachian range in the far northwest corner of Anglophone School District West. It is the first school, geographically speaking, east of the Quebec border, a mere eighteen kilometres away. A relatively small school in Edmundston, one of New Brunswick's eight cities with a population of over seventeen thousand, SMA services a huge catchment area and is home to three hundred students in grades K-12 in a predominantly francophone area.

The city of Edmundston is located at the confluence of the Saint John and Madawaska Rivers. It boasts a large hospital, Mont Farlagne ski resort, world-renowned biking trails, a sports complex (complete with an eight-lane pool, a climbing wall, and an indoor track), several rivers for canoeing and kayaking, an eighteen-hole golf course/cross-country ski trail, dance studios, spin classes, gymnastics, a large hockey arena (home of the Blizzards), a provincial park with botanical gardens, Université de Moncton and CCNB campuses . . . the list is extensive. These many amenities make Edmundston an attractive option for those looking to settle in New Brunswick, immigrant or domestic. To help ease the transition, the city has an active newcomer/multicultural association with two SWIS (Settlement Workers in Schools) employees who work together with SMA to help acclimate newcomers who have chosen this city as their home. It is clear from the outset that we want them to stay.

In the past two years the student population at SMA has increased by more than 30 per cent, the majority of this increase being newcomers to Canada. SMA has always had a diverse student body, and it is not uncommon to hear many languages spoken in the hallways, but the 2022-23 school year has seen an even greater influx of families into the city. With the war in Ukraine and conflict in other parts of the world, the student population has increased in diversity, in needs, and in numbers.

To assist with this, SMA is proud to boast an English as an Additional Language (EAL) team: three incredible teachers with over eighty-five years of combined teaching experience who work quietly, deliberately, and diligently with patience and acceptance. These teachers work with small student groups as well as one-on-one with students of varying levels of English proficiency. Many small victories are celebrated daily.

These dedicated teachers lead an active Student Welcoming Committee, as well as a Culture Club that allows students to learn about different traditions and encourages curiosity and acceptance. The club hosts scavenger hunts, escape rooms, student appreciation days, outdoor learning activities, quinzhee building, snow sculptures, bonfires, hot dog roasts, sliding parties, and much more. Evening activities welcome all parents and guardians to give them an opportunity to meet others and make connections.



(Above) S'Mores for the first time  
Saint Mary's Academy Culture Club



(Right) Heather Dexter (VP) and Julie Michaud (P)  
prepping hot chocolate



**Welcome to Saint Mary's - Gina Topolniski SAII**

The school has always prided itself on its family environment. Friendly greetings in the hallways by both students and staff are common — everyone knows everyone — but that is not what makes the school unique. It is the feeling that, despite being small, SMA is a part of something bigger. Inclusivity, respect, and the recognition that the world is far larger than any of us may realize are values encouraged for new and old students alike.

The school community of SMA works hard to make certain students and their families are not alone, but it would not be possible without the commitment and enthusiasm of the EAL and admin teams. Thanks to EAL team members Bethany Toner, EAL lead teacher, and Kathy Soucy and Susan Hansen, tutors. Thanks also to Admin team members Julie Michaud, Principal; Heather Dexter, Vice-Principal; and Gina Topolniski, School Administrative Assistant. These dedicated professionals work alongside staff and teachers to make SMA “the small school with the big heart.”

**Kathy Soucy-EAL - practicing letter sounds = FUN!**



**Bethany Toner EAL Teacher- We got this!**

**Susan Hansen-EAL- Let's talk! "Tell me all about your favorite food!"**



# Stepping UP: Realizing Culturally Responsive Schools

## Developing an inclusive school culture for newcomer teachers

by Jay Joaquin, Upper Miramichi Elementary School

Upper Miramichi Elementary School is a small but vibrant school situated within the growing community of Boiestown. The newcomer population is not very high, but as is the case across the province, the region is growing and the student body diversifying.

Jay Joaquin is a Filipino Canadian who taught in the Philippines and Thailand for over fifteen years. He is currently a science, math, and art teacher for students from grades 3-5. In this article, he is sharing his path to become an educator in New Brunswick and a valued member of the Upper Miramichi Elementary School teaching staff.

### **What brought you to Upper Miramichi Elementary School?**

I had already been a teacher for many years before I moved to Canada in 2018. This profession has been my life and my source of fulfilment. I love the profession! It makes me feel complete knowing I am a part of the students' development by sharing my knowledge with them — not only academic but also practical knowledge that they can apply in their everyday lives. My desire is to continue what I have started, as I think this is a life mission for me.

### **Were there any barriers to teaching here?**

When I first arrived in New Brunswick, I was not able to teach here yet. My first job in Canada was actually as a cleaner at the YMCA, but I was able to become an afterschool staff member after a few months, as I do have a teaching degree and some course work towards my M.Ed. from the Philippines. But to teach in New Brunswick I had to take some additional credits at UNB in order to receive my Interim Certification IV. I also worked at Burger King to help pay for my studies. After that, I took a position at Go-Go Afterschool and later became a supply teacher. These experiences really helped prepare me for teaching at this school.

### **What did you need to learn to work effectively in this school?**

Since I knew I would be working with children in Canada, I thought that I would need to learn more about the children here (e.g., their behaviour, perspectives, interests). This included understanding the similarities and differences between their diverse cultures and ways of life. I needed to learn how to work with children when issues arose. For example, I needed to understand if I was using the right words when I spoke with them, if they were understanding me, or if I was confusing them. I think working as a childcare staff worker opened the door for the things I needed to learn. This served as my training, preparing me for my work in the larger world.

My friends, including my co-teachers at Upper Miramichi Elementary School and many other educator friends, were always there to help me when I had some questions. In all my roles, the staff I worked with, in all the jobs I did, were very patient with me and provided me the help I needed, and still sometimes need.<sup>[1]</sup>

### **What resources and supports were helpful for you?**

The best resources I had were the people I met in my journey. Although every now and then, I would read articles that had to do with education in NB, I would give more of the credit to the people I met on this journey. This includes my Filipino friends who have been in NB for a while, my friends I met from the Multicultural Association, my professors who worked with me while I was doing courses at UNB, my classmates at UNB, my coworkers at the YMCA and Go-Go Afterschool, and the many teachers, principals, and EAs who became friends while I was doing my supply teaching. Most of all, I am thankful to all the staff at Upper Miramichi Elementary School.<sup>[2]</sup>

### **What challenges do you face?**

The biggest challenge is the adjustment to the culture and life here. I needed to do my own personal observation to see things for myself. A lot of times I needed to be silent and live by the saying "less talk, less mistakes." I tried my best to adjust but not necessarily change my ways to adapt.

Sometimes the adjustments seemed funny. One time my principal, Grant Ross, offered to buy something for us from Tim Hortons. This was on a day that we were looking after the kids who were having fun for the Winter Carnival. I was kind of starving, since it was close to lunch. I didn't know what would be a good thing to get, so I got a sandwich. I realized after that he must have meant coffee and drinks, because that is what everyone else had, and I was the only one eating. These are just small cultural things that I'm still learning.

### **Can you describe what it was like when you first arrived at Upper Miramichi Elementary?**

When I first arrived at the school, I saw and felt the astonishment and wonder in my students' faces and actions. Although the first few weeks were challenging for me, I eventually felt the warm welcome of the students. They made me feel that I belonged and that they were also so happy having me as their teacher. Now, they are very involved in my class. They always talk to me outside the classroom, and they ask for help when they need it, making me feel that they trust me a lot. I'm still getting to know the parents, but so far, I would say that I get along well with them. They always smile and acknowledge my presence.<sup>[3]</sup>





**What benefits are you seeing developing from your work?**

Seeing the children smiling, having fun, playing, and learning is very rewarding. I learn a lot from my students. I am learning how the system works here, and I am slowly able to adapt to find strategies that will work here. I also find ways to integrate the system I used back in Asia to the system here, making diversifying evident in my teaching. So far, there are several things I learned from being a teacher here that I can apply inside the classroom and the school. It is really good for the students to learn about life in other countries. I can easily relate to them, too, as I had many similar experiences to theirs when I was younger.

**What are your next steps?**

My journey is ongoing. I am currently on a D contract, so I am looking forward to a permanent job in the future. I like the grade level I am teaching, and I plan to stay for now. I want to be involved in some activities that have to do with learning about education and diverse cultures. I also have plans to resume a master's degree in the future.

**What advice might you give to other teachers in your situation?**

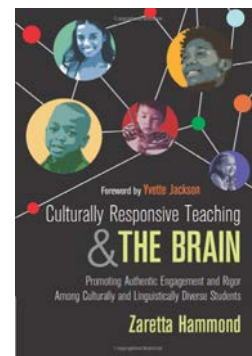
This journey has not always been easy. There is racism in Canada, and life in this country is very different from the country I grew up in, which makes it more challenging and stressful. I would recommend that teachers be unafraid to try new things. Do not be scared to show your real self, as that is your trademark, a trademark that no one should ever take away from you. Not everybody will like you and what you may be doing, but that is normal. Climb the ladder at your own pace, and never have someone tell you otherwise. Share your culture, show what you got, and share with everybody, because schools are usually very inclusive and accepting. Do not fear making new friends. They will be very helpful on your journey.

**What advice would you give to schools who have newcomer teachers?**

Just like what the school did in my case, schools should first let the teachers feel they are in the right place by giving them a few days to observe the school environment. Next, ask the teacher for feedback about whether the school is good for them. Give the newcomer teacher the necessary help they need, as they are basically starting from scratch.<sup>[4]</sup> Be open to answering questions if the teacher needs clarity. Be patient with them. They are still adapting, and this might take time. In some cases, this will be overwhelming for them and may be causing them enormous stress. It is important to make the teacher feel like they belong, just like a family, and show them that the school is being patient with them. Introduce them slowly to the school, the system, and the tasks. Newcomer teachers need security. Make them feel that they are protected. Take them under the wings of the school. Group and wellness activities will help them loosen up as well. Most of all, as long as it is appropriate, be accepting of their culture and ways.<sup>[5]</sup>

*The Stepping UP: Realizing Culturally Responsive Schools series is coordinated by EECD and NBTA contributors Francis Bennett, Kathy Whynot, Craig Williamson, Monique Hughes, and Chantal Lafargue. This article series is a space for teachers to highlight their journeys in embracing culturally responsive practice.*

**You could win!** Send an email to Chantal.Lafargue@nbta with the subject line "Book Giveaway" to be entered into a draw to win this book:



**New Brunswick School Improvement Indicators:**

- [1] Indicator 6.2 Staff members are actively involved in creating and furthering an inclusive school culture.
- [2] Indicator 6.1 School leaders are actively involved in creating and furthering an inclusive school culture.
- [3] Indicator 6.3 Students are actively involved in creating and furthering an inclusive school culture.
- [4] Indicator 7: School-based staff members create and maintain a learning environment that celebrates diversity, is focused on equity, and staff members are vigilant in eliminating barriers and reducing inequities.
- [5] Indicator 20: School staff members ensure that the learning environment is welcoming, orderly, healthy and safe.

# But where are you *really* from?

By Thérèse Trofimencoff (she/they), Antiracism and Equity Coach, ASD-S



Hello beautiful people of the NBTA! Me again, Thérèse Trofimencoff, your friendly neighbourhood Antiracism and Equity Coach from Anglophone South. In my travels across the district and in life, I have often come across this question: “Where are you from?”

This question, and its derivatives, comes up with reliable frequency when you’re a racialized human in a mostly white place. Often, it comes once a lovely moment has occurred, and everyone is feeling a little bit pleased with how the new interaction has gone. And then, the question.

“Can I ask you a question?”

Always an interesting start.

“How do I ask a kid in my class about his background? Like, where he’s from? Where he’s from, from. You know? I’m just so curious!”

It’s not as innocuous as it seems. Why? Allow me to elaborate. Black, brown, and racialized humans are asked what our background is, what our ancestry is, where we are from, how long we’ve been here, what our ethnicity is, and essentially why we look the way we look, regularly. It comes from a place of honest curiosity and interest, but in pitting impact vs intent, impact matters. It can matter a lot more than intent.

The intent is curiosity. It is to know more about a new culture, perhaps, or to know more about the person. Most of the time, if not all the time, it is a purely innocent request for information. But now is when we mention the impact. When asked with such predictable regularity, the underlying message behind this question is this: “You’re clearly and markedly different. It’s unusual for you to be here. How did it happen that you are here? Why are you here? You don’t belong here.”

My parents immigrated to Canada about forty years ago. They both have kept their charming, melodious accents. My mother is Black. My father is racially ambiguous but is more

brown than white. They are retired and like to participate in every imaginable activity. Having lived here for most of their lives, they still get “Where are you from?” Moreover, when my mother inevitably retorts, “I have lived here longer than you have been alive!” people smile but insist on knowing the answer to their question, continuing to ask, *But where are you from?*

Imagine that for a moment if you can. You are asked to reveal your ancestry, your geographical history, your story, to any curious person who happens to be in a conversation with you. You’re asked to justify why you are in the room. Wouldn’t you be tired?

Here’s the thing. If you’re friends with someone who is racialized, eventually it’s going to come up. It’s part of the context of a person’s lived experience, so it’s likely to come up if it’s relevant, and if you have that kind of friendship with the person. And if it’s not, or if it’s painful, it’s not going to come up.

I often introduce myself by telling people my first name, and only my first name. Hi, I’m Therese. It’s French. No, not Theresa, Thérèse. “Tah-rez.” I don’t offer Trofimencoff in casual settings unless I must or it’s specifically asked. And sure, I get it. I didn’t know how to spell my own name until . . . hmm, maybe grade 3? I thought my first name was Thèrese not Thérèse. Those accents.

And that’s just my first name. Luckily, I have only the two names in total. My last name in and of itself is a story. It’s a French spelling of a Soviet town. Egypt is my birthplace, French is my first language, I speak Arabic, and I am learning to write in Arabic but only have learned about 25 per cent of the letters so far. I look Spanish or Lebanese depending on what I wear and how I wear my hair. Somewhere in my ancestry, there’s some German. A lot of French cultural practices resonate with me.

That’s a lot to unpack for an introductory how-do-you-do. The question “Where are you from?” is a reminder of how we don’t belong, how we’re different, and suggests that we somehow need to justify why we are here, in this space.

I’ve learned to become comfortable with unanswered curiosity and take comfort in not knowing.

# Calling All Supply Teachers!

Please register each school year  
at [www.nbta.ca](http://www.nbta.ca)  
(after working your first day)



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

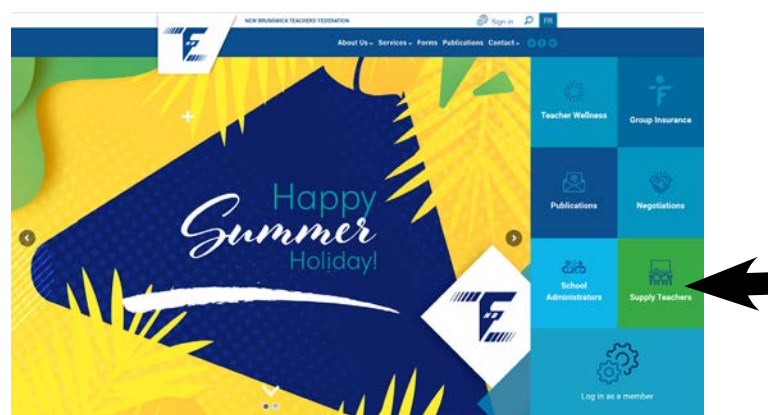
[www.nbta.ca](http://www.nbta.ca)



click on:

Early Career and Supply Teachers

[www.nbtfffenb.ca](http://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](mailto:carlene.parker@nbta.ca).



In 1903, Several county-based teacher organizations joined forces and adopted its current name, but the NBTA didn't represent all teachers province-wide until much later. Fast forward a few decades, and by the early 1940s, the membership grew to include all teachers in New Brunswick. By the mid-1950s the NBTA moved its office from Albert County to Fredericton, the capital city.

**News & Letter**  
 VOLUME 1 JANUARY 1979 NO. 1

This is the first in a series of regional newsletters which you will be receiving to keep you informed as to what is going on in your association. It is hoped you will read these letters carefully and then file them away for future reference in this binder. If you have any suggestions in connection with these newsletters please do not hesitate to forward them to us.

**MAILING LISTS** - When our mailing lists are made up in September we hope to be able to have a duplicate set of places made which can be divided into two groups, those wishing publications in English and those wishing publications in French. In the meantime, due to these mailing difficulties, we shall be able to send out only English copies. We trust our French-speaking members will bear with us until fall.

**PERSONALITIES IN THE NEWS** - Our Minister of Education, the Hon. Dr. Claude D. Taylor, along with Mrs. Taylor, left Moncton for Montreal January 11 through to Florida. He reported to return to New Brunswick February 12 to be here in time for the opening of the Legislature February 15. We trust Mrs. Taylor will return much improved in health. Our president, J. B. Carr spent January 23 and 24 in Ottawa attending a meeting of the Directors of the Canadian Teachers' Federation.

**COMMITTEE MEETINGS** - With the N. B. T. A. Executive Meeting planned for February 6 and 7, your N. B. T. A. committees have been very busy. Poor travelling conditions have prevented some members from attending, but meetings have been held as follows:

- January 10 - Special Committee on Act of Incorporation Pension
- January 17 - Licensing and Training of Teachers
- January 24 - Editorial Board
- January 24 - Finance
- January 24 - Workshop
- January 31 - Special Committee on Additional Staff Member
- January 31 - Resolutions
- January 31 - Curriculum

Your Secretary-Treasurer and Assistant Secretary attended all these meetings.

**RECOMMENDATIONS FOR ANNUAL GENERAL MEETING** - Our office hopes to have the recommendations from the Executive to the Annual General Meeting in the hands of the voting delegates not later than February 17, or 18.

**NBTA NEWS**  
 NEW BRUNSWICK TEACHERS' ASSOCIATION  
 May 1988 Vol. XXIII, No. 12

## Teachers: the persistent pros

By Rod Campbell, Director of Communications & Research

Teachers are often portrayed as the weary about their children, their worry about the quality of teaching, their frustration with the quality of learning materials and their weary about their salary. Whether they are concerned with professional recognition, they want the public to understand the responsibilities of their position and they feel personally both when an angry parent or radical talk-show host rails them unmercifully.

Ironically, in the face of this worry, teachers continue to do their work, continue to educate the children of their students, continue to improve their teaching skills and continue to enhance the reputation of their students, continue to improve their teaching skills and continue to enhance the reputation of their students, continue to improve their teaching skills and continue to enhance the reputation of their students.

The evidence of the persistence can be found throughout the Province. In St. John's, a media teacher from St. John's, agreed to do the video-taping of classroom scenes, extracurricular activities and even school discipline. In St. John's, a media teacher from St. John's, agreed to do the video-taping of classroom scenes, extracurricular activities and even school discipline. In St. John's, a media teacher from St. John's, agreed to do the video-taping of classroom scenes, extracurricular activities and even school discipline.

**NBTA NEWS**  
 NEW BRUNSWICK TEACHERS' ASSOCIATION  
 APRIL 30, 1984 VOL. XXVI, NO. 12

## School children as pawns

It's about a student's education in particular will see the most benefits of restructuring and governments have created.

The Board of Directors will see the most benefits of restructuring and governments have created. The Board of Directors will see the most benefits of restructuring and governments have created. The Board of Directors will see the most benefits of restructuring and governments have created.

By 1970, the NBTA evolved yet again to make way for three teacher organizations. From this point on, teachers could choose in which official language to receive their professional services by joining either the NBTA or l'Association des enseignants et des enseignants francophones du Nouveau-Brunswick (AEFNB). The newly formed union, the New Brunswick Teachers' Federation or NBTF, served all teachers in matters of working conditions and economic welfare. In the spirit of solidarity, teachers and their three organizations continued to work shoulder-to-shoulder, moving to their current location at the NBTF Building in 1990.

**NBTA NEWS**  
 Vol. XXIII, No. 9 June 1, 1981

## N.B. Teachers Go Back to School Councils host three days in May

Thousands of New Brunswick teachers travelled to Saint John and Moncton to attend the May Council Workshops. This is the first time the NBTA Councils have held these courses and workshops in the Spring. Organizers describe the three days of sessions as a lot of hard work but very successful. Teachers were able to choose from over 400 divided plenary sessions during the five-day period. Council days are organized and completely funded by the teachers themselves through their NBTA and Council dues, as well as paying registration fees and also costs for the three days.

The Council met in Moncton using the facilities at the Université de Moncton. Keynote speakers at these meetings included Barbara Johnson, a well known and recognized expert on discipline and educational evaluation. Dr. John Nixon who did several sessions including a keynote entitled "Setting School Success" and Dr. Melvin Patrick, Executive Director of Apple Canada Educational Foundation from the University of Alberta, who spoke on the topic "Looking Ahead to 2000: What will have changed?"

The remaining two Councils met at various locations in Saint John. Keynote speakers for the Saint John group included Stephen Lewis, Social Representative for UNESCO and former Ambassador to the United Nations and John Dyer whose address was entitled "Self Preservation: A Professional's Necessity".

Both Moncton and Saint John groups were treated as well to a performance by Theatre Nova Brunswick, especially produced for the Council days.

Stephen Lewis Leads Teachers in his keynote address. Stephen Lewis emphasized the importance of education and teachers in the society.

For NBTA Vice-Presidential election results see page 8.

**NBTA NEWS**  
 NEW BRUNSWICK TEACHERS' ASSOCIATION  
 February 22, 1988 Vol. XXIII, No. 8

## Moratorium declared

### High school reforms chug to a halt

"After considerable consultation with groups involved in education, I have decided that a moratorium is needed for full discussion of the issues involved in the implementation of the organization of secondary schools over the next several months. This will allow time to explore scheduling alternatives, reform and assess current curriculum and to make a decision as to whether a major part of the reform process will involve consultation with groups representing involved organizations, representatives of students, parents and other interested parties. This will be analyzed to determine whether a moratorium is warranted. All interested parties desiring their views be heard should be contacted by telephone or mail to the NBTA. All school districts in the province to be heard should be contacted by telephone or mail to the NBTA. All school districts in the province to be heard should be contacted by telephone or mail to the NBTA.

**NBTA NEWS**  
 NEW BRUNSWICK TEACHERS' ASSOCIATION  
 Vol. XXIII, No. 8 November 12, 1980

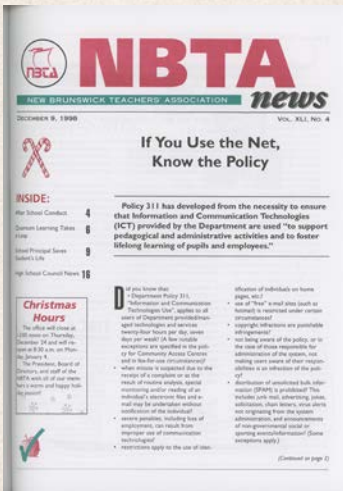
## Kindergarten to Become a Reality

By JIM DYWART, Director of Communications and Research

The recent announcement of a university-initiated kindergarten program in Fredericton, NB, brings us closer to the realization of an objective for which it has labored over the past several years.

The announcement came after the NBTF Board of Directors was asked to consider a proposal for the implementation of a kindergarten program. The proposal was submitted to the NBTF Board of Directors by the University of New Brunswick. The NBTF Board of Directors was asked to consider a proposal for the implementation of a kindergarten program.

Throughout its history, the NBTA has strived to be the respected collective voice of its members. Recently, its identity shifted to advocating for the teaching profession, influencing public policy, providing service to members, and offering opportunities for professional growth to teachers. As the logo suggests, the NBTA has navigated the rolling sea of public education for over a century.



2023 marks NBTA's 120<sup>th</sup> anniversary. Today, the association stands at over 6,000 teachers strong.



# Professional Learning

Dawn Beckingham,  
NBTA Staff Officer



## CONTACT 2023

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August 1-4, 2023

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Don't miss out on this fantastic opportunity to learn alongside and network with colleagues from across Atlantic Canada. Organized by teachers for teachers, this conference will see participants taking home great ideas to implement in classrooms. Thirty seats are available for NBTA delegates. To express your interest in attending, email [darla.anderson@nbta.ca](mailto:darla.anderson@nbta.ca) before June 1.

**Editor's note:** \*\*An error in the date was made in the last edition of NBTA News. August 1-4 is the correct date of this event.\*\*

## Council Day: Where should I be?

It's been a while since we've had a face-to-face Council Day. Here are a few reminders in case members have questions about alternatives to attending.

Our collective agreement gives NBTA members three days for professional learning. Two of those days are typically used in August for opening days. These two days are planned collaboratively with your NBTA branch leaders, school administration, and district. The third day is Council Day.

NBTA Policy 601 outlines members' responsibilities:

*"It is the responsibility of every member of the NBTA to become involved and participate actively in available professional growth. If professional learning is not meeting the specific needs of teachers, it is each member's professional responsibility to provide input and suggestions through appropriate channels. Teachers should be prepared to share knowledge and expertise with colleagues, to discuss professional issues with colleagues and to contribute to the on-going improvement of professional practice."*

Over thirty teacher volunteers have put together Council Day programs to meet a variety of needs for the majority of NBTA members. This is not an easy task; it takes a year to plan, and it is thanks to these teachers' volunteer efforts that Council Day events take place. Although councils have endeavoured to provide a wide array of options, it is recognized that Council Day attendance is not possible for everyone. This is why the alternate proposal is an option. An alternate proposal must be an independent professional learning activity that takes place at your workplace. NBTA Policy 612 states:

*"No event/session should be organized by district/department staff or school-based administration."*

If a teacher is not at work on Council Day then the usual process of submitting a request for leave must be done. On May 5, 2023, if you are sick, have an appointment, or you are attending another professional learning opportunity outside of Council Day, then a leave of absence must be requested through the employer's Absence Management System.

For those attending Council Day, don't forget to register in advance and to bring your proof of registration with you for scanning at the doors. We wish you all a great day of learning.

# ATTENTION TEACHER MUSICIANS!

## We need your help



Your NBTA is excited to share that the association is venturing into world of podcasting. Beginning in September 2023, a regular podcast will explore the many dimensions of education and the incredible impact that teachers have on the lives of students and their communities. The podcast will be published on various platforms. The title of the podcast is still incubating . . . more to come later!

We are seeking an original music track from the musically inclined for the intro and outro of the podcast. This can come from a teacher or students. Send in your original composition (thirty seconds maximum) to dawn.beckingham@nbta.ca. If your piece is selected, you will win a prize!

## FIERCE® Conversations

### Summer 2023 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 25 participants

**Cost:** \$30.00 for resource kit

**Date:** July 5 and 6, 2023  
NBTF Building, Fredericton  
9h00 – 3h00

Watch for complete registration details at [www.nbta.ca](http://www.nbta.ca) beginning June 9.

### Fall 2023 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:** October 27 and 28, 2023  
NBTF Building, Fredericton  
Friday 6h30 – 8h30  
Saturday 9h00 – 2h30

Watch for complete registration details at [www.nbta.ca](http://www.nbta.ca) beginning June 9.

*Note: 2023-2024 will be the final year that NBTA will subsidize kits at \$30.*

# Councils

## Elementary Council Day: Featured Sessions at Maplehurst Middle School

**Hughie Batherson,**  
Comedian/Humorist  
Hughie explains that making the classroom a positive place where laughter is invited will take the stress off and inspire students to take risks and be less afraid to speak up! Hughie shares his experience with linguistic insecurity and security and presents tips for promoting the French language. The session will address the great subject of collective and individual culture. He uses his observations drawn from his master's research on humour in the classroom and at work, which highlights the impact of a positive, humorous atmosphere on individuals at school. Hughie uses his rather bizarre professional experience (professor, university vice-rector, comedian) to take you on an adventure of happiness!



**Denise Gagne**  
Consultant/Creator Musicplay,  
Red Deer, AB  
In this session Denise will share fun lessons from Musicplay that will have your K-6 students singing, playing, moving, listening, responding, reading, writing, and creating their own music. The presentation will be in English but will include French materials.



**Dr. David Costello**  
Math teacher/Author,  
PEI  
Have you ever heard students say, "I forget doing that"? Far too often, classroom tasks prioritize short-term performance at the expense of learning. Making Math Stick is about students engaging in learning tasks that support mixed and spaced practice. Such a retrieval-practice approach to learning strengthens student mathematical understanding and the ability to recall previous learning, all while supporting students in developing their metacognition. In this session, David will share effective instructional and learning strategies that can be introduced into any classroom.



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## Elementary Council Day: Pre-Event Social

Kick off your Council experience, Thursday May 4, at the Old Triangle (751 Main Street), located across the street from the Delta Beausejour, beginning at 9 p.m. The band **Flea Market Underground** will perform. They are from Moncton, play an eclectic mix of songs from the last five decades, and focus heavily on Canadian content and harmonies. Please bring Council Day registration ID to receive admission to the Old Triangle.

## Elementary Council Vacancies

Seeking teachers to fill these vacancies at Elementary Council AGM: **Treasurer** and **Members at Large**.

Have questions?  
Contact Elementary Council President  
[Tracey.Comeau@nbed.nb.ca](mailto:Tracey.Comeau@nbed.nb.ca)



**Teachers: Use #ElmCouncil2023 on Council Day in your tweets, and you'll be entered to win a prize in our draw!**



# Middle-Level Meet-Up

by Breanna Saulnier

Middle school-level teachers have been hard at work over the past few years. With Council Day held in person this year, we cannot wait to meet face-to-face. Let's get together for the **Middle-Level Council Social on Thursday, May 4, from 9 p.m. to 12 p.m.** at the **Radisson Hotel** before Middle-Level Council Day on Friday, May 5. Come and enjoy great conversation, some live music, and let's see those dance moves! Resurgence is a high energy, 80s rock cover band consisting of Fredericton musicians. They have combined playing experience of over one hundred years! The bands and artists covered by Resurgence range from Bryan Adams, Journey, and Bon Jovi to Boston, Van Halen, and Def Leppard. With catchy music that everyone loves, Resurgence is sure to provide a great time!

Please join us in taking time to enjoy a night among colleagues from across the province. See you there!

**Middle-Level Council Vacancies:** Middle-Level Council is looking to fill four vacancies this year. Available postings include President, Vice-President, and two member-at-large positions. If interested, please reach out to [lynn.skinner@nbed.nb.ca](mailto:lynn.skinner@nbed.nb.ca) (Middle-Level Council President) and be sure to join us on Council Day (May 5) for our AGM.



## Council Day is Around the Corner. . .

Council Day will have a little something for everyone. Here are a few of the incredible learning opportunities available to you:

**Creating Safe, Affirming Learning Spaces:** Pride in Education (PIE) will present a full day of 2SLGBTQ learning sessions and networking to assist teachers of all levels to learn how to create affirming spaces for learning, incorporate inclusive programming into their curriculum, deal with difficult questions, examine available resources, and use an intersectional approach to learning. This presentation will include breakout sessions. Presented by PIE with Chroma NB and the ARC Foundation.

**How to Host a Hackathon:** Callysto has offered open and freely available online and in-person hackathon experiences to grades 5-12 students. Come and learn about data science and computational thinking challenges and how to inspire student and staff learning through hackathons.

**Creating Purposeful and Authentic Writing Units:** In this session, we will show how we have been designing units of writing for students in grades 6-12. We will share units and provide materials for teachers to use when designing their own. The focus will be on the what, why, and how of mentor texts and craft study; determining mini-lessons; ways to incorporate reflection; and how to deepen the understanding of the writing process and our unique writing identities.

**Go WILD with Outdoor Education:** Join us at Mactaquac Park to get to know local community partners who are supporting outdoor learning, climate-change education, and hands-on experiences for students. Take part in activities with each partner and bring home ideas for recreating the activities in your classroom! In the afternoon, get certified in Canadian Wildlife Federation's Project WILD educator program, where you will learn why and how we can take education outside of the classroom. A companion resource book with over 140 full curriculum-based lessons targeting literacy, numeracy, science, social studies, and fine art will be available. Contact [crystal.roberts@nbed.nb.ca](mailto:crystal.roberts@nbed.nb.ca) to order this incredible resource in advance.

**Projects to Save the Environment:** Looking for new ideas on how to introduce the Sustainable Development Goals to your students? Join Geoff MacDonald from the Gaia Project as we explore the exciting new Climate Labs program and its resources to investigate sustainability and solutions to climate change. This workshop will include information sharing and hands-on learning opportunities for teachers. All participants will receive free resources and a feeling of confidence in teaching about the important topic of climate change.

**Traditional Board Games from Around the World:** Come play some historical and traditional board games from around the world. The games provide a window into various cultures, and the rules are simple and easy to follow. What a great way to spark a cultural conversation with your students!

# High School Council

## Superb Social!

Join colleagues from **9 p.m.-12 a.m.** (Thursday, May 4<sup>th</sup>) at **McGill's on the Boardwalk** in Saint John. Wear your dancing shoes!

## Sensational Sessions!

Don't miss these featured sessions:

### Opportunities with the Canadian Armed Forces

*Capt. Adair Howe*

A presentation to highlight the opportunities and requirements involved in enrolling in the Canadian Armed Forces, including the Regular and Reserve Forces. It will focus on the processing of a file, age and other requirements, and the first year after enrolment. This will be an interactive Power Point presentation followed by testimonials from a teacher and parent of a military member, a teacher and engineer officer, and a currently enrolled student. A tour of equipment displays and a chance to further speak with young members of the Canadian Armed Forces Reserve to follow the presentation.

### The Happy and Healthy Teacher

*Michael LeBlanc*

It can be tough to feel happy and healthy with the way teaching is these days. Being happy and healthy is partly self-care and partly system-care. In this presentation we will focus on what YOU can control: building the skills needed to exit from a fight-or-flight state and move into being calm and present, finding periods of "recovery" through the school day, building a self-care routine that takes into account your limited time and energy, and figuring out how to use positive psychology to help you manage your stress and flourish at school.

## Full-Day Options!

Don't miss your chance to take part in some exceptional full-day options that are offsite and require preregistration:

- Outdoor Ed Experiential Learning with Shaun Gibbs (16 spots)
- Energy Site Tours with Adam Trider (20 spots)
- Roofing NBRCA with Jamie Slipp (12 spots)

## Art Adventures!

This year's Council Day art strand has several interesting full-day sessions planned at the Saint John Art Centre, including Crazy Quilting and Eco-Friendly Art Materials Production with Janey Mlodecki, Teaching Art in 3 Dimensions with Derrick Sleep, and Print-Making in School with Nathan Cann. Come out and have a blast!

### Media-Making Workshop About Teaching Sexuality Education in New Brunswick

*Dr. Casey Burkholder, Faculty of Education, UNB Fredericton*

What informs the practices of sexuality education teachers in New Brunswick? We would like to engage teachers in a media-making workshop that includes cellphilm-making, lino-printing, drawing, and zine production to make visible their self-curated sexuality education practices. As we move through the workshop together, we will prompt teachers to think about the questions: how do you take up desire in sexuality education? What are your boundaries in teaching sexual health? What do you wish you had learned about teaching sexuality education? Guided by these prompts, we will invite teachers to consider how desire, pleasure, joy, uncertainty, and resistance intersects with, diverges from, and (re) emerges within their sexuality education practices. Participants will walk away with broadened perspectives, activities, lesson plans, Power Points, and other useful resources for their own sexuality education classrooms. The workshop is part of an ongoing UNB research project on sexuality education in the province, and we would love your experience and participation! **Pre-registration is required.**

## Fun Fact!

There is free parking all over UNBSJ. Pick the spot that works best for you.

## Opportunities for You!

Your High School Council is looking for new members and encourages any and all who are interested in helping to plan future council days to join the team — plan for the future, today!



# Council Day: Friday, May 5, 2023

**Council Mission:** The aim of the Councils of the New Brunswick Teachers' Association is to promote and foster opportunities for professional learning, communications and curriculum assistance to the teachers of New Brunswick.

**Find Programs and more at [www.nbta.ca](http://www.nbta.ca)**



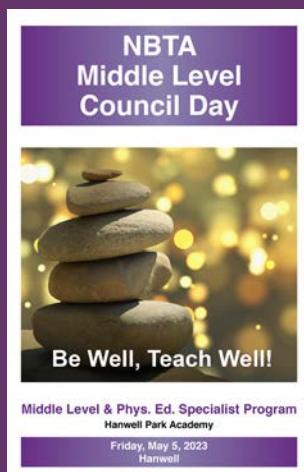
## Elementary Council & Music Specialist Strand

Casino New Brunswick &  
Maplehurst Middle School  
Moncton



## Middle Level Council & Phys. Ed. Specialist Strand

Hanwell Park Academy  
Hanwell



## High School Council & Art Specialist Strand

UNBSJ  
Saint John



**See you at Council Day 2023!**

# Fitting work into your life

by Michael LeBlanc,  
Coordinator, Professional Counselling Service for Teachers



*“Never get so busy making a living that you forget to make a life.”*

*- Dolly Parton*

In the March issue of the NBTA News I wrote about how difficult it is to be healthy while teaching. I introduced a new way of conceptualizing staying healthy as a teacher, something I call **Life-Work Fit**. This model moves away from “work-life balance” — the idea of finding a balance between work and life. Life-Work Fit is about fitting work into your life, not fitting your life into work. It’s a model that sees work as a part of your life and asks, “Who says work always has to come first?”

We are often reminded that our profession is a 24/7, 365-days-a-year job. It’s who we are. It’s our identity. But I think teachers are getting sick when they think this way. It’s just too hard for teachers to be healthy when teaching is their life. Maybe we need to adapt to the new reality of teaching and change how we work.

I want to challenge the notion that we have to dedicate our lives (and our health) to teaching. I believe that we can be amazing teachers, adore our students, and be effective in the classroom while still living a life where we do other things that we love — without feeling guilty or getting behind in our work. We keep waiting for the educational system to slow down, but we can no longer count on the system to change. So that means we have to change.

Maybe you are thinking, “That sounds fine and dandy, but for ten months of the year I really don’t have a choice but to set my life aside in order to do my job.” And I get that. Teaching asks a lot of us, especially these days. But how’s that working for you? If you’re like some of the teachers that come to me for counselling therapy, setting your own needs aside for ten months out of the year, one year after another, is making you sick and tired. It’s just not sustainable. It’s time to have conversation about adjusting how we work.

I believe that making a shift toward a healthier way of teaching involves five steps.

1. **Stop waiting** for the system to get easier and for things to come off your plate. Let go of the dream that someone will rescue you from the relentless demands of the job. Unfortunately, nobody is coming to save you.
2. **Put your job in perspective.** View teaching as a part of who you are. You are bigger than teaching. You deserve to have a life outside of it. And if it motivates you, use fear to help you by focusing on the long-term negative consequences of continuing to extend yourself over and over again.
3. **Accept that you need to change** how you approach teaching. The way you are working is likely not sustainable. If you are a sick and tired teacher, you are likely not a very effective teacher.
4. **Start changing now.** Don’t kick this decision down the road. Start taking action today. And if guilt is in your way, take action anyway. Guilt is feeling bad about something you should have done. But if you work so hard you get sick, what is it you didn’t do?
5. **Be strategic about which new habits you are going to build.** Think about ways you can both reduce the pressure on yourself and build in more activities that help you feel calm and joy.

**It’s never too late to start something new.**

# *If your compassion does not include yourself, it is incomplete.*

- Jack Kornfield

Here are some ideas to help you get started on making changes:

- Get into the habit of taking **five deep breaths from your belly** periodically through the day. It can bring you out of your chronic fight-or-flight state. Some of the teachers I work with do it dozens of times each day. The next step might be to incorporate mindfulness activities into your classroom so your students can feel the same benefits as you.
- Bring in **more self-compassion**. Being kind to yourself and thinking about your own needs can reduce the guilt that will come when you focus less on others and a bit more on yourself. Check out [www.self-compassion.org](http://www.self-compassion.org) for resources to help.
- Meet with some colleagues or even your school team to talk about how you can take care of each other better. It is easier to make these changes when you are not alone doing it.
- Purposefully step back from some things. Be a minimalist for a while. Maybe it's one less extra-help session at lunch. Maybe fewer meetings for the extracurricular activity you oversee. Then use that time for personal recovery.

- Eat your lunch every day, even on duty days. No profession should be so busy that you can't eat for nine hours.
- Set boundaries around your energy and time. Perhaps stay in your classroom for five to ten minutes to recharge a bit or even say no to new requests that are not mandatory.
- Establish hobbies outside of work that are just for you. Reading, exercising, home projects, or knitting. If you don't have a hobby, finding one is a good place to start. Why? Because you also matter.

Implementing these changes won't be easy or quick. But if you stick with the process, you might eventually find yourself with less stress and more joy. The sooner you accept that you need to teach differently, the sooner you can put teaching in its place: **part** of your life, **not all** of your life.



### CTF - Did you know?

NBTA is a proud member of the Canadian Teacher's Federation (CTF), an organization which represents the interests of over 365,000 teachers in every province and territory. CTF is a bilingual federation which offers a variety of programs, services, resources, and events that support teachers' professional learning, economic and personal well-being. NBTA staff and teacher volunteers contribute to and benefit from this network, not only in Canada but beyond its borders through its affiliation with Education International.

Pictured above are NBTA President Connie Keating and Executive Director Ardith Shirley at the April Board of Directors' meeting.

In the quest to amplify New Brunswick's teachers' voices on the national stage, the NBTA Executive Committee has nominated NBTA President Connie Keating for the position of vice president of the Canadian Teachers' Federation. It is hoped that this leadership bid will yield dividends for teachers in Atlantic Canada in years to come.



*Pictured from left: NSTU President Ryan Lutes, CTF President Sam Hammond, and NBTA President and NBTF Co-President Connie Keating*

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