

Connected

empowering teachers • inspiring students • elevating communities



Peter Lagacy Begins his Mandate

NBTA Leadership Empowerment Series

HighlightED Podcast



NBTA

New Brunswick
Teachers' Association

October 2023
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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 *ConnectED* or to submit an article, contact Chantal Lafargue, editor of *ConnectED* by email at chantal.lafargue@nbta.ca or nbtanews@nbta.ca.

We look forward to hearing from you!

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From the President's Desk


Canadian Teachers' Federation award recipient, Diane Woloschuck, once said, "As a teacher on the first day of school, you walk into your classroom and you see all those pairs of eyes looking at you - brown eyes, blue eyes, black eyes, green eyes, friendly eyes, happy and eager eyes, mischievous eyes, sad and lonely eyes, sometimes angry eyes, all of them seeking a connection, and we look back with smiling eyes that say, "Welcome!" Although this was said at a Canadian Teachers' Federation event several years ago, her words have a particular meaning in our New Brunswick classrooms today.


I hope you have had a strong start to the school year, and that it has been filled with rewards that I believe make teaching one of the most impactful careers. For the first time in over 20 years, I find myself missing those pairs of eyes, and instead I have been busy meeting, planning, and advocating with stakeholders on many of the current educational realities.


In the weeks prior to taking office, I had the opportunity to attend the Canadian Teachers' Federation Educational Forum and Annual General Meeting in Ottawa. On July 28, the NBTF Board of Directors approved a tentative agreement which was ratified by the membership on September 13 following a two-week provincial information tour.


As you can see from the picture, I have had a busy and exciting summer. On August 1st, I began my role as your NBTA President, and shortly thereafter, I took on another new role as Papa to my grandson Sawyer. I was filled with pride as I read Sawyer a book from the Born to Read bag knowing NBTA is a partner of this program which provides books and resources for all new families in New Brunswick. I cannot explain the feeling I have as a grandparent, and during the first moments after his birth, I was given a new perspective on life, family, and what I want for our future generations.


During the NBTA executive orientation, I shared a few analogies linking my work as a skilled trades teacher and carpenter to the work we have ahead of us.

 Using my level, I explained that we must always keep a level head when making decisions that affect teachers and all New Brunswickers.

 My sliding T bevel helped to portray how we must look at situations and challenges that arise from all angles.

 My stair gauges and framing square illustrated that sometimes we may need to adjust the height of a set of steps, to make sure it fits, and that it is accessible to all.

 I used my measuring tape to symbolize the adage of measuring twice and cutting once.

 Finally, my framing hammer helped to show that sometimes we just may need to use some force to get the job done.

Looking ahead, we know we face challenges with staffing shortages in education. Teacher retention and recruitment is top on the priority list. We are in dire need of certified teachers who are willing to work in current conditions and are competing with the rest of Canada and beyond. A provincial strategy that will help to make New Brunswick competitive in a global teacher shortage is overdue. It's time to think outside of the box, and it is essential to ensure government, parents, universities, and a variety of other partners are at the table to address this issue.

For those currently working in public education, we need to continue to advocate for improvements in working conditions and learning conditions so teachers can be successful in the workplace and establish a healthier and more sustainable work-life balance. Classroom composition, Policy 322, and addressing unfilled absences remain priorities.

I am truly humbled and honored to be the spokesperson and official representative of over 6,000 NBTA members, and I will do my best to serve you well for the next two years. Please don't hesitate to contact me with your comments, thoughts, or an invitation to visit a school or branch event. One of my priorities as your NBTA President is to be accessible to you, the members, and I look forward to meeting you in person as I endeavour to visit as many schools as possible and sharing the awesome work that is going on in our classrooms.

Peter Legacy



"Papa Pete" celebrated International Literacy Day on September 8 by reading a book from the Born to Read bag to his grandson Sawyer.



One great story leads to another.

This saying sums up the many changes which are underway at the NBTA as we build upon more than a century of storytelling through chronicling the collective efforts, both the trials and triumphs, of the teaching profession in New Brunswick.

I have the great pleasure of reintroducing you to this reimagined quarterly publication, formerly known as the NBTA News. *ConnectED* is one of the many exciting developments at the New Brunswick Teachers' Association. Although *ConnectED* aims to provide regular updates to members about services and opportunities, it is also a venue for others to share cutting-edge and thought-provoking pieces about an array of topics that are relevant to the membership. Most importantly, this is a platform created for teachers, by teachers to shine a spotlight on the critical matters affecting publicly funded public education.

Additionally, the NBTA is also adopting new modes to shape the conversation about teaching and learning in New Brunswick. *HighlightED*, the new podcast series, features teacher-leaders who have inspiring stories to tell. Work is underway to harness the potential of social media and oth-

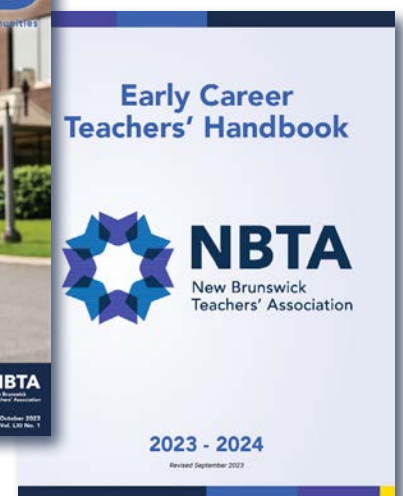
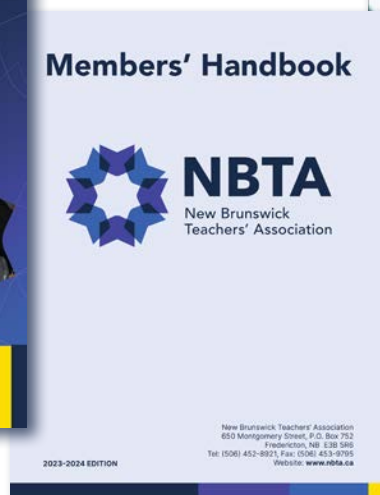
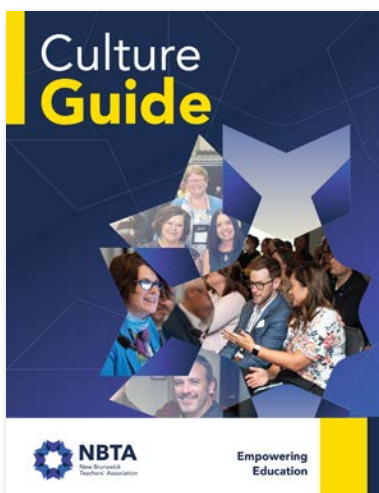
er digital tools to initiate teacher networks so that solutions-focused teacher-leaders can connect, engage, amplify our professional voices, and collaborate.

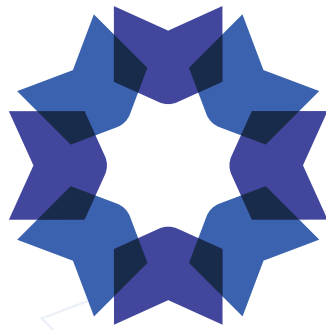
The NBTA Leadership Empowerment Series, which is also in its inaugural year, will offer a set of flexible, interconnected learning experiences through asynchronous, synchronous, and face-to-face options. The first cohort will focus on NBTA school representatives, whose central role gives them the capacity to lead powerful conversations in their respective schools and branches.

These changes were inspired by you in your responses to the Insight 2022 Member Survey. Last year, the NBTA board of directors, supported by various committees and staff, worked at bringing these initiatives and more to light.

Finally, you may have also noticed that the longstanding NBTA logo featuring the emblematic ship has also undergone a transformation. There is a long story behind that change. Find the short version on page five to discover the spirit of our new logo.

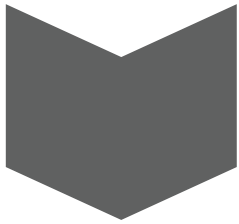
The NBTA promotes a culture of belonging within the membership through its accessibility, visibility, informed and timely decision-making, and streamlined communication.





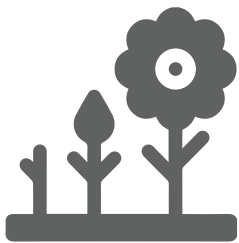
NBTA

New Brunswick
Teachers' Association



The book represents:

- the lifelong nature of learning
- the essence of teaching



The evolving flower represents:

- the growth of teachers in their profession from pre-service to retirement
- students' evolution as they move through school



The violet represents:

- NBTA's provincial status
- the impact that teachers have on students' lives in all corners of New Brunswick



The ribbon and its circular core represents:

- how building and belonging to communities makes us stronger
- the standard of excellence NBTA aspires to for the organization, the teaching profession and an empowered public education system

Empowering Education

Summary of Offerings 2023-24

Understanding NBTA Mandate

<p>Learning Experience I: NBTA Service & Support Map</p> <p><i>Description:</i> This tool allows members to access a paper or digital graphic to learn about the roles of the NBTA and be able to distinguish between those that are the primary responsibility of the NBTF.</p> <p><i>Availability:</i> October 2023 via www.nbta.ca</p>	<p>Learning Experience II: Discover your new NBTA Brand</p> <p><i>Description:</i> This tool allows members to access a paper or digital NBTA Culture Guide to learn about the Association's identity statement, services, logo, history, key messaging pillars, and NBTA website and social media contact information.</p> <p><i>Availability:</i> One copy per member distributed via NBTA School Reps (Aug. 28 to Sept. 7). Digital copy currently accessible at www.nbta.ca</p>	<p>Learning Experience III: Your new NBTA Brand Explained!</p> <p><i>Description:</i> This tool allows members to view a video to learn more about the NBTA history, identity statement, logo, and messaging.</p> <p><i>Availability:</i> Video NBTA Brand Introduction currently available at www.nbta.ca</p>
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Essentials for NBTA School Reps

<p>Learning Experience I: Basic Skills — Strong Foundations</p> <p><i>Description:</i> You are not the NBTA complaints department, nor is your sole role to forward emails! This session will examine the primary responsibilities of the NBTA school rep, allow for practical learning, networking, and burning questions.</p> <p><i>Availability:</i> All sessions are offered F2F between Sept. 21 to Oct. 21. Choose from 5 locations and either weekday or weekend preference. Register today at www.nbta.ca</p>	<p>Learning Experience II: Beyond the Basics: Digging Deeper into the Role of the NBTA School Rep.</p> <p><i>Description:</i> This learning experience will consist of asynchronous and synchronous virtual 30-minute sessions of a variety of topics.</p> <p><i>Availability:</i> Launching Feb. 2024 — Watch <i>ConnectED</i> for more details.</p>	<p>Learning Experience III: Your NBTA School Committee: Advanced Skills for School Reps. & Friends — Relational Trust and Role Connection</p> <p><i>Description:</i> Your school-based team is getting it done and this session will take you to new heights! Bring together your school-based NBTA team (PL Committee, school reps, wellness rep) for conversation, reflection, self-assessment, and goal-setting that will guide you towards elevating the school-based support for your colleagues and students.</p> <p><i>Availability:</i> Feb. 2 & 3, 2024. Registration details coming soon at www.nbta.ca</p>
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All Supply Teachers* must register each school year at www.nbta.ca

*after working their first day



Find Member Number Member section **Register**

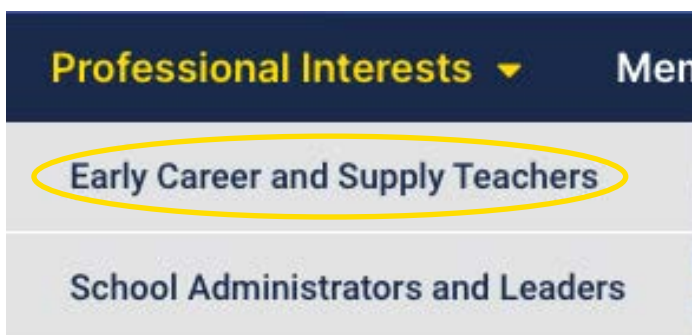
Empowering education

We believe in the power of teachers to inspire students and elevate our community.

Home Your NBTA Professional Interests Member Services/Benefits Communications Forms Contact Us

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

www.nbta.ca



click on:
Early Career and Supply Teachers

www.nbtffenb.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 NBTF

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



Introducing *HighlightED* – The Official NBTA Podcast

Dawn Beckingham
Director of Professional Learning

This school year your professional association is launching a new monthly podcast called HighlightED, where I interview teachers from schools across New Brunswick, who share their stories about amazing undertakings in their classrooms and schools that empower students in their learning.

You can access HighlightED on the homepage of the NBTA website or on podcast platforms. If you are interested in being a guest, would like to suggest an inspiring colleague who has lots to share, or have a great idea for a topic you'd like to hear about, please contact me.

Thank you to Cameron LeBlanc, a 2023 graduate from Bernice MacNaughton High School, who composed the music for HighlightED. The inaugural episode will feature past president Connie Keating and our new NBTA president, Peter Lagacy. They share their experiences over the past two years and their vision for the future of our association.

Here are a few sneak peeks of other episodes that will follow. Thanks for listening — and let's be in touch!

Marc Merhibi

As an ASD-E lead, Marc was very involved in hydroponics in the classroom. We chat about how it all started and what he envisions for the future.



Theme music composer Cameron LeBlanc (left) with HighlightED host Dawn Beckingham

HighlightED

PODCAST

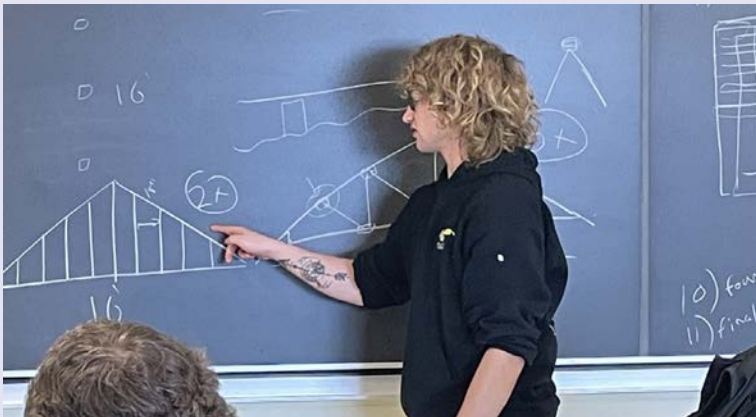
Jaime and Shelley Hunter

This mother-daughter duo share how they inspire each other. Shelley retired in June 2023, and Jaime is an early-career teacher. They speak about the importance of professional learning and giving back to the profession.



Jennifer Talbot-Lavigne

The Essential Skills Program at the high school level has opened the doors for so many students. Jennifer proudly explains the amazing progress her students have made, the important role of the community, and the link to global competencies.



Refining and Refreshing Pension Services

Michael Butler, Director Member Benefits and Services



What energizes me in my work life is two-fold: the ability to impact others in a positive way, and the opportunity to collaboratively find opportunities for growth and improvement. Those two pillars are helping to define actions we are undertaking within our pension services to members.

Almost immediately upon beginning my position at NBTA last year, it became evident how much members appreciate the pension services that have been provided by the Association. My predecessors would say it is the best job going—helping teachers transition into retirement and providing support at times in their career when they need it most. I have had the chance to experience all of that over the past twelve months and to better understand the value of the services provided.






At the same time, I have learned some of the challenges that come with the service model we have had in place. (For example, I learned that since 2014, the number of data points entered to create each pension estimate has increased from six to seventeen—almost a threefold increase, and it will continue to grow each year!) I also discovered some of the opportunities to leverage tools available for teachers through our pension manager, Vestcor, to eliminate redundancy in services provided by our partners and how we can collaborate with districts to streamline processes to achieve more timely service to members.

The vision for the future is to continue to provide valuable service to members targeted at the phases in their career when they need it. In turn, this will allow more time to provide personalized support for those members who are in their pre-retirement years. In order to shift from the model we have known without compromising the service members have valued so greatly, a multifaceted service delivery plan is rolling out this school year:

- Revamping the Pension Services section of the NBTA website to provide accessible, clear, and on-demand access to information for members, anytime, anywhere, when they need it;
- Refreshing the Pension Seminars to provide targeted learning experiences tailored to specific topics of interest to members; and
- Promoting and guiding teachers in the use of the Vestcor Pension Calculator Tool

This is a year of transition for many things at your NBTA, and the pension service delivery model is but one of them. We will continue to refine and enhance our services as we adjust and learn from the journey. Innovating is exciting but comes with the knowledge that there will be bumps along the way. Your staff team is committed to ensuring members get the services they need and value while always being open to new ways of achieving that goal.

Pension Information Sessions 2023-2024

What?	When?	Where?
Purchasing or Transferring Previous Service	Tuesday, October 10 7:00 – 8:00 p.m.	Teams 
Comprehensive Pension Seminar	Saturday, November 4 9:30 – 11:30 a.m. Deadline to register: Oct. 16, 2023	Teams 
Using the Vestcor Pension Calculator	Monday, January 15 4:00 – 4:45 p.m.	Teams 
Comprehensive Pension Seminar	Monday, January 29 6:30 – 8:30 p.m. Deadline to register: Jan. 8, 2024	Teams 
Comprehensive Pension Seminar	Saturday, February 10 9:30 – 11:30 a.m. Deadline to register: Jan. 22, 2024	Sussex Regional High School
Retirement Allowance Pre-Retirement Vacation	Monday, March 25 4:00 – 5:00 p.m.	Teams 
Pension Plan information for Supply Teachers	Monday, April 15 4:00 – 5:00 p.m.	Teams 

Register at www.nbta.ca

Accessing Your Funds for Professional Learning

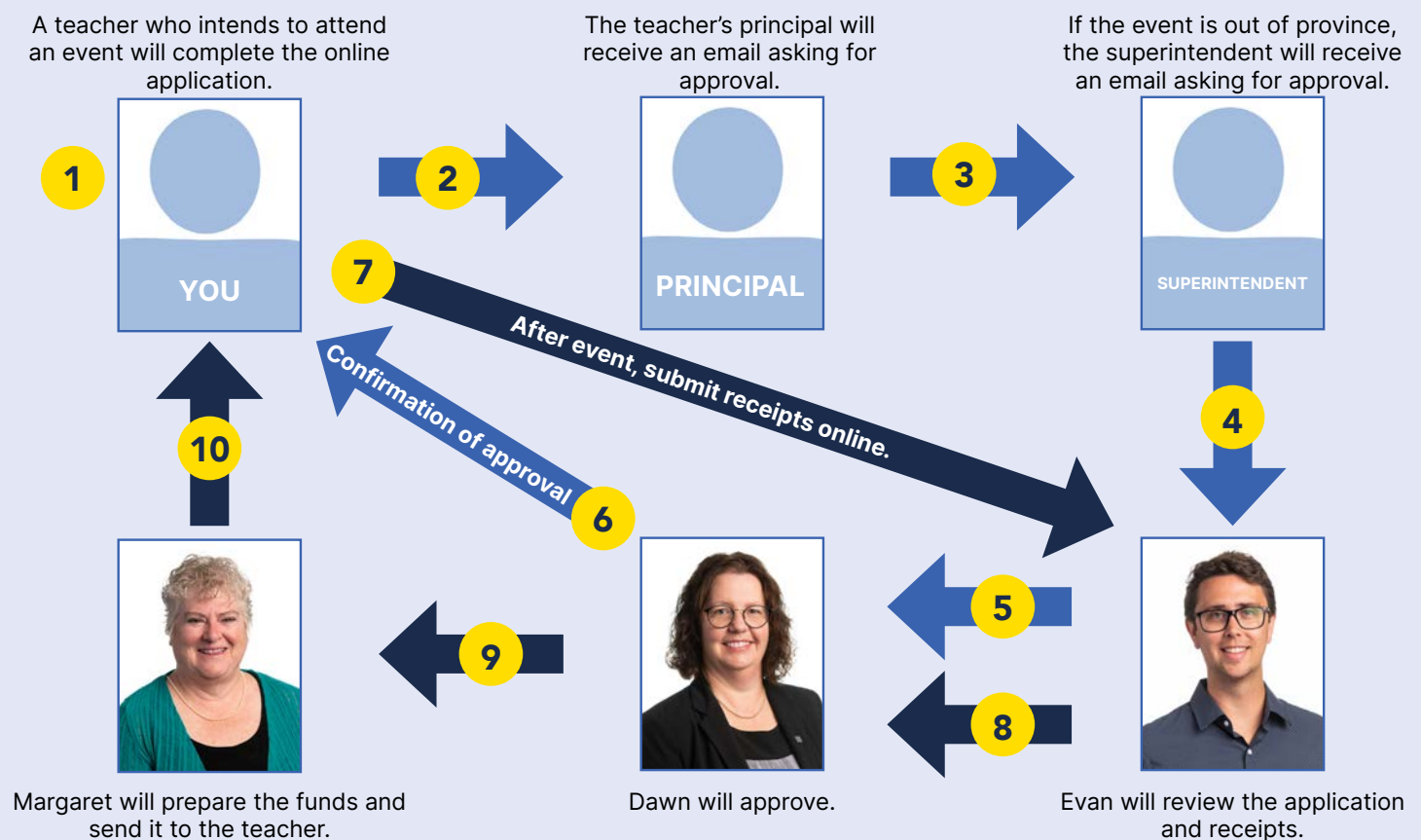
Dawn Beckingham, Director of Professional Learning

Educational Improvement Grants (EIGs) are funds provided to teachers so they can continue to pursue professional learning opportunities. Professional learning for teachers from 2020-22 was primarily a self-learning process for surviving the requirement of virtual classrooms, and the funds remaining for grants were healthy for obvious reasons. In the 2022-23 school year we saw a gradual increase in teachers accessing these funds. The number of applicants for the summer of 2023 shows that teachers have been very busy with professional learning during non-instructional hours. An increase in professional learning activity means that funds get depleted at a faster rate.

EIG funds come from three different sources:

1. Provincial funds (EECD and NBTA)
2. NBTA Councils
3. NBTA Branches

Currently, the provincial funds are depleted until January 2024. The other two sources are healthy at the time of writing this article. This diagram explains how the EIG system works and how teachers can benefit from the most funds available.



CONTACT 2023, a conference organized for teachers, by teachers took place in sunny Charlottetown, Prince Edward Island, last July. A small but mighty delegation of NB educators participated in four fantastic days filled with hands-on learning, and great professional and personal connections were made. This year's theme was **Taking Care: Your Profession, Your Community, Yourself**.

Next year's event will be held in Newfoundland, and each branch is encouraged to send a delegate. Funding is available to help offset the cost through the Educational Improvement Grant, and some branches have a budget line for this event as well. It's never too early to submit your name to dawn.beckingham@nbta.ca or evan.vanbuskirk@nbta.ca, and we will add you to the list. You won't be disappointed!

Supports for Early Career Teachers

Dawn Beckingham, Director of Professional Learning



POINT 2.0

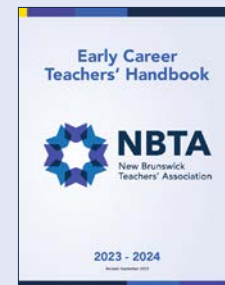
POINT stands for Professional Orientation and Induction of New Teachers, which aims to support teachers within their first five years. Each NBTA local branch has a POINT representative who acts as a support person to early-career teachers. Through this program, resources and funding are available to support you. If you don't know who your representative is yet, please ask around or contact Dawn Beckingham.

COMPASS Conference: If you are in year two of your career, any contract type or as a long-term supply teacher, this opportunity is for you! NBTA invites you to join us for our annual early-career teachers' conference on November 17, 2023, from 10 a.m. to 3 p.m.

Sessions will include NBTA/NBTF services, teacher benefits, contract information, certification, legal matters and more. Contact Janet.Peabody@nbta.ca for more information about registration and funding.



Classroom Management 101 includes a wide range of variables. Routines, procedures, behaviours, and communication impact how our classrooms run as well as how we feel as educators. Sessions will take place in a central location in each district in February 2024.



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

Elementary Council

Tracey Comeau, President Elementary Council

A new school year is a time filled with excitement, anxiety, and hope. Every September, teachers embrace change and begin the year with a fresh start. This year was no exception. We welcomed our new president, Peter Lagacy; we were introduced to our new NBTA logo; we ratified a new collective agreement; and we boast a new K-12 holistic curriculum. Our job is ever-changing, and no one can say it is monotonous. I hope, amid all these changes, you took a moment to breathe, refocus, and reconnect with your passion for teaching.

Your NBTA Council Executive understands the need for change and has taken your comments and concerns to heart. This year, in response to the post-Council Day sur-

vey, the three Councils have changed the delivery of Council Day to a blend of in-person and virtual sessions. When members tell us their needs, we are listening! The Elementary Council is partnering with the Art strand this year, and we will be in Fredericton for the in-person sessions. Please keep an eye out in the upcoming NBTA communications for more information as we get closer to Council Day on Friday, May 3.

On behalf of the Elementary Council, I welcome you back to another school year. I hope you had a restful summer, took time to recharge, adapted to your new changes, and have had a smooth start-up to your new school year.

Middle Level Council

A message from MLC President Tamara Carter

We are off to another exciting year educating our middle school humans! Your Middle Level Council is wishing for a positive start to your year, and we are looking forward to bringing you exciting, relevant, and current content for next year's curriculum days. All of us are already talking and sharing ideas, looking to bring all of you a meaningful experience this year. If there's something your teaching team has been talking about, a type of professional learning that could give you real tools you are looking for, now is the time to let us know! Our council executive is filled with representatives from around the province. Take advantage of that and reach out to any one of us! Our backgrounds are diverse, but we are all committed to making this year's mandate useful and accessible to all of our teachers, whether seasoned and cynical or fresh and terrified!

"Hi, I am Tamara Carter and I teach at Port Elgin Regional School. I've been teaching since 2005 and a member of MLC for the past seven years. I am also an NBTA rep for my school. This year I am stepping into the role of President."



"My name is Lynn Skinner. I've been a teacher for over twenty years in NB and have been a member of Middle Level Council for eight years. I am also NBTA rep for my school, Champlain Heights in Saint John, where I work in EST-R. This year I am moving into the past president position and looking forward to another great year of planning Council Day for our members."



"Hi! I'm Breanna Saulnier, your new MLC vice-president. I am a vice-principal and an immersion teacher at Port Elgin. I have served three years on our MLC, including as communications coordinator and awards chair last year. I'm excited to have another great year with my MLC executive!"



"Hey everyone! My name is Jonathan Spirrits, and I am an ELA and humanities teacher at Lewisville Middle School in Moncton. I've been teaching since 2014 and have been on the MLC for two years now. I am your program chair, an ELWE representative, and your council's secretary."



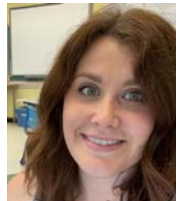
"My name is Jennifer Hickey. I teach grade 8 French immersion at Bayside Middle School in Saint John. I've been teaching since 2008 and have been a member of Middle Level Council for three years. I'm currently serving as your council treasurer."



"Hi, I'm Amy McClure. I have been a member of MLC for the past three years and am the lead for Middle Level Institutes. I am also the acting principal at Centennial School in Saint John and have been teaching since 2006."



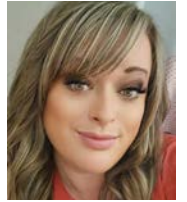
"Hi, I'm Nicole Wolno. I teach grade 4/5 French immersion at Quispamsis Elementary School in ASD-S. I'm entering my eighth year teaching this fall. This is my first year on Middle Level Council, and I'm looking forward to working with such a great group of people!"



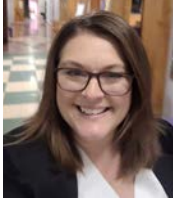
"Hi, I'm Kaitlin LeClair. I teach grades 5-8 French immersion at Campbellton Middle School. I'm entering my sixth year of teaching this fall. I am the NBTA school rep for my school and secretary for Branch 1538. This is my first year on Middle Level Council, and I'm proud to represent the north!"



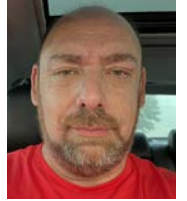
"My name is Erin-Beth Daneluk, and usually I'm at Perth-Andover Middle School. I am currently enrolled in the carpentry section of Step T at NBCC. I've been teaching for sixteen years, and after spending four years on High School Council, this is my first year at Middle Level Council."



"Hi everyone, my name is Liza Muise. I am the vice-principal at Barnhill Memorial School in Saint John. I've been teaching since 2006, and this is my first year as a member of the Middle Level Council. I'm looking forward to a great and exciting year!"



"Hi, I'm Richard Williams. I teach high school humanities and middle school social studies at Saint Mary's Academy in Edmundston, NB. I have been working in education and related fields since 1999. This is my second year on MLC."



"Hello everyone, I'm Rob Jeffrey. I teach grade 7 students humanities at Bayside Middle School, where I am also an NBTA Rep. I have worked in education since 2009, and this is my second year on the MLC. This year I'm excited to take on the role of communications coordinator."



Our outgoing past president, Sarah Brooks, deserves a special thanks for so many years of hard work on Middle Level Council. No current member is quite sure when she started. You are a force of nature, Sarah!

High School Council

Message from the President

Peter Woyiuk, High School Council

I hope that you all had a relaxing summer and find yourself rejuvenated as we enter the fall semester.

For over twenty years, I have been incredibly lucky to work with remarkable educators from all over our wonderful province and beyond. I am excited to be the High School Council president for the next two years. Your High School Council executive committee is a very dedicated group of educators, and I look forward to working with them on your behalf as we plan for Council Day and our Institutes. I hope you can participate in Council Day next May, as well as any Institute that interests you this year.

Teaching in today's classroom is challenging and with changing populations, it will continue to be challenging. I was reminded by my eighty-six-year-old aunt and former primary teacher in Nova Scotia that teaching has always been a challenging profession but also a rewarding one when you witness your students become contributing members of society. I am also reminded by my son that those entering the profession bring optimism and vision.

As I enter the last few years of my career, I am thinking about the changes many of us have been through. Some of the changes have been good such as improvements in inclusionary practices, an increased focus on experiential learning, plus the recognition that we need to educate more students in the trades. Some of the changes have been very challenging for teachers. I am sure we each have our list of positive and negative changes in our profession. No matter what has been thrown your way, you continue to show up for your students and give them your all. I am choosing to focus on the positive changes and all the good we as professional educators do for our communities. Remember that even during the school year, you must make time for yourself to recharge and refocus your energy.

Please 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.

High School Council Awards 2023



Recipient (R): Greg Webber, Fredericton High School
Presented by (L): Illyana Vermeersch



Recipient (L): Jennifer Shea, Rothesay High School
Presented by (R): Jenna Peacock

High School Council Awards 2023



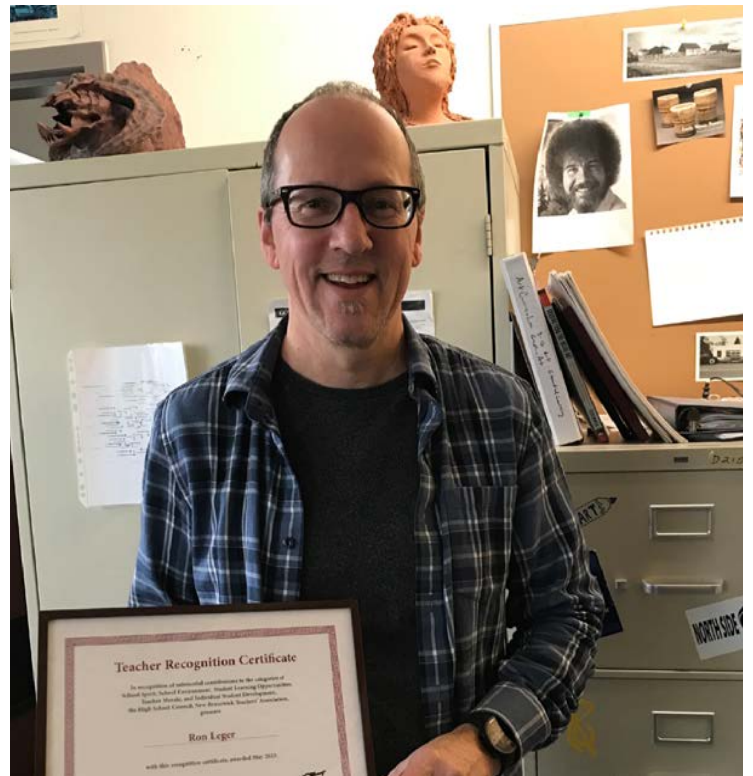
Recipient (R): Cheryl Morehouse, Bathurst High School
Presented by (L): Sheridan Mawhinney



Recipient (L): Tammy Lawlor, Fredericton High School
Presented by (R): Mark Garnett



Recipient (R): Patrick Cameron; Presented by (L): Alice Walker



Recipient: Ron Leger, Leo Hayes High School

Heidi Ryder Elected NBTA Vice-President



Heidi Ryder is the NBTA vice-president for 2023-24. She was elected to the role in April 2023 at the conclusion of the most recent campaign in which Doug Bobbitt, Jason Green, and Alyssa MacIsaac also ran.

“It is very humbling and exciting to have been elected as your vice-president for the upcoming school year. The opportunity to meet so many of you, from all corners of the province, certainly has given insight and perspective on the challenges we face. There is hard work ahead as our profession searches for balance between continuity and change in what are tumultuous times. It is vital that we work together to ensure that our voices are heard and valued, and I look forward to working on your behalf to amplify our collective voice.”

Heidi, who is the principal of James Memorial High School in Miramichi, is entering her twenty-fourth year of teaching and of involvement with her professional association. She has held numerous positions at the local branch level: school rep, secretary, PL chair, president, alternate director, and director. Over her years serving teachers she has also sat on many provincial committees from the 100th Anniversary Ad Hoc in 2001 to the In-School Administration Committee in 2023. In between she has sat on the board of directors and various committees and the most recent Structure and Services Review. Heidi was also the NBTA appointee to the provincial Teacher Certification Appeals Committee. As a New Brunswick Teachers’ Federation member, she has been part of the Federation Committee on Terms and Conditions of Employment and the Employee-Employer Relations Committee. As a member of the board of directors she was elected to the NBTA executive committee for five years and the NBTF executive committee for four.

Heidi holds a BA, BEd, and MEd from the University of New Brunswick. She has worked at elementary and high school, as an online facilitator, and as an administrator. In 2018 she was recognized by the Learning Partnership as one of Canada’s Outstanding Principals.

Branch	Doug Bobbitt	Jason Green	Alyssa MacIsaac	Heidi Ryder	Abs.	Total
0214	13	31	4	15	0	63
0215	62	242	46	180	10	540
0216	26	53	5	20	1	105
0217	17	8	1	12	0	38
0618	125	12	8	22	0	167
0619	94	75	184	56	1	410
0820	99	213	73	169	6	560
1021	4	14	14	9	0	41
1022	2	6	5	8	0	21
1023	9	38	15	32	2	96
1428	2	30	2	21	0	55
1429	5	60	4	42	0	111
1430	4	50	3	21	0	78
1431	1	59	1	18	0	79

Branch	Doug Bobbitt	Jason Green	Alyssa MacIsaac	Heidi Ryder	Abs.	Total
1450	6	9	2	23	0	40
1454	3	8	7	7	0	25
1536	1	7	0	27	0	35
1538	0	23	1	25	0	49
1542	0	11	6	79	0	96
1608	1	19	1	180	3	204
1610	1	7	1	141	0	150
1640	9	23	0	42	0	74
1724	6	16	4	20	0	46
1725	6	82	5	82	0	176
1809	7	15	0	15	2	39
1826	20	194	28	205	4	451
1827	2	13	3	19	1	38
Total	525	1318	424	1490	30	3787
%	13.86%	34.80%	11.20%	39.35%	0.79%	100%

NBTA Board of Directors 2023-2024



Peter Lagacy
President



Ardith Shirley
Executive Director



Heidi Ryder
Vice-President



Connie Keating
Past President



Christine Cormier
0214



Joanne Jardine
0215 (Alt.)



Alison MacEacheron
0215



Angela Hoogendyk
0216



Kerri-Lea Ryder
0217



Doug Bobbitt
0618



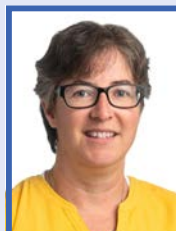
Ed Butler
0619



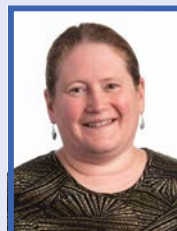
Liza Muise
0820 (Alt.)



Jillian Wilton
0820



Jennifer Wright
1021



Sally Cogswell
1022



Robert Barrett
1023



Sean Newlands
1428



Trudy Stiles
1429



Katie Saunders
1430



Dan McCarthy
1431



Jessica Cyr
1450



Shelly Lutes
1454



Curry Winchester
1536



Mae Cameron
1538



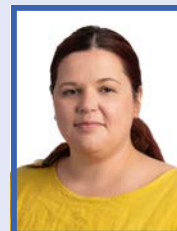
George Daley
1542



Laura Perry
1608



Carrie Ross
1610



Christa Gallivan
1640



Donna Urquhart
1724



Sheridan Mawhinney
1725



Angela Lardner
1809



Dominic Leach
1826



Gordon Linder
1826



Michael Fletcher
1827

AGM 2023 Resolution Results

Adopted Resolutions

5. Be it resolved that the NBTA ask the NBTF to negotiate for permanent Lieu Days for administrators.
6. Be it resolved that the NBTA ask the NBTF to negotiate release time for participating staff in national or international competitions and/or performances.
7. Be it resolved that the NBTA ask the NBTF to negotiate a fixed rate fee for the completion of paperwork or consultations requested by outside agencies to be completed by teachers.
9. Be it resolved that the NBTA request the NBTF to seek additional compensation for EST-R teachers that are expected to manage the working environments of Educational Assistants.
10. Be it resolved that the NBTA coordinate with EECD and Districts to implement a formal training and on-boarding program for new teachers.
12. Be it resolved that the NBTA advocate that EECD provides timely translation/language support for teachers, to meet the needs of newcomers and improve working conditions.
13. Be it resolved that the NBTA and NBTF work with EECD to develop emergency protocols (Eg. pandemics, cyber-attacks, natural disasters) for education.
14. Be it resolved that NBTA lobby EECD to change the current K-8 reporting system to a more efficient progress reporting system with "I can" statements in a checklist format.
15. Be it resolved that the NBTA lobby EECD to create a mechanism to ensure the privacy of teacher perception surveys, and other forms of teacher feedback.
16. Be it resolved that the NBTA works with NBTF and EECD to create additional support for teachers to upgrade their teacher certification, including tuition reimbursement.

Emergent Resolution:

- E1. Be it resolved that the NBTA lobby EECD to uphold the protections for teachers, support staff and students as defined by the NB Human Rights Act and the Canadian Charter of Rights and Freedoms.

Adopted Resolutions (in an amended form)

1. Be it resolved that the NBTA advocate for the Employer to implement a contracted supply teacher program.
4. Be it resolved that the NBTA ask the NBTF to negotiate five (5) days of bereavement time for parents who experience miscarriages before 20 weeks.

Referred Resolution (to the NBTA Executive Committee)

11. Be it resolved that the NBTA lobby School Districts and EECD to require feedback from teaching staff for administrator evaluations before a contract is renewed.

Referred Resolution (to the Resolutions Committee)

3. Be it resolved that NBTA provide a mechanism whereby members can know the status of provincial AGM resolutions that were carried so that they are more aware of the progress.

Defeated Resolution

2. Be it resolved that the NBTA develop a more efficient system for registering members.
8. Be it resolved that NBTA and NBTF consider separate bodies to represent teachers and school administrators.

2023 NBTA Centennial Award Andrew Jones Grand Manan Community School

Andrew Jones (left) with
NBTA President (2021-2023) Connie Keating



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 in recognition of having made a significant contribution to education in New Brunswick.

The 2023 Centennial Award goes to Andrew Jones, an exceptional teacher who has spent over 30 years improving the lives of students in a rural community. He is a teacher whose vision and innovative nature has resulted in remarkable technological improvements for both his school and students. This educator sees a problem and finds a solution. His contributions to the education system will be long-lasting and life-changing for many.

Andrew Jones has been teaching at Grand Manan Community School since 1991. Over that time, he has taught most grade levels and most subjects. His true passion is technology and the trades: he has been an integral part of all innovations and enhancements at his school. Andrew is a true "go-getter" and uses his knowledge and creativity to meet any need the school may have.

During Andrew's career, he has been recognized for many of his outstanding projects and impressive work.

- In 2004, Andrew received the IT Community Hero Award from the Information Technology Association of Canada.
- In 2005, Andrew won a Technology for teaching Leadership Grant given by Hewlett-Packard. This provided GMCS with \$25,000 worth of technology and \$2,500 additional dollars; the only Canadian school to win!
- In 2009, Andrew and his tech team won the National Technology Innovation Award.
- In 2018, Andrew won the Minister's Excellence in Education Award as a leader in his school.

Andrew is highly skilled in procuring funding for worthwhile technology and equipment for his school. Some have called it his superpower. Over the years, he has been able to acquire grants, donations, and sponsorships so that the school could have smartboards, FM systems, digital cameras, extra computers, and more. Anyone that has ever written a grant for funding will have great respect for the hours invested in such initiatives. From the very

beginning, Andrew was supporting colleagues with Grassroots projects, some of which helped get much more technology for the school. In 2008, Andrew helped support the school's music program by getting a \$10,000 MusiCounts grant that purchased new instruments. More recently, in 2019, Andrew helped find funds for a new playground for a school which was completed ahead of schedule due to Andrew's fundraising efforts.

Passionate about the trades, Andrew took an educational leave a few years ago when he realized the school would soon be without a trained teacher due to a retirement. Once again, he saw a problem and found a solution. Considering the lack of skilled trades teachers in the province, GMCS is extremely fortunate to have Andrew foster interest in courses like welding, carpentry and automotive. He purposefully and thoughtfully integrates real world applications when planning for his students; this may include fixing vehicles, building a garage for a community resident, and making safety and instructional videos for student use. During Covid, Andrew helped another teacher construct her outdoor classroom, complete with a makeshift campfire area and a picnic pavilion. Once again, he used his exceptional fundraising skills to find the money for this initiative.

Living in a small community can sometimes pose a barrier for students as access to some resources can be difficult. Andrew Jones has spent the last thirty-plus years ensuring that students attending GMCS have appropriate access to the most current technology and training. Andrew also runs the Grand Manan School Racing Team which attends the High School Challenge in the Miramichi each year. He wants the students of GMCS to have every opportunity available, regardless of any obstacle. Thankfully, he has been extremely successful in this endeavor.

Andrew Jones has also supported colleagues, not only within his own school but across the province. His solution-oriented approach to "getting things done" has inspired other teachers to follow his lead; he builds capacity in others and is open and eager to brainstorm anything that can better the student experience.

It is evident that Andrew Jones' career has been remarkable. His significant contributions to the Grand Manan Community School and the New Brunswick Education system have supported thousands throughout his exemplary career. We are pleased to bestow Andrew Jones with this exceptional award.

2023

Vince Sunderland Award for Outstanding Educational Leadership

Anna-Marie McLaughlin

Grand Manan Community School



Anna-Marie McLaughlin delivers her acceptance speech at the NBTA Annual General Meeting in May 2023.

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 or vice-principal, or an administrative team, who demonstrates the qualities of successful educational leadership, and fosters a positive school climate. The Award is named in honor of the first recipient, Vince Sunderland, a vice-principal at Riverview High School, who embodied all these characteristics.

This year's award was presented to an exceptional leader and team player who supports, guides, and motivates all of those around her on a daily basis. This leader not only manages the complex roles of both administrator and ESS-resource but supports students and staff with an enthusiastic and uplifting manner while doing so.

Anna-Marie McLaughlin has been a middle school and high school classroom teacher, a resource teacher, and a vice-principal. Her commitment to the Grand Manan Community school is centered on her belief that all students can achieve success with the proper supports and staff engagement. Her organizational and interpersonal skills allow her to manage and excel at both of her current roles: vice-principal and ESS-resource. While each role is equally challenging on its own, Anna-Marie is able to execute both proficiently due to her experience, compassion, knowledge, and integrity. Supporting at least sixty teachers as well as educational assistants is challenging, and Anna-Marie handles this role with empathy, respect, and an eagerness to help.

With the entire school community in mind, Anna-Marie is invested in all aspects of school culture. Her support of educational assistants, competency in developing strategies to support learners, as well as her ability to build capacity with new teachers contribute to the success of all that surround her. Her unique background as classroom teacher has made her invaluable as an ESS-resource as well as vice-principal. For example, she has been known to volunteer, co-teach, and support colleagues preparing students for the ELPA; providing the classroom teacher an opportunity to do more one-on-one with struggling students.

Anna-Marie is a positive influence and role model, by inspiring staff to perform at an elevated level and pursue their commitments to professional growth. Communication, relationship-building, and support for others are at the core of Anna-Marie's education-

al philosophy. She fosters positive relationships with students, staff, and parents and is always willing to listen and make informed decisions for the betterment of the school community. Her "hands-on" approach and "what is best for students?" attitude is what makes her an exceptional leader. Her impact is felt by the entire Grand Manan Community School, and she has dedicated her career to making that school the best that it can be.

In the words of students and parents...

"She was a great communicator and kept me up to date in very frequent case conferences."

"I will forever be thankful for Anna-Marie. She is one of the biggest influences for me following my dream to become a teacher."

"If I ever felt like I was going to fail, Anna-Marie was right there lending extra help or explaining the topic repeatedly in a bunch of different ways."

In the words of her colleagues...

"Caring. Committed. Compassionate. Knowledgeable. Supportive. Possessing a vision. Truly a pleasure to work with her, Anna-Marie has provided acceptance, kindness, and skills to the youth of Grand Manan."

"I believe that relationship building is one of Anna-Marie's superpowers!"

"She works with teachers, not against them; she takes time to be out in the school and not just in her office; she knows the students (and their parents) and I feel like she has been the "go to person" for staff for years because we just have so much confidence in her."

"The care she shows for students and colleagues is exceptional; she is truly the heart of the school."

For all these characteristics, endeavours and more, we are proud to bestow the 2023 Vince Sutherland Memorial Award for Outstanding Educational Leadership upon Anna-Marie McLaughlin.

2023

NBTA Credit Union Award for Excellence in Teaching

Janet Flood

St. John the Baptist/King Edward School

Janet Flood accepts her award at the NBTA Annual General Meeting in May 2023.



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 was presented to Janet Flood, an outstanding teacher, student exceptionalities educator, and colleague. She believes in inclusion as well as the importance of an entire school community to support student well-being and achievement. Janet has worked tirelessly at the K-2 level as a classroom teacher, resource teacher, and teacher coach. She has been involved in several initiatives which have enhanced student success as well as supported teachers and parents in the process. Her steadfast determination that all children can be successful, regardless of their circumstances, makes her a worthy recipient of this award.

Janet has taught at the K-2 level for most of her career, both at Forest Hill Elementary School and currently at St. John the Baptist King Edward School. Janet's commitment to her students through innovative practices, engaging teaching methods, as well as an undying enthusiasm for her profession has not gone unnoticed. In 2010, she received a similar award for her Excellence in Teaching. In 2018, she received the National Inclusive Education Award. Although these awards are important, Janet's finest achievements are within the walls of her own school.

Janet has spent over 20 years in the inner-city schools of Saint John where she has constantly strived to make a difference in each child's life. Her role as a resource teacher has allowed her to share her expertise in strategies to support students with severe autism as well as those with other neurodiversities.

Janet's inclusive practices also extend to parents and guardians as her "Parents as Partners" program allows young parents to be involved in their child's classroom.

Janet also introduced interventions such as "The Science of Reading" and "Flyleaf" to her own school as well as others in the district. Janet works hard to ensure that all students access a quality education while meeting other basic needs in the process. Janet's ability to support students, staff, and community is what sets her apart as she can often be heard saying, "When you know better, you do better." She has been an integral member of her school's leadership team for the past fifteen years.

In the words of her colleagues...

"Her motto 'it's for the kids' is lived and breathed in everything she does."

"She is a leader of continuous improvement and brings evidence-based practices to her colleagues. Her impact ripples through her whole school."

"She can often be heard saying '100%' but is giving '1000 %' to everyone around her."

In the words of parents...

"She has a warmth and kindness that draws her students in. My son was immediately captivated but her and she made him feel that he was the most important person in the room. The real magic is that Mrs. Flood makes every child feel that way."

"Even during the extra challenging times at the start of the Covid pandemic, with school shutdowns, Mrs. Flood continued to stay connected with her students. My daughter would light up when she would receive a notification from Ms. Flood..."

"She is by far the most excellent teacher I have encountered personally and professionally."

For providing so many students and teachers with a shining example of enthusiasm, inclusivity, and professionalism, we are proud to bestow the 2023 NBTA Credit Union Award for Excellence in Teaching to Janet Flood.



2023

Indu Varma Award for Creativity in Education

Tyson Theriault

James M. Hill Memorial
High School

The Indu Varma Fellowship Award for Creativity in Education recognizes an exceptional teacher that exhibits excellence in collaborative, creative, and interdisciplinary teaching practices. The teacher demonstrates a high degree of student engagement through the linking of various subject areas taught within the curriculum as well as a focus on artistic and creative aspects, such as art, music, and drama along with significant community involvement. The emphasis is on student-led creative and ingenious projects that promote inventiveness and foster higher-order thinking and problem-solving skills. This fellowship provides financial support for the further development of the innovative project or these teaching practices.

This year's award was presented to Tyson Theriault, a creative teacher who believes that student engagement promotes student achievement. Tyson encourages his students to employ a variety of strategies and approaches to demonstrate learning. This visionary teacher sees the benefit of personalized learning and a project called "The Block" which allows students to explore their passions and impact change in their community and beyond.

The goal of Tyson's project was to engage learners based on personal preferences. The "Block" is a two-hour period spent each day in the Humanities department where students meet curricular outcomes through course choice. The students also choose a capstone project used to demonstrate their learning in a specific area. Student projects ranged from recorded podcasts where experts from all over the world were interviewed to support outcomes in world issues, to the writing of musicals to demonstrate mastery of Modern History outcomes. Some students studied online courses with professionals in other countries; for example, studying and learning about the Holocaust was facilitated by a teacher in Israel. These highly engaged students also developed ways to raise money for Entrepreneurship class campaigns: school building in Uganda being one such worthy project. Through these projects, the students learned how to access grants and fundraise in ways that were new and innovative. These grants and monies surpassed \$50,000! Student interaction with people from all over the world has fueled a desire to continue studying, writing, and communicating to learn more.

The "Block" saw student attendance improve as students who had previously struggled to attend other classes now had perfect attendance. One student received a \$100,000 scholarship based on a project completed with Tyson, evidence that success is achieved when you are encouraged to pursue your passions. Students used problem-solving skills, communication skills, creativity, cooperation, collaboration, time management and a range of other skills to create projects that not only met but typically exceeded the prescribed curriculum. Tyson has shown that learning and achieving can occur by fostering innovativeness in a supportive and safe environment. His colleagues can often be found asking questions about this approach as its merits are evident in the building and community.





Do you know a fantastic teacher?

Nominate them for one of the NBTA's provincial awards:

- Centennial Award
- Vince Sunderland Award for Outstanding Educational Leadership
- NBTA Credit Union Award for Excellence in Teaching
- Indu Varma Award for Creativity in Education

Deadline: December 1
www.nbta.ca

new online nomination process

NBTA Honorary Life Membership 2023

Larry Jamieson

The New Brunswick Teachers' Association Honorary Life Membership is conferred on those deemed worthy by the NBTA Board of Directors for demonstrating exemplary contributions to the NBTA or public education on a provincial or national level. This year, we honour Larry Jamieson.

It is difficult to imagine someone more deserving of an NBTA Honorary Life Membership than Larry Jamieson. The words "dedicated service" are truly inadequate to describe almost four decades of work for the teachers of this province and their professional association. Larry has always put the needs of teachers first no matter the time of day, his current workload commitments or his location. He has provided calm, dependable advice and support to thousands of teachers, many of whom were facing significant challenges in their personal or professional lives.

Larry was involved with the NBTA for nearly his entire career as an educator and he served in almost every capacity imaginable within the NBTA at both the branch and provincial levels as an elected representative and on staff. He has been a School Rep, Branch President, Member of the Board of Directors, and served on numerous committees, including the Executive Committees of both the NBTA and NBTF. In 1997-1998, Larry was Vice-President of the Association and in 2001-2002 he joined the Staff for a one-year contract as Director of Communications. The following year he was hired in a permanent capacity as Director of Teacher Welfare Services, providing pension advice and support to over six thousand teacher members. Within a few years, he added the additional role of Deputy Executive Director of the NBTA.

Larry's work in the pension support portfolio could best be described as legendary. It was clear that he absolutely loved this role. He quickly developed an unrivalled technical knowledge of the New Brunswick plan and all its pro-

visions. Larry's understanding of similar plans from across Canada even led to him being consulted by other teacher organizations. For many years, the catchphrase for NBTA members who had any questions about pensions was, "Just ask Larry." Teachers were certain that the information they received would be both individualized and accurate.

In one case, when a teacher called Larry just after receiving grave health news, he drove halfway across the province that evening for a meeting in the family home in order for the member to make provisions to leave their loved ones in the most secure financial situation possible. This was an extreme situation, but it was indicative of the way Larry took care of teachers. He always put them first, period.

In 2009, Larry became the 4th Executive Director of the NBTA under its modern structure, succeeding Bob Fitzpatrick. Larry led the transition of the Association in its organizational modernization and through many major challenges. One of his greatest accomplishments was in the battle to protect teachers' pensions. His ability to mobilize the grassroots of the membership was instrumental in maintaining pressure on the government to recognize the uniqueness of the Teachers' Pension Plan, while at the same time, his personal expertise allowed him to work with stakeholders toward a solution. He was also instrumental in the establishment of Vestcor, helping guide that institution through its earliest stages.

For many teachers, Larry was the most recognizable symbol of the NBTA for their entire careers. Whether the audience was ten or several thousand, he was a solid, calm and knowledgeable leader who inspired complete confidence. For an exemplary career in service to the educators of this province, the New Brunswick Teachers' Association is pleased to bestow upon Larry Jamieson, an Honorary Life Membership.



NBTA Honorary Life Membership 2023

Michael Ketchum

The New Brunswick Teachers' Association Honorary Life Membership is conferred on those deemed worthy by the NBTA Board of Directors for demonstrating exemplary contributions to the NBTA or public education on a provincial or national level. This year, we honour Michael Ketchum.

Michael has always made supporting, assisting and caring for teachers his key priority. His deep understanding of wellness, be it mental, physical, or even financial allowed him to help thousands of teachers throughout his career. Dedicating a staff member primarily to pension support is unique among teacher organizations in Canada, and with Michael's experience as a teacher and counsellor, he was perfectly suited and qualified for success in this role.

Originally from Nauwigewauk, Michael holds a Bachelor of Science and a Bachelor of Education, as well as a Master's degree in Guidance and Counselling. He has worked as a teacher primarily within the New Brunswick education system but also has experience teaching in Alberta. He spent eighteen years at Fredericton High School as a teacher, Guidance Counsellor and Vice-Principal.

Michael joined the Professional Counselling Service for Teachers in 2007, quickly advancing to the position of Coordinator. Michael's background and skills allowed him to excel in this position. Not only was he able to provide sound advice for those struggling with specific issues, but he was also a major proponent of personal wellness. Michael made this an additional priority of the service and it remains so today. Improving the life, and possibly rescuing the career, of even one teacher who has been in a crisis is laudable. It truly is impossible to gauge the overall positive impact he has had on so many lives in just two years as a counsellor for educators.

In 2009, Michael moved from the Counselling Service to the NBTA Administrative Staff as Staff Officer for Teacher Welfare, providing individual and group pension advice and support for over six thousand teacher members. This is an overwhelming responsibility particularly due to the complexity of the Teachers' Pension Plan. Not only are the calculations demanding, but there are also numerous positive provisions available to teachers in New Brunswick which require ongoing education for the membership. Michael's technical knowledge and deep understanding of teachers' roles and the pressures they face, allowed him to offer the best options for their individual needs. Whether a teacher might be better served to retire earlier despite a financial disadvantage, working for an additional year to maximize a financial benefit or taking the opportunity for a pre-retirement leave, Michael's advice and support allowed educators to make their best-informed choices.

He travelled thousands of kilometres to meet with groups of educators and individual teachers. A gifted presenter, his sessions, whether it be to a large audience on a Council Day or in a small group in a staffroom, were always packed. When hundreds of teachers retire every year and each in-

dividual session and calculation can take hours, the pressures and stress of his role were high. Despite this overwhelming, although justified, need for his help, Michael was always patient, caring and professional. In fact, it was always a bigger concern for Michael when a teacher should have asked for help and didn't.

His duties as an NBTA Staff Officer weren't limited to the field of pensions. He also planned events, presented on various professional topics, and provided input on strategies regarding professional issues for the Association. He assisted and helped organize NBTA Committees on Pension, Wellness and the Counselling Program. Before his retirement, a source of great pride for Michael was leading the expansion of the Professional Counselling Service, resulting in the Teacher Counsellor team doubling in size.

Michael often quotes Canadian writer Robin Sharma. One of his favourite quotes from this author is:

"The purpose of life is to live a life of purpose."

We want to thank Michael for his life of purpose. The New Brunswick Teachers' Association is pleased to bestow upon Michael Ketchum an Honorary Life Membership.



NBTA Honorary Life Membership 2023

Tina Cole

The New Brunswick Teachers' Association Honorary Life Membership is conferred on those deemed worthy by the NBTA Board of Directors for demonstrating exemplary contributions to the NBTA or public education on a provincial or national level. This year, we honour Tina Cole.

Leadership and innovation have been the hallmarks of Tina's educational career. Calm, organized and hardworking, Tina has spurred progress in her classrooms, schools, professional association and on the national stage. Her experience as a school leader and her research on the topic of school leadership, particularly in communities with high socio-economic challenges have been recognized provincially, nationally and internationally.

Tina had an amazing career as an educator before she began work for the Association. Born in Saint John, she was a three-time graduate of the University of New Brunswick, earning Bachelor degrees in Business Administration and Education as well as a Master of Education in Curriculum Development. She began her teaching career at Kennebecasis High School and then had work experience in a wide variety of roles. She had teaching stints at Hampton High and Harbourview High interspersed with responsibilities at District Office, as a Technology Mentor and as a Community Schools Coordinator. Tina was also seconded to the Department of Education where she was involved in the early development of Distance Learning in New Brunswick.

Tina received significant recognition during her time as a school administrator. In 2008, she became principal of Centennial School, in a high-priority area of Saint John. Tina had an innate understanding of the needs of the community and its students. She was an inspirational and effective leader who developed strong ties between the school and community, resulting in major progress in a number of key areas. Parents knew that Tina was there to ensure that their children received the best school experience possible. Her achievements were recognized by the NBTA in 2013 when she was awarded the Vince Sunderland Memorial Award for Outstanding Educational Leadership.

Tina demonstrated an equal amount of passion in her work with the Canadian Association of Principals, also referred to as CAP. Originally becoming involved as the New Brunswick representative for CAP, she took on increasing roles of responsibility, eventually becoming President of the organization in 2015. She was instrumental in the development of the first-ever Pan-Canadian Research Study on the Canadian Principals. This two-year project was well-received by educational scholars across Canada and beyond. Due to her personal experiences, this study had a particular emphasis on serving high-priority communities, and Tina presented the results on numerous occasions across Canada. As President of CAP, she also was a speaker at the Canadian Teachers' Federation Women's Symposium.

In 2018, after completing a temporary contract with the NBTA, Tina was hired for a permanent position with the Association. As a Staff Officer, she was tasked with the area of Finance as a key responsibility and she very successfully modernized the NBTA budgeting process, allowing for significant improvement in both immediate and long-term budgeting, expenditure and accounting processes. With her background as a school leader and with CAP, Tina was well-prepared to fulfill her other professional responsibilities as an NBTA Staff Officer as well, providing support for NBTA Committees such as Enhancing Learning & Working Environments, Education Support Services, and Equity. She presented numerous professional learning sessions to teachers, particularly on the topic of leadership and to early career teachers.

Tina is a lifelong innovator, passionate educator, and an inspiring leader of teachers. For a career of helping students and their families, guiding other educators and for her service to her professional association, we are proud to bestow upon Tina Cole an NBTA Honorary Life Membership.



Congratulations Retirees of 2022-2023!

1538 Myrna J. Ainslie
Assoc Wayne J. Annis
1429 William J. Anthony
0215 Kevin F. Ashe
0215 Karen Y. Baggs
1724 Elizabeth A. Bailey
0820 Michele J. Banks
0215 Alison E. Bartlett
1429 Andrea L. Bell
1826 Penny J. Belyea
0820 Debra A. Bennett
0618 Jayne M. Bettle
0820 Krista L. Bishop
0215 Carole L. Blakney
0216 P. Lynn Bland
0820 Patricia S. Boudreau-Lemon
0619 Odette B. Bourque-Currie
1023 Kathleen A. Breault
1430 Katharine R. Brennan
0618 Lori L. Byers
0820 Tracy Carr
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1429 Susan L. Culberson
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1826 Lisa S. Davies
1826 Cathy D. Denovan
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0215 Catherine M. Duffy
0820 Jennifer A. Ellis
1431 Kathy A. Ester
0619 Lori A. Farren
1608 Larry W. Flanagan
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0215 Pamela D. Fowler
1021 A. Andrew Fox
1429 Jill R. Fox
0215 Kelly A. Francheville
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1450 A. Peggy Freake
1430 Susan M. Galbraith
1429 Daniel P. Gallagher
0619 Trevor Gallant
0215 Robert W. Glenen
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1536 Cynthia A. Harquail
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1429 Shelley L. Hawkes
0214 David B. Hicks
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NB Teacher Counselling &
Wellness Program

Gratitude and Well-Being: A Journey of Healing and Resilience

Lisa Calhoun, Counsellor/Wellness Coordinator

When I pause to reflect on the past year and the challenges that I faced, I am also reminded of the many things that fill my heart with gratitude. Gratitude has always played an important role in my life, and this year has been no exception. It has been one of the many practices that has added to my well-being and helped me on my healing journey. Life can be hard, as we all know, and sometimes it throws things at us that we aren't expecting. When life is chaotic or overwhelming, gratitude reminds us to hold on to the good things.

Last August, I was rolling along feeling great. I'd had a relaxing summer with family and friends, was well-rested, and was ready for the 2022-23 school year to begin. Then, early one morning, everything changed in an instant: I had a bad fall and suffered a concussion. Little did I know how much this would impact my life.

Optimistically, I thought I would be back to work within a week, maybe two at most. My body, however, had a different timeline in mind, and I had to go on medical leave for four months. Setting new goals each month to return to work, I finally started back very gradually in January with the help and guidance of an exceptional occupational therapist. I often reminded myself to take the time I needed to heal, just as I would advise my clients, colleagues, family members, or friends. It was an internal battle between wanting to be there for my clients and knowing that returning before my brain was ready would be counterproductive. I had to learn to let go and practise self-compassion.

Throughout this journey, I have gained new knowledge and a better understanding of concussions. One of the most significant lessons I learned is that everyone experiences concus-

sions differently, and there is no set timeline for healing. I realized how much I took the effortless functioning of my brain on a moment-by-moment basis for granted. Simple tasks like driving, getting groceries, texting, or even being in crowded spaces became challenging. I also faced the difficulty of an invisible injury, where people assumed I was back to work and feeling 100 per cent because I looked fine.

The emotional toll of this experience has been immense. I have experienced a wide range of emotions, including anger, frustration, sadness, loneliness, confusion, irritation, impatience, and disappointment. But I have also found hopefulness, happiness, joy, contentment, curiosity, connection, and peace. It has been a rollercoaster ride, but I'm continuing to make progress, and that is where I choose to focus my attention, thanks to the practise of gratitude.



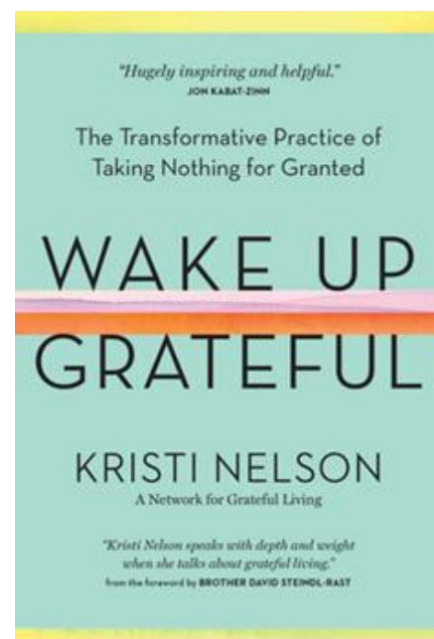
This past year has been filled with loss: friends, family members, and the loss of work and purpose. I have struggled with the inability to do the things that bring me joy and fill my cup, such as socializing, travelling, and attending family functions. I have felt disconnected and questioned my ability to ever return to my previous activities and work. A foggy brain, memory issues, and speech challenges have added to the difficulties. However, through vulnerability and seeking help from numerous people, including my own counselling, I have re-learned the importance of well-being practices: taking progress one step at a time, maintaining a positive attitude and mindset, and prioritizing sleep, nutrition, and exercise.

Throughout this journey, I have been immensely grateful for the support I have received. I am thankful for sick days, health insurance, understanding colleagues, a supportive super-


visor, and the guidance of various wellness practitioners such as osteopaths, optometrists, chiropractors, occupational therapists, physical therapists, acupuncturists, and reflexologists. Additionally, the unwavering support of my partner, mother, brother, roommate, friends, and other family members has been invaluable.

Gratitude and well-being have played a crucial role in my healing journey. Despite the challenges and losses, I have learned to appreciate the small victories and focus on progress. This experience has taught me the importance of self-compassion, resilience, and the power of gratitude in navigating life's unexpected obstacles. As I continue on my journey, I am grateful for the lessons learned and the strength I have gained along the way.

Lisa's book recommendation



Stepping UP: Realizing Culturally Responsive Schools



Recognizing the Meaningful Work of the Education Support Teachers for EAL

Vicki MacDonald (ASD-N), Bethany Toner (ASD-W), and Lindsay Lawless (ASD-E)

Where do you teach?

Vicki: King Street School is a K-5 school in Miramichi East (former town of Chatham). Miramichi is the largest city in northern New Brunswick. It is situated near the mouth of the Miramichi River, where the river enters the bay. We currently have a population of over 450 students.

Bethany: Saint Mary's Academy is a K-12 school located in the far northwest corner of Anglophone School District West. Close to Québec and the state of Maine, Edmundston is one of New Brunswick's eight cities. Saint Mary's Academy services a huge catchment area. It is the only English school in the city, and the closest other school in the district is sixty-seven kilometres away. In 2021, our school population was below 200. In September 2023, we will be sitting at a school population of 344 and growing.

Lindsay: Lou MacNarin School is a K-5 school located in Dieppe. We have a large population of newcomer students, and over the past two years, the number has increased dramatically. Our population is now over 700 students, and as of spring 2023, more than 47 per cent are newcomers to Canada. Last year, we welcomed over 100 newcomer students to our school. Within this cohort, over forty-eight countries and thirty languages are represented.

What is your role?

Vicki: We provide instruction in the four literacy strands: speaking, listening, reading, and writing using grade-level materials. Through the co-teaching model, we are given the opportunity to model scaffolds and strategies in the classroom setting. We work to develop academic language across the content areas to ensure comprehension for multilingual language learners (MLLs). In addition, we collaborate and plan with teachers for the next steps to meet student needs through formative assessment practices.

Bethany: I am a liaison between parents and everything else. Everything else includes transportation, housing, furniture, accessing proper clothing for our winters, school supplies, city personnel, medical personnel, educators, other parents, district staff, and more. Facilitating bonds with peers is also a crucial piece of the settlement and acclimatization process. Spending time observing interactions in the cafeteria, classrooms, gymnasium, and on the playground are incorporated into the EAL schedule.

Lindsay: We provide direct support to students who are MLLs either through small groups, one-on-one, or in-class support. We also create and monitor newcomer support and transition plans for some students as needed. We are members of the ESS team and support our school through the lens of cultural and linguistic inclusion.

What is the most important part of your work as an EST-EAL?

Vicki: I feel the most important work is to create a safe school community by having a strengths-based orientation toward students, getting to know them, and demonstrating support for their culture and home language. The languages our MLLs bring to school are major assets to preserve and value. When students can use both their home language and English in school, they recognize their home language as the invaluable resource it is.

Bethany: I feel the most important part of my work focuses on making certain that trust is established and lines of communication between the families and the team are always open. The family support of the student and the school's understanding of the family's needs are crucial to success. It cannot be ignored that our province has been actively engaged in newcomer recruitment, and without understanding and accommodation, retention of these newcomers is impossible.

Lindsay: It sounds simplistic, but the most important part of the work for me lies in supporting and advocating for the individual students. The students we work with have often overcome tremendous obstacles and are now sitting in our classrooms. I try to get a sense of who these students are, and what their interests are. That begins from our very first meeting, before they start school. As we transition them to the classroom, I share this information with the teachers and our school ESS team. Not only do we support the students at the beginning, but we often have the opportunity to work with them over several years and, in doing so, we can really pinpoint how to best support them if they hit a roadblock.

What results do you see developing because of your work?

Vicki: Students have shared their knowledge of cultural celebrations from their home countries such as Lunar New Year, Ramadan, Ukrainian Easter (pysanka) and Cinco de Mayo. These events have resulted in our students feeling part of their school culture, which in turn, I believe, has made them more engaged in their learning.

Bethany: Community. We are creating a multicultural diverse Saint Mary's Academy community where students are comfortable, engaged, seen, and heard. We have student ambassadors who welcome newcomers, a multicultural committee that organizes events, and parent nights to introduce our program and explain what we do in cooperation with the city Newcomer Association. We are always willing to try something new. It takes a village to raise a child, and that is what we are. The EAL teacher builds this village infrastructure by coordinating with all members of the staff from custodial through to administration. I am so proud of what we have accomplished.

Lindsay: I'm seeing shifts within our staff. We are actively looking for ways to embrace the diversity that exists within our school. We have created a cultural committee, and we are currently working on several projects to celebrate our students and recognize their backgrounds and cultures. I'm hopeful that through the work of our committee, we will establish school-wide practices that will become part of our school culture.



King Street Elementary School students performed a tinikling dance in honour of Filipino Heritage Month in June.



Newcomers to Saint Mary's Academy enjoy a night out at the local theatre.



Saint Mary's Academy Multicultural Fair

What advice might you offer to a school that doesn't yet have an EST-EAL but is interested in enhancing its culturally and linguistically inclusive practices?

Vicki: As part of our school improvement plan efforts, many of our school staff participated in a book study, *No More Low Expectations for English Learners* by Julie Nora and Jane Echevarria. I recommend this resource as a framework of understandings and practices for all teachers of MLLs.

Bethany: I recommend forming a welcoming committee for new students. Making sure that students feel welcomed and supported on their first day is essential for their happiness and success at school. It's great to have a friendly peer who can communicate with them, show them around, and make sure they don't feel alone.

Lindsay: I suggest checking out the EAL SharePoint site as it houses many great resources, courses, and documents. I highly recommend the Culturally and Linguistically Inclusive Schools (CLIS) course. It is so thought-provoking and has greatly impacted my work. I also recommend forming a committee and doing an environmental scan of your current school setting, which you can learn how to do via the CLIS course.



King Street Elementary students on a field trip to Fletchers Farm in October 2022

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.

After The Flood: the 2023 Canadian Music Educators Association Atlantic Regional Conference

Jennifer Purdue, Music Specialist
Nackawic Senior High School



The NB Music Educators Association (NBMEA) is pleased to host the 2023 ARC on Saturday, October 28 at Fredericton High School. Many Atlantic Canadian music teachers continue to find themselves rebuilding after the “flood” of COVID-19 and its impact on music education. We are pleased to announce a full day of high-quality professional music learning to inspire and encourage you as we begin the new academic year. Our headlining presenters are Denise Gagne, creator of MusicPlay, and Dr. Peter Boonshaft, professor emeritus at Hofstra University and director of education at Jupiter Band Instruments. There will also be sessions on music technology, band pedagogy, advocacy/fundraising, choral technique, and more!

Please visit nbmea.ca and click on “2023 Atlantic Regional Conference” for more information and to register!

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Project Overseas: Grenada



Sixty teachers from across Canada, with every province and territory represented, gathered in Ottawa at the beginning of July 2023. Besides being educators, we all had one thing in common: the inspiration to share our educational values worldwide as a part of the Canadian Teachers' Federation's (CTF-FCE) Project Overseas. Over the two-day orientation period to prepare us, we participated in activities, workshops, and discussions. The participants were split into thirteen teams, each going to their own projects and destinations in Africa, South America, and the Caribbean. My team, assigned to lead the project in the southern Caribbean island of Grenada, were Sabrina from Manitoba (MTS) and Mathew and Murad from Ontario (ETFO). Prior to the commencement of the project, we met online and were each also paired with a co-facilitator from the Grenada Union of Teachers (GUT), with whom we would plan and implement professional development during our time there.

As a team, we delivered workshops to the Grenadian teachers in four areas: differentiated instruction, assessment and evaluation, inclusive education, and technology in education. As a part of these workshops, we also shared activities and learning strategies within each of our areas that the local teachers could implement in their own classrooms. I co-facilitated the Technology in Education workshop and was fortunate to be paired with Ms. Camilia Edwards, an extremely professional and knowledgeable educator who teaches IT in Grenada.

Our workshop focused on incorporating technology into teachers' classrooms and lessons. We both went into the workshops knowing that the teachers in our group would have a wide range of experience with technology, so our first task was finding out from each teacher what

their needs were for their experience level and classroom. The group of participants were from all grade levels: pre-primary, primary, elementary, and secondary. What they all had in common was that, regardless of their skill level at the beginning of the workshop, they wanted to improve their technology skills and wanted to share in the evolution of technology with their students in their classrooms. By identifying the participants' needs, we planned our workshops accordingly and focused on an introduction to Microsoft Teams, basic and advanced uses of Microsoft PowerPoint, Canva, Kahoot!, and Microsoft Excel.

Throughout the workshops, the teachers shared their individual needs, experiences, and challenges in the classroom. While some teachers were equipped with computers, whiteboards and projectors, others were still working with chalkboards and had limited access to computers or the internet. Taking all of this into consideration, we focused on sharing ways to create interactive activities and games that can be used in classrooms with and without access to the internet. Once lessons and activities were made, teachers were given the opportunity to share their creations with the group — this was an exciting and encouraging occasion for the teachers, as it inspired them to take the ideas and templates from their fellow teachers and think of ways to modify them for their own use.

The workshops also gave me the opportunity to get to know the Grenadian teachers on a personal level. While sharing and learning about technology, teachers were very open to sharing their stories and their pride in their home of Grenada. Teachers were excited to tell me about their traditional dish "oil down" (we were blessed to have this twice, cooked by locals, while we were there!), to show me pictures of

Debb McDonnell
James M. Hill Memorial High School



NBTA
New Brunswick
Teachers' Association



CTF/FCE



the best places to see while on the island, and to ask me about the winters in Canada— my pictures of my winter adventures made their jaws drop. We were given many opportunities to engage in the culture of Grenada, including a soak in the natural sulphur springs, tubing rapid waters, and snorkelling to the underwater sculpture park! The Grenadians were also so proud of their lush landscapes and the produce and spices that grow year-round – being a culinary technology teacher, I was in heaven! Mangos, bananas, sweet potatoes, avocados, plantains, breadfruit, nutmeg, cocoa, and many, many more were in abundance, and seeing all of these lining the roads, ripe for picking, was amazing!

At the end of the workshops, we were fortunate to take part in the program's cultural exchange and the closing ceremonies. During the cultural exchange, Grenadian teachers were delighted to share their culture with us. This included skits, singing, and dancing that presented segments of their political, social, and cultural heritage. The teachers' performances were phenomenal, and we absolutely loved every minute of it! Afterwards, we shared with them some of our Canadian culture by setting up several stations: a photo booth with multiple props, puzzles of the map of Canada and Turtle Island, First Nations information and land acknowledgements, maple candies and pins, and of course, a number of mini sticks to play a game of hockey!

The week ended with the closing ceremonies, which were bittersweet. It was poignant to see the project end, but it was inspiring to hear the impact of the workshops on the participants. Representatives from each workshop got up to speak on behalf of their group and shared highlights and what they were walking away with. The teachers had so many encouraging stories to share about their workshops, and it was tough not to get emotional! The ceremony ended with singing, smiles, and lots of hugs around the room while saying goodbye to an experience that will not be soon forgotten.



Connie Keating Elected CTF-FCE Vice President

The NBTA is very pleased to announce that Past President Connie Keating has been elected as a Vice-President of the CTF-FCE for 2023-25. We are confident she will continue to be a strong voice for teachers at the national level as she returns to her teaching position in ASD-E this fall.

Congratulations!



**Connie Keating
is elected as CTF VP**



Media Literacy Week

October 23-27, 2023



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Nurturing Critical Thinkers:

How to celebrate Media Literacy Week and integrate digital-media literacy in the classroom



Submitted by MediaSmarts
Canada's centre for digital media literacy

In today's digital age, the ability to critically assess what we read, see, and hear in media has become an essential skill. Media Literacy Week is an annual event hosted by MediaSmarts, Canada's centre for digital-media literacy, dedicated to promoting media education and equipping students with the tools they need to navigate the vast landscape of media. As educators strive to prepare the next generation for an increasingly interconnected world, resources from organizations like MediaSmarts can empower students to engage with complex topics like artificial intelligence (AI) and tell the difference between reliable and unreliable sources of information.

Understanding the significance of Media Literacy Week and Digital Citizen Day

Media Literacy Week (MLW), taking place October 23 to 27 serves as an annual reminder of the importance of digital-media literacy education. Youth are exposed to a plethora of media sources, ranging from traditional news outlets to user-generated content on social media, making the ability to critically analyze these sources and push back against the spread of misinformation essential. MLW provides a dedicated time for educators, students, parents/guardians and communities to come together to encourage and emphasize the need for digital-media literacy skills.

This year also marks the second Digital Citizen Day (DCD) on October 25 a part of MLW that emphasizes the importance of understanding our rights and responsibilities online. By learning how to be engaged digital citizens, we can have a real impact in making the world a better place — both online and offline.

Incorporating the MediaSmarts lesson plans on artificial intelligence and misinformation

As a registered charity, MediaSmarts offers free access to its comprehensive and bilingual lesson plans, games, tip sheets, and professional development resources that address traditional and contemporary media challenges.

Exploring artificial intelligence:

Artificial intelligence (AI) has revolutionized how we interact with technology, making it imperative for students to understand it. The MediaSmarts lesson plans on AI can guide teachers in helping students explore the basics of how it works and its social and ethical implications. Activities can include analyzing AI-driven recommendations on streaming platforms, discussing the impact of AI on job markets, and debating the ethical use of AI in decision-making processes.

Combatting misinformation and verifying online content:

In the MediaSmarts Break the Fake program, students can participate in interactive exercises, such as dissecting clickbait headlines and fact-checking and verifying news stories.

By fostering a generation of critical thinkers, educators play a pivotal role in shaping a society that can navigate the complex and ever-evolving digital-media landscape with confidence, empowerment, and clarity. As we embrace the digital age, Media Literacy Week and organizations like MediaSmarts pave the way for an informed and connected future.

Young Canadians say they learn how to find and verify information online primarily from their **parents or guardians and teachers**



4 in 10 want to learn more about finding and verifying information



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