

ConnectED

empowering teachers • inspiring students • elevating communities

February 2024
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Welcome
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مرحبا
Tulouroka
Bienvenue
Добро пожаловать
Bienvenido
Vem-vindo
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NBTA
New Brunswick
Teachers' Association

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Cover art created by Naomi Henderson of Riverview High School. See page 4 for more information

Your NBTA, Your Magazine

Have you ever thought about writing something for the *ConnectED* (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 *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

As we welcome the start of a new calendar year, I extend my warmest gratitude and appreciation for your continued dedication to students and public education. I remain hopeful that our collective voice on the many issues impacting schools will be heard by political leaders in 2024.

Political action and engagement

Thank you for your engagement in the NBTA's ongoing teacher-led political action efforts. As Branches reach out to MLAs, candidates in the upcoming provincial elections, and representatives on Parent School Support Committees and District Education Councils, I encourage you to take part in these conversations that are essential for fostering positive change in our schools. This topic was at the forefront of discussions at the December NBTA Board of Directors' meeting as were the many issues requiring immediate government attention and action, including:

Teacher retention and recruitment

A recent study published by the New Brunswick Institute for Research, Data and Training points to what teachers have been witnessing first-hand in schools for years and is concrete evidence that the government must refocus and prioritize a strategy focused on teacher retention and recruitment. By working together now with partners in education, we can retain and attract certified teachers through improved classroom conditions, targeted mentorship, and initiatives to streamline pathways into the profession or remain in New Brunswick's public education system.

The school calendar (2023-24)

I have been very clear regarding our concerns with the current school calendar with Minister Hogan and EECB Senior Leadership and Districts. We remain particularly concerned at the time of writing that K-8 students and teachers in the anglophone sector are scheduled for student contact days on June 24 and 25 leaving only one day – June 26th for the multitude of administrative tasks involved with ending one school year and planning for a smooth start-up for the next at the school-based level.

Looking ahead...

School violence was discussed at length at the New Brunswick Teachers' Federation December board meeting. We all understand that events from recent years have had a profound impact on society. Communities and workplaces around the globe are experiencing increased incidents of troubling and violent interactions, and our classrooms are seeing increasing reports of violence which must be given immediate attention by our employer. An ad-hoc committee has been formed to present recommendations to the April NBTF Board of Directors on this topic. I have encouraged an intergovernmental approach to address these issues.

Beyond efforts to address systemic issues within public education, I have also been focused on supporting your NBTA staff team and teacher volunteers who serve on various committees to enhance opportunities to engage within the professional association. NetworkED is a new way for teachers to get involved and share their insights, expertise, and experiences related to topics such as school air quality, artificial intelligence in education, social media, etc. Teacher Counsellor Sara Hayward has also launched a network called ReachOUT which aims to strengthen the community of support for 2SLGBTQIA+ teachers and allies.

This winter, the NBTA Finance Committee will look at budgetary considerations and the impact on membership dues and make recommendations to the NBTA Board of Directors in April for consideration at your May AGMs. Another matter that was postponed until the conclusion of collective bargaining was an AGM motion accepting an NBTA Structure and Services Review recommendation concerning branch reorganization. These discussions will continue this spring and will shape the future of our teacher organization.

A final word of appreciation

This issue of ConnectED will be landing in schools during National Teacher and Staff Appreciation Week. As your elected spokesperson, I would be remiss if I didn't extend heartfelt gratitude on behalf of the NBTA Board of Directors for your commitment to this profession and for the invaluable role that you play in shaping future generations and championing the importance of quality public education. Thank you for the work you do each day with students and for the countless hours invested in shaping a brighter future for all New Brunswickers.

In solidarity,
Peter



Pjila'si Kulahsihkulpa Bienvenue Welcome!

New Brunswick students celebrate their schools' cultural and linguistic diversity

Kathy Whynot, Team Lead for Culturally and Linguistically Diverse Schools, EECD

New Brunswick is currently experiencing a population boom, one that is rapidly increasing the cultural and linguistic diversity of our schools and communities. Canada is at the top of the G7 for population growth, and a recent report from Statistics Canada shows “in the past quarter, 96 per cent of Canada’s domestic population growth came from permanent or non-permanent immigration” (Buckley, 2023). New Brunswick is leading the way in immigrant settlement, with Statistics Canada noting in a December 2022 report that the province’s population grew by almost twenty-five thousand people over the past year — the largest increase in decades and faster growth than the national average. Although rapid change like this undoubtedly creates challenges, New Brunswick educators have worked hard to welcome our newest students, K-12.

Through the province’s annual Design Challenge, New Brunswick educators and students discuss and celebrate the cultural and linguistic diversity of our schools and our province. Naomi Henderson, a 2023 graduate of Riverview High School in the Anglophone East School District, recognized this growing diversity with her painting *Welcome to New Brunswick*, which graces the cover of this edition of *ConnectED*. Naomi notes, “I enjoy creating new things and being able to convey different messages through my art. This picture is meant to show the linguistic diversity

in New Brunswick.” Naomi was the winner of the high school category in the 2023 Design Challenge. Harold Okwum, her classmate and runner-up in the category, described his art piece this way: “It means that our province is a foundation that allowed a lot of different cultures and people of different backgrounds to grow while keeping their identity. I hope anyone that sees this artwork can understand the beauty of New Brunswick and how the people of all different backgrounds and cultures are still able to remain themselves and as

beautiful as they are apart, we together are amazing.”

Beverly Keenan, Naomi and Harold’s graphic art and design teacher at Riverview High School, reflected on her experience saying, “I am very pleased that I chose to engage my students with the 2023 EECD Design Challenge. It was an authentic learning experience that resulted in the creation of beautiful designs in support of New Brunswick’s cultural and linguistic diversity. The designs and accompanying artist statements have had a positive impact on the school community and beyond. This experience has shown me the power of visual communication and the value of promoting diversity and inclusion for all New Brunswickers.”

There have also been ongoing positive effects in the school and community. Ms. Keenan reported that social media postings have praised the designs. They have been inspiration for another school in the district as it creates diversity and inclusion projects, and they were exhibited at Moncton’s the Mosaïq kickoff reception held in September. We need more good news stories like this!

Please join us in celebrating the 2023 Design Challenge winners in the K-2, 3-5, and 6-8 categories, respectively, in addition to Naomi Henderson, the winner in the 9-12 category.



Harold Okwum
Riverview High School
in Anglophone East



Vayda Lennon
Forest Glen School in Anglophone East



Mackenzie Patterson

Mackenzie Patterson

Connaught Street School in Anglophone West



Journey Daigle

Journey Daigle

Dr. Losier Middle School in Anglophone North

Information about the third annual Design Challenge can be found on the EAL K-12 SharePoint or by reaching out to Lisa De Luca, Learning Specialist for Welcoming Newcomers and Cultural Relations: lisa.deluca@gnb.ca. We cannot wait to see the 2024 artwork from the talented youth across the province!



EAL K-12 SharePoint

Attention Teachers!

Are you eligible for a pay raise?

Are you an early career teacher with previous work experience that is related to teaching?

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

Are you a teacher who has completed course work towards a certification upgrade?

Don't forget to apply for your certification increase! The form you need is available on the EECD Office of Teacher Certification webpage. Don't forget to include the evaluation fee!





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Techniques include breathing and mindfulness practices that rewire the anxious brain, cognitive therapy for working with anxiety patterns, movement practices designed to regulate the nervous system.

*Additional video exercises will be provided.

"I have been using these amazing techniques to relieve the anxiety in myself and my students!"
Diane Lewis, NS educator.

Price: \$600.00+HST (check with PD for funding and no interest payment plans available).
When & Where: March 23-24, 2024, Online or Moncton, NB

To Register: info@YogainSchools.ca or (902) 444-9642. For more info about the programs, visit www.YogainSchools.ca



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Each participant will receive detailed manuals on Yoga Teacher Training, Yoga Grade 11, Yoga for Autism, and Yoga for Diverse Learners, which are useful resources for both therapists, educators and community leaders.

"Yoga in Schools has provided a breath of fresh air into the skills leaders need to heal the wounds of intergenerational trauma and to create a stronger nation, one breath, one asana, at a time."
Janean Marshall, Director of Academic Services MK (Mi'kmaw kina'matnewey)

Starts April 27-28, 2024, in Moncton NB or Online, with all dates and alternative starts on the website. Recordings available to view afterward for anyone who misses time. Plus supplementary content.

Investment: \$2995.00+hst (an interest-free payment plan is available), also check local PD for funding.

To Register: <https://yogainschools.ca/yoga-teacher-training/> info@Yogainschools.ca
For more information, visit <https://yogainschools.ca/> or 902-444-9642.

*Both trainings are suitable for all teachers and support staff.

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CTF/FCE and NBTA to Co-Host 2024 Women's Symposium



Save the Date!

We are excited to announce that the CTF/FCE 2024 Women's Symposium, co-hosted by the New Brunswick Teachers' Association, will take place at the Delta Fredericton from June 2 to 4, 2024. Mark your calendars for this incredible event, which will feature insightful discussions, networking opportunities, and empowering sessions designed to uplift and celebrate the achievements of women.

Who Should Attend?

The Symposium is designed for leaders, staff, and members from CTF/FCE Member and Associate Organizations, and representatives from Partner Organizations who identify as women.

What to Expect?

While the program details are yet to be unveiled, anticipate a lineup of engaging speakers, interactive workshops, and thought-provoking discussions. This symposium aims to foster a supportive community that encourages professional development and personal growth.

Stay Tuned for Updates!

We understand the anticipation! The detailed program and registration will be online soon. Watch ctf-fce.ca for exciting announcements and get ready to secure your spot at this transformative event.

Why Attend?

- Network with like-minded women.
- Gain insights from inspiring speakers and thought leaders.
- Enhance your professional and personal skills through interactive workshops.
- Be part of a community dedicated to empowering women.

Don't miss out on this unique opportunity to connect, learn, and grow. Join us at the CTF/FCE 2024 Women's Symposium for an unforgettable experience!



How We Can Be More Intentional When Approaching Professional Learning

Peter DeWitt and Mike Nelson



As part of our ongoing NB Lead partnership supporting current and aspiring leaders within our system, a provincial network of principals has begun working with Peter DeWitt and Michael Nelson to create a community of “lead learners” within our schools. I am excited to learn alongside this inaugural network of school leaders to see the impact it can have within our system. This article sets the stage for the approach DeWitt and Nelson will employ to ensure the learning is intentional and focused on the needs of principals.

Michael Butler, Co-chair of NB Lead steering committee

Too often when educators approach professional learning, they have a goal of finding a new strategy that they can walk away with and use in their classroom or leadership practices. It's not that having a goal of learning a new strategy is a bad idea, but if the strategy isn't tied to the priorities they already have for their classroom or school, it could be a distraction rather than a positive contribution.

A meta-analysis by Kraft et al. revealed that when instructional coaches taught teachers a new strategy, it had a .49 effect size on instruction. When they looked at whether the strategy had an impact on student learning, it had a .18 effect size. Asking for new strategies is a good goal, but what truly matters is whether that strategy will be used in a way that will have a positive impact on student learning.

When facilitating professional learning, we have to consider two fundamental questions:

- How will this initiative or strategy have a positive impact on student learning?
- How do we evaluate our own impact?

Over the years we have been facilitating professional learning, we have researched different strategies that help us to understand those two questions as well as to engage participants in ways that would help them have a more positive impact in their practices. We've used an online tool and multiple surveys to engage in formative assessment with our participants over the last three years to understand what works for them and what doesn't.

When it comes to professional learning it's not just the content we need to focus on, although that is definitely an important focus. How we come together as a collective group is equally as important. Too many leaders feel isolated, so we need to find ways to develop the roots that help us all grow.

As we begin to engage in a hybrid professional learning relationship with educators in New Brunswick, we want to

share five strategies we use before and during sessions. Although some of these strategies seem like they are more dependent on a professional learning facilitator-participant relationship, we have found that they can be adapted to district, building, and teacher leaders.

The Five Strategies Are:

Pre-engagement letter — We have found that educators attend professional learning sessions, but they don't always know why they are there or haven't had time to consider their own learning needs before coming to the session.

A week or two before a learning session, we send out a letter highlighting our learning intentions and success criteria and ask participants to consider what they would like to learn while they are with us. Too often participants have to search for what they will learn through a website or program. Sending out a pre-engagement letter takes some of the searching out of the equation.

Google intake form — We have created a Google intake form and send it as a link within the pre-engagement letter. We always ask about the position of the participant, because we need to know how to differentiate instruction for school district leaders, building leaders, instructional coaches, and teacher leaders.

Mike Nelson also began asking about the culture of the district, region, or province for which we are leading professional learning. Additionally, we ask what are the learning needs of participants, so we can make sure that we cater to those when working together.

Human interconnectedness is very important to us, and we find that the Google intake form helps inspire ways for the two of us, as facilitators of learning, to build stronger connections within schools and the province as well.

Co-construct learning needs — Although we ask about learning needs in the intake form, we find that co-constructing learning based on the needs of participants in

real-time is important. For example, we may focus on instructional leadership but the morning we are together for a learning session, a leader within the group has had something happen that they would like help processing.

Too often professional learning can seem canned, but co-constructing the needs of participants in real time helps us make sure that we are offering personalized learning.

Processing time — Janet Clinton from the University of Melbourne has been studying teacher talk versus student talk for over a decade. Her research shows that on average teachers ask two hundred questions per day and students ask two questions per student per week. What does that mean? We teachers talk too much, and the two of us have certainly been guilty of that over the years.

Over the past few years in our long-term hybrid relationships with school districts and organizations, we have challenged each other to use protocols for learning that help leaders and leadership teams engage in discussions around their most important priorities. The National School Reform Faculty has numerous protocols for learning that help teams reflect metacognitively on their learning and engage in discussions that focus on evidence of improvement.

Cornell notes — Cornell notes have been used in education for a long time. To help participants personalize the learning as much as possible, we’ve found it useful to set up Cornell notes on a Google doc.

Important for your learning	Important learning for your team
What are your leadership actions?	

In our Instructional Leadership Collective community using the Mighty online platform, we polled leaders to ask what they wanted to learn more about, and being more intentional was by far the most requested area of learning.

Leaders are ready to move beyond just using a strategy to making sure that it has an impact on student learning. As facilitators of professional learning, that is our goal as well. Impact and intentionality go hand in hand.



Kraft, M.A., Blazar, D., & Hogan, D. (2018). The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence. *Review of Educational Research*, 88(4), 547-588.

Stepping UP: Realizing Culturally Responsive Schools

The Role of GSAs in Creating Safe and Affirming Schools



**Christina Barrington and Melanie Charlton,
Co-Chairs of Pride in Education**

In this article, the co-chairs of Pride in Education explore how educators from around the province create safe and affirming school environments through their clubs and advocacy work. GSAs (Gender & Sexuality Alliances or Gay-Straight Alliances) meet weekly for students to find community, discuss common challenges, and spread queer joy!

What was your motivation to embark on this work?

Almost all GSA leaders indicate they enter the work to keep students safe, create schools that are safer than they experienced, and allow students to fully express themselves. Many queer educators doing the work indicate that if GSAs had been in place when they were in school, perhaps the experiences they had would have been better.

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

GSA leaders are united in saying that GSAs are making their school environments safer and more caring. Students and staff alike report an increased understanding that intolerance of differences is not acceptable and that there are

consequences for homophobia and transphobia. The most rewarding outcome is seeing the development of future community leaders out of our GSA network. As students find their voice in their school-based GSA, they continue their advocacy at the district, department, and national levels.

Students report to GSA leaders that they enjoy being surrounded by like-minded, accepting, and empowering people. While attending PIECON, the annual student conference, students shared “Never feeling more alive!” Students and families are reporting higher levels of anxiety this year due to the attention in the media on Policy 713. Students are the drivers of the focus of GSAs — depending on the local climate they may seek to simply build a community and gathering place, while others may focus on advocacy.

What have been some challenges you encountered and how have you moved forward?

GSA leaders describe physical spaces as a primary challenge. Inclusive and private bathrooms and meeting spaces

are both barriers to creating truly safe schools for students. As schools are often a reflection of the diversity found in our communities, challenges facing GSA leaders include finding colleagues and staff who will openly support the work and be allies to the GSA leads. While this is not the experience of all, it is a heavy burden on the staff for whom it is true.

What did you find that you needed to learn? How did you go about this?

Everything! The truth is that the students are often the best resource for GSA leads. While we do not want to burden the students with a requirement to teach us, they often volunteer to educate as they have developed the deepest expertise on the subject and enjoy sharing with trusted adults. Both members of the community and allies report continuous learning through events such as PIECON or PIESchool and by staying connected to community resources.

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

All GSAs report wishing to increase their presence in the school, connect with other local GSAs for building community, and share student perspectives with staff. GSA leaders are seeking more educational resources and connections within their communities to help them become knowledgeable and better prepared to refer students to requested support.

What advice might you give to others who want to work on realizing a safe and affirming school culture but are unsure of how to start?

Start a GSA. Even if no one shows up, keep the doors open. Just listen — the students will tell you what you need to know. Reach out to other GSA leaders (ask to join the Pride in Education general membership). Display flags and symbols of inclusion throughout the school. Create a safe space for adults too: queers and allies finding community can strengthen the school environment.

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.



Educators look to adjust course with micro options

Bruce Hallihan, Internal Communications, EECD

A growing number of New Brunswick educators feel developing micro courses would be an ideal way to keep learners engaged. Judging by the response from students who formed a Shark Tank recently, they're right.

Eight savvy students – four each from Leo Hayes and Fredericton high schools – listened to ten pitches during a micro-course development day on December 8 at the Fredericton Inn.

"I really appreciate what just happened," Dom O'Donnell, a grade 11 student at FHS, said afterwards. "All of the people who presented have shown passion and effort to try to create new boundaries that school has been locked into for a long time. Just the classic English, history, math, whatever . . . the box that we've been stuck in."

O'Donnell was heartened by the desire for an innovative approach. He admits he's disenchanted with some of his current courses. "Why am I taking this has been my question for so long," he said. "I love the idea of changing the way classes are run, with students creating their own opportunities to learn. I felt stuck in a box, but seeing this, and seeing the opportunities that hopefully the next generation of students will have, is awesome."

Simonds High School teacher Matt Creamer and his tablemates came up with "So you want to be a . . ." as a potential all-encompassing micro course.

"I really liked getting evaluated by the students," Creamer said. "It's nice to get their feedback, and it was great meeting with colleagues to get their input. Working in schools, unfortunately sometimes you're in your own little bubble, so it's nice to have your colleagues throw ideas out that we can support and develop."

Experiential learning can be such a powerful tool for student achievement, said Creamer, who offered a hypothetical opinion on how his group's proposed micro course would work. "We would place students in the workforce observing and practising the skills taught in their classes," he said. "Imagine learning about biodiversity in environmental science, then completing a two-week work placement with Ducks Unlimited. Or, after completing AP physics, going to Grand Manan to watch NB Power fire up their emergency power station. Our experiential micro course will not only help students see processes in practise but also help guide their decision-making for post-secondary and career choices."

UNB classics professor Matthew Sears is also the founder of Guides Connected, a resource to help educators develop and implement micro courses. Sears and his team will do the legwork to help teachers find the right expert for their particular needs.

"It's really exciting to see so many people from around New Brunswick being innovative and looking to come up with new ways to approach learning," Sears said. "What's nice for me is students feeling they have some ownership and agency over what's being taught. Micro courses allow teachers and students to work together to explore areas of interest that might fall outside of the regular curriculum. Instead of just pursuing these interests on an extra-curricular basis, why not give students credit? Credit allows there to be more skin in the game from all sides."

By having Guides Connected experts consult on the development of these micro courses, Sears said, "we can ensure students can pursue interesting things in a way that also reflects the latest academic research, and as such makes the micro courses fully legitimate courses with as much rigor as regular courses have. Another exciting pros-



Shark Tank

pect is working together to combine several micro courses, perhaps ones that on the surface don't have much to do with each other, into a coherent four-credit course that can stand up to other courses already offered. The future of academic research and university programs really is interdisciplinary, and this micro-course approach will allow educators and students, even at the high school level, to tap into this important new direction in education."

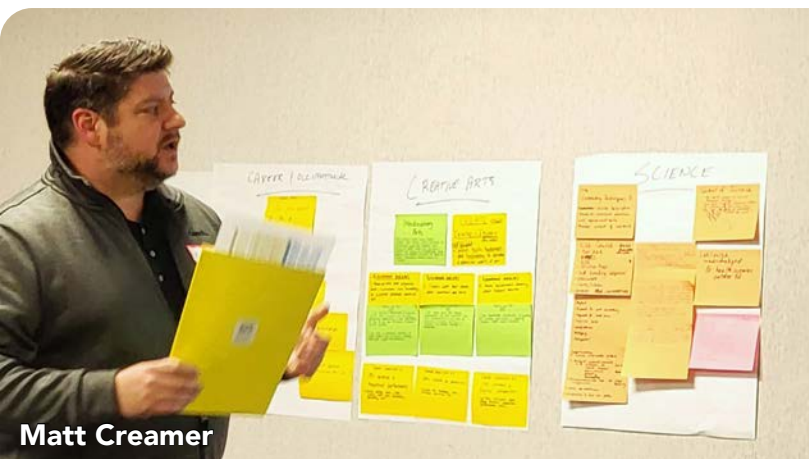
Robert Landau, the founder of Two Roads Education, taught for more than three decades, including twenty-two years in Switzerland, and is now an independent education consultant based in Hawaii. He was contracted by What School Could Be for this project.

Landau is a strong advocate that the key to preparing young minds for the future is by not tethering them to the past. "As a consultant, I ask clients to envision the idea of standing at a crossroads, ready to embrace the challenges and opportunities that lie ahead," Landau said. "Together, we'll forge a path that resonates with your values, aspirations, and goals, ensuring that the road you take will make all the difference. I work with schools around the world usually around mission/vision, governance, pedagogy, team building, strengths, and executive coaching."

Landau was impressed by what he saw in New Brunswick. "After visiting three high schools and one alternative learning centre, I understand the true essence of diversity, equity, inclusion, and belonging for all learners," he said. "There are so many pathways provided by NB schools that keep young people in school. I saw auto repair, welding, fashion design, carpentry, social and emotional learning rooms, and so many other choices. As I go around the world, this is a happening place. My experience collaborating with teachers and staff was exceptional. In very little time we asked people to prepare a pitch for actual students. There was no push back or resistance. I was impressed with everyone's ability to demonstrate vulnerability and risk-taking."

"The students invited to the shark tank event were so dynamic, confident, articulate, engaging, and outspoken," Landau said. "They felt included and empowered."

Micro courses would be completed in five or six weeks. Rather than pass or fail, Landau says credit or no credit would be a more appropriate measuring stick for students "because it's not about an A, a B, or a C. The great thing about micro courses is they're performance, competency, and standards based."



Matt Creamer



Robert Landau and Matt Sears

The Changing Landscape of Professional Learning for Teachers

Dawn Beckingham, Director of Professional Learning



Several aspects of education undergo significant transformations on a regular basis, and professional learning for teachers should be no different. The past few years have brought huge technology advancements, pedagogical shifts, and an increasingly diverse student population. Our adult learners' needs have also changed, which calls attention to the importance of continuous and adaptive professional learning (PL).

In December, I was fortunate to be able to participate in the Learning Forward 2023 Annual Conference. It provided me not only the space to learn from PL experts but also time to reflect on how I, as your NBTA director of professional learning, can transform our traditional practices. It would be challenging to provide a review of the week of learning that I experienced, but I will share some of my reflections on where I see shifts happening in NBTA PL.

Technology advancements allow us to integrate online modules, webinars, and virtual learning communities into our traditional workshops. This rise in blended learning approaches will allow teachers to engage in self-paced, personalized experiences that align with their specific needs and preferences. Micro-PL is a simple concept of chunking PL into stand-alone virtual sessions no more than twenty to thirty minutes in length. Michael Butler, NBTA's director of member services, has already started implementing this concept with his virtual pension seminars that target specific topics. I can easily see us expanding on this with other topics, such as classroom management, professionalism, branch leadership learning, etc. Our newly launched pod-

cast, *HighlightED*, has the potential to be a learning tool. As well, NBTA has partnered with EECD to create a PL hub that is intended to be one-stop shopping for all PL offerings by EECD, Districts, and NBTA. There are many opportunities for this platform to facilitate micro-PL, and I'm looking forward to seeing where this initiative goes.

With the increasingly diverse student population, recognition of the importance of focusing on community learning to support newcomers is growing. This brings on a whole new aspect of local involvement and global learning. There is a greater need for collaborative learning to exchange ideas, best practices, and peer-to-peer support. Culturally responsive teaching in New Brunswick is certainly different in 2024 than it was in 2014. All education stakeholders will need to continue to explore new PL opportunities that foster cultural competence, equity, and inclusion.

For several years now, the concept of PL as a one-time event is giving way to a mindset of lifelong learning. Teachers certainly do recognize the need for continuous learning throughout their careers to stay abreast of educational trends, research, and advancements. With the ever-changing landscape in education, NBTA embraces the opportunity to reflect on the broader shifts and is dedicated to being more responsive to teachers' PL needs.

If you have a suggestion for a potential micro-PL opportunity, please let me know. I am always willing to learn and am open to improving our services.

Elementary Council Institutes

**Digital Citizenship & Digital Health
and Wellness in K-5 Classrooms**

February 22 at 3:30 pm (via Teams)

REGISTER NOW

<https://forms.office.com/r/9iM66eSEJT>

**Critical Inquiry and Meaning Making
& Communication and Collaboration
in K-5 Classrooms**

March 14 at 3:30 pm (via Teams)

REGISTER NOW

<https://forms.office.com/r/4SKcHkPqgg>



Elementary Council Day: Identity



Middle Level Council Day: Teachers in Harmony



High School Council Day: Stronger Together

Council Day 2024

This year's Council Day will be held on May 3, 2024. The three council executives have analyzed your feedback from the two previous years and made adjustments accordingly. NBTA members will see several changes to this day in an attempt to meet the needs of all. Here are the primary changes you will see:

1. Three in-person programs and one virtual program

Rationale: This was developed in response to member feedback on in-person versus virtual sessions. The membership was split on how to proceed and therefore a hybrid model has been planned.

2. No alternate proposals

Rationale: Alternate proposals were originally developed for members who were not able to travel to the in-person Council Day, and because this year the hybrid model gives access to everyone, no alternate proposals are necessary. If an external PL is taking place on that day that you wish to attend, you will need to go through the proper channels with your district to apply for a leave of absence. No NBTA funding will be provided for external events happening on that day.

3. All members in each of the three councils must select their sessions in advance

Rationale: With the hybrid model now available, it is difficult for the onsite committees to plan without knowing how many members will attend in person. In addition to this, Zoom session sizes vary depending on how many participants attend. To assign a speaker to an appropriate-size Zoom session, we need to know how many intend to participate.

4. The possibility of hybrid participation

Rationale: Since the virtual program will be different than the in-person program and you may be interested in some of the in-person sessions as well as the virtual sessions, you can register for a combination of both. Some councils will provide onsite space to view the virtual keynotes or you can find a quiet space to participate on your own.

The virtual program will consist of keynote speakers with concurrent sessions.

Here's a sneak peek of what's in store for you on Council Day 2024!

Highlights

David Myles

For over three decades, this Juno award laureate and repeat ECMA-winning singer-songwriter has been exploring his passion for music. Join David Myles as he leads what promises to be an entertaining and informative session for all teachers who share his joy for creativity through music.



David Myles

Hughie Batherson: L'Importance de l'humour dans les écoles.

This session will be held in French. Hughie partage son vécu vis-à-vis l'insécurité et la sécurité linguistique. Il présentera des trucs de valorisation de la langue française. Il abordera le grand sujet de culture collective et individuelle. Hughie explique qu'en rendant la salle de classe un lieu positif où le rire est invité, cela réduira le stress et incitera les élèves à prendre des risques, et à moins avoir peur de s'exprimer!



Hughie
Batherson

Natalie Wexler: "The Knowledge Gap — What it is and how to narrow it"

If we want students to become fully literate, we need to change our approach to reading comprehension. Instead of test prep and drilling on skills like "finding the main idea," schools can engage kids in deep dives into topics, building the knowledge and analytical abilities that fuel comprehension, ideally as part of content-rich curriculum that also builds foundational reading skills. An increasing number of schools are doing just that, with promising results.



Natalie
Wexler

Drew Dudley

Called one of the most dynamic speakers in the world, Drew Dudley is on a mission to help people unlearn some dangerous lessons about leadership. Drew is the bestselling author of *This is Day One: A Practical Guide to Leadership That Matters*. It debuted at number six on the *Wall Street Journal* best-seller list. His passion for personal leadership has inspired millions of people worldwide to embrace the belief that leadership is something we can and should aspire to.



Drew Dudley

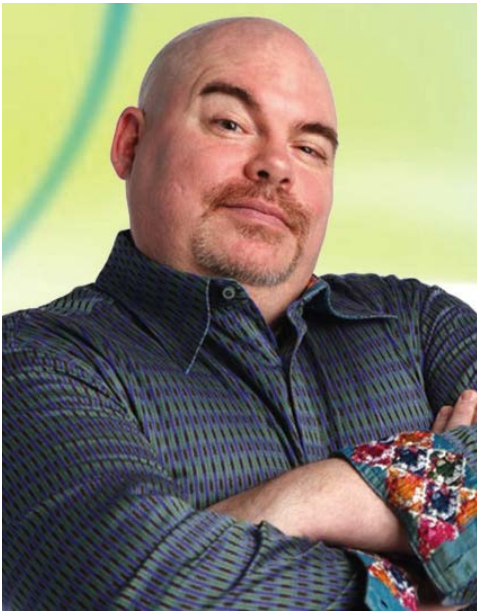
Elementary Council

Katherine Loughrey, Stanley Consolidated School

Elementary Council Day will be held in Fredericton this year with sessions taking place at Fredericton High School. Bring your water bottle and/or mugs for the two nutrition breaks that day. Lunch will be from 11:30 a.m. to 1 p.m. The uptown location is within walking distance of many restaurants in the area.

The Crowne Plaza is the host hotel with a section of rooms blocked and available for \$173/night. The AGM will take place at 7 p.m. on May 2, followed by a “kitchen party” social at 9 p.m. featuring Michael LeBlanc and the NBTA Band.

A taste of our speaker lineup:



Big Daddy Tazz

Equal parts comedian and mental health advocate, Tazz educates, enlightens, and inspires! After thirty years of denying he had the mental illnesses that were controlling his life, Big Daddy Tazz realized that being a manic-depressive, attention-deficit, socially anxious dyslexic could either destroy or enhance his life . . . the choice was his. For the last twenty years, Big Daddy Tazz has brought forth light and laughter for those living with mental illness (whether it's their own or that of someone they love) by raising awareness of how stigma affects us all. This father of two believes in educating, embracing, and empowering everyone so that we can all stand tall and give stigma a bad name.

Sam Demma

Sam Demma is a best-selling author and keynote speaker. He delivered two TEDx talks, co-founded PickWaste — an organization that mobilized volunteers to pick up over three thousand bags of litter — and was awarded the prestigious Queen's Platinum Jubilee Award for his exceptional national contributions. Sam's multimedia platform The High Performing Educator has spot-lit over 250 educators, and his best-selling debut book, *Empty Your Backpack*, has been called “a must-read for young dreamers.” Sam's keynote, “One Teacher Away,” is inspiring, reminding you that your actions matter, you make a huge impact, and, like a gardener, you plant seeds and water them but often don't get to see them flourish.



Nikki Payne

You might remember her from MuchMusic's *Video on Trial* or NBC's *Last Comic Standing* before she ran into the wilds of New Brunswick to live with the woodland critters. After being bitten multiple times and covered in ticks she has re-emerged. Her love of comedy could not be suppressed, but mostly her bathroom needs a reno. If you're easily offended, you probably want to skip this one!

Middle Level Council

Music and Middle School Councils Present: David Myles!

Rob Jeffrey, Bayside Middle School

Few things are as intertwined as middle school kids and their music. Music defines and styles everything from their clothing to their attitudes. This year the provincial Music Council is partnering with our Middle School Council to provide an amazing day of professional development and networking with our peers!

Make reservations so you can check-in the night before. **The Quality Inn** at 114 Millenium Drive in Quispamsis is offering us a \$119.00 preferred rate that includes breakfast. Book early to guarantee your room! It's a five-minute drive to our location, **Kennebecasis Valley High School** at 398 Hampton Road, where there is guaranteed to be lots of parking.

KV Billiards, a ten-minute walk away, has graciously opened their doors to us for a great social night to play some pool and hang out with our peers. What a great place for the coolest teachers — middle school and music specialists — to hang out the evening before our Council Day! That will be May 2 at 9 p.m., more details to follow.

Our Council Day will start with Juno award-winning musician **David Myles**. David was born, raised, and educated right here in NB, and he's moved back home to Fredericton recently, too. We will be live-streaming the event so remote viewers will get to see him. It's going to be a great keynote to start our day!

On top of a wide variety of presenters and workshops, we will be offering several rooms for breakout sessions, all fully stocked for prime collaboration. Several sessions will be aimed at adding music into our classrooms, along with sessions on collaboration, technology use, UDL, and student engagement. All that plus exhibitors with the latest educational opportunities and tools to show off.

Lastly, our council would love to recognize some of you who bring your best to our kids every day. We have an **Annual Teacher Recognition Award**. It is open to any Middle Level Council Member, and best of all, the nomination is one click, one page, and only a few minutes to fill out.

Thanks for all you do. We are looking forward to giving you a Council Day that is memorable and fulfilling for each of you. Special thanks to Craig Woodcock, our Music Council rep who has been so helpful in making this year's council something really special!

All the best,

Your Middle Level Council Team.

Nominate a colleague for a Council Teacher Recognition Award

It's easy! Just go to www.nbta.ca/councils and fill in the short form.

Deadline: April 1

High School Council

Jake Estabrooks, St. Stephen High School

High School Council is offering institutes for educators across the province. Our first institute took place January 26, 2024, in Moncton at Harrison Trimble High School. Dr. Ashley Margeson graciously offered her expertise in teacher burnout and illustrated techniques and strategies for teachers to implement personal wellness in their lives.

If you missed out on this opportunity, more institutes are to come. The next institute will occur this spring. Teachers will participate in a workshop dedicated to helping high school teachers include financial literacy in their teaching practice. Make sure you register!

Financial Literacy for High School Students

A FREE workshop supporting high school educators in teaching their students about the importance of financial literacy. Includes presentations and resources from FCNB, Junior Achievement, and Centres of Excellence

When: May 4, 2024 from 10:00 am – 3:00 pm

Where: Harrison Trimble High, Moncton

Lunch and refreshments will be provided

Hotel stipends may be provided for the first twenty registered teachers travelling from outside the Moncton area.

For more information, contact megan.crosby@nbed.nb.ca



High School Council Day • May 3, 2024

Here are a few of the sessions that High School Council is offering to attendees on May 3, 2024! Don't want to miss out on these opportunities? Remember, all three councils require pre-registration this year to save your seat on Council Day, so here's a preview before registration opens!

Dr. Jodi Carrington is a renowned psychologist sought after for her expertise, energy, and approach to helping people solve their most complex human-centred challenges. Jody focuses much of her work around reconnection — the key to healthy relationships and productive teams.

A speaker, author, and leader of Carrington & Company, she uses all she has been taught in her twenty-year career as a psychologist to empower everyone she connects with. Jody has worked with kids, families, business leaders, first responders, teachers, and farmers and has spoken in church basements and on world-class stages. The message remains the same: our power lies in our ability to acknowledge each other first.

Her approach is authentic, honest, and often hilarious. She speaks passionately about resilience, mental health, leadership, burnout, grief, and trauma — and how reconnection is the answer to so many of the root problems we face. Her popular book *Kids These Days* was published in 2019 and has sold 150,000 copies worldwide. Jody's message is as simple as it is complex: we are wired to do the hard things, but we were never meant to do any of this alone.

With a PhD in clinical psychology, work with major institutions, and a thriving clinical practice, she brings a depth of experience and insight that is unmatched in the industry.

Jody lives in small-town Olds, Alberta, with her husband and three children (she had three kids in two years to test her own resilience) and leads the amazing team at Carrington & Company.

Normand Hector is known for his enthusiastic commitment for driving positive outcomes and is motivated by the mission of awareness, respect, and progression. The second youngest of eight children and from a family of civil rights game-changers, his path led him to teach, develop, inspire, and mentor our youth to embrace their challenges through his self-confidence and self-esteem classes for over sixteen years. He has a strong background in corporate sales and team-building and has received numerous sales awards and decorations from top corporate organizations in New Brunswick. He recognizes the importance of dedication, service, and excellence. In 2016 he was awarded the prestigious Inukshuk award for community impact involvement and leadership. Normand's presentations on diversity, inclusion, and equity have impacted top companies and organizations like Moosehead Breweries, Wyndham Worldwide, YMCA, Black Lives Matter, Saint John Welcome Centre, and Lawson & Creamer Law Firm. Normand met with hockey coaches in New Brunswick in 2020 to present and deliver the value of his "Listen to Learn, not Listen to React" message.

Normand spent time with the Memorial Cup-winning team the Sea Dogs and Hockey New Brunswick and has been added to Hockey Canada's training analysis team. He realizes it's critical to keep the conversation going about respect on all levels. Diversity, inclusion, and equity is a conversation that needs to continue to happen. He delivers his unique skills, talents, experiences, and perspectives and brings focus on ensuring equal opportunities for all to challenge and respond to bias, discrimination, and harassment. More importantly, he strives to make sure that all voices are heard and considered. His mandate is to change mindsets with his "everyone belongs and feels valued" attitude.

Normand has been with his husband for thirty years and married for over sixteen years. He brings unique perspectives gained from life experiences, hard work, and determination and continues to take his career, awareness workshops, and other endeavours to unprecedented levels. Normand's fearless, down-to-earth humour compels all to laugh while they learn.

Maria Morehouse

Life unrestricted. After YEARS of being heavily engulfed in diet culture personally and professionally, Maria Morehouse is passionate about showing people that they can absolutely live their life in an authentic and balanced way! A life without diets that prioritizes health without compromising their happiness and freedom. You do not have to live in the gym to get in your daily workout. We live in a society where diet and fitness culture messaging is not whispering but screaming at us: eat this and not that, look a certain way, live a certain way. Maria's goal is to have people be able to live a life then love, look at things with reason, no restriction, to be able to trust and know that nutrition and living an active lifestyle does not have to be complicated or stressful. It is about balance.

Matthew Martin is part of Black Lives Matter New Brunswick (BLMNB) and focuses on empowering Black communities and dismantling systemic barriers that our Black communities face. We have been working with our New Brunswick school districts on educating students and staff about racism and systemic racism and providing critical resources to teachers to help them talk about racism and be critical about the systems that have been built by colonization. BLMNB, with community partners, has also established a youth program that has had a significant impact on Black youths and their families across the province.

Alongside these initiatives, BLMNB advocates for the inclusion of Black history in the New Brunswick School curricula, a public inquiry into systemic racism in New Brunswick, and the criminalization of racial discrimination. BLMNB also advocates for Black community members when they face injustices.

VIRTUAL COMPONENT: Drew Dudley

Called one of the most inspirational TED speakers in the world, Drew Dudley is on a mission to redefine leadership. With more than five million views, his TED talk "Everyday Leadership (The Lollipop Moment)" proved that leadership is not a characteristic of an elite few, but one that lives within us all. Through his high-energy talks, Dudley shares practical and actionable insights on creating cultures of leadership that lead to higher levels of pride, productivity, happiness, and retention. He empowers audiences and equips them with the tools needed to make a difference, at home and work.

Dudley is the founder and chief catalyst of Day One Leadership, where he has helped organizations around the world increase their leadership capacity. His clients have included such dynamic companies as McDonald's, JP Morgan Chase, the United Way, and more than seventy-five colleges and universities.

Prior to founding Day One, Dudley spent eight years as the director of one of Canada's largest leadership development programs at the University of Toronto and served as a national chair of one of Canada's largest youth charities, which mobilized thirty-five thousand volunteers to raise \$1 million annually in support of Cystic Fibrosis Canada.

Dudley's passion for personal leadership has inspired millions of people worldwide to embrace the belief that leadership is something that we all can and should aspire to. He has been featured in the *Huffington Post*, Radio America, Forbes.com, and TED.com, where his talk was voted "one of the 15 most inspirational TED talks of all time." *Time*, *Business Insider*, and *Inc.* magazines have named his talk one of their "10 speeches that will make you a better leader."

A bestselling author, Dudley's book *This is Day One: A Practical Guide to Leadership That Matters* debuted at number six on the *Wall Street Journal* best-seller list and has gone on to become an international bestseller.

Teacher Designed Professional Learning Grant 2024 Grant Recipients

Dr. Kimberley McKay, Deputy Executive Director

The New Brunswick Teachers' Association recognizes that teachers' professional learning occurs within a broad spectrum of experiences and processes that lead to deepened understanding and improvement of practice. In support of teacher-designed professional learning, the NBTA is pleased to sponsor five grants valued at \$1,500 each. The grants are intended to support professional learning within the context of improving student learning, fostering teacher leadership, and facilitating the sharing of exemplary best practices. Each team has the autonomy to spend the grant as it sees fit. Provision for release time for team collaboration, purchase of equipment, or production of materials for sharing represent some of the most common uses of grant funding in previous years.

Fourteen teams representing three districts and the elementary, middle, and high school levels submitted applications. Grants for 2024 were awarded to five teams: one high school, two K-8, one middle school, and one elementary. Successful applications were designed within the context of best practices and grant criteria. They were clearly linked to teacher professional learning, thoughtfully considered to how to make the work sustainable once the grant was depleted, convincingly and clearly explained the potential impact on student development, and described a practical and realistic approach to measuring team goals. Teams may extend their work until December 2024.

The grant criteria requires that each project include a sharing component. We look forward to learning more about the successes and challenges these teams experience as they go through a personalized learning process designed to deepen teacher understanding and, ultimately, enhance student learning.

GRANT RECIPIENTS 2024

Harbour View High School

Project: *Artistic Autopsy*
Team Leader: Nancy Butler

George Street Middle School

Project: *Filming the Future*
Team Leader: Andrew Titus

Max Aitken Academy

Project: *Challenge-Based Learning*
Team Leader: Amy Barrieau

Meduxnekeag Consolidated School



Project: *Forest Nature School Project*
Team Leader: Krista Webb-Scheers

Rexton Elementary School

Project: *JUMP Math Evaluation Effectiveness*
Team Leader: Sherry Munn



Pension Information Sessions 2023-2024

What?	When?	Where?
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

So, you have decided to retire?

www.nbta.ca has answers to your questions!

Member Services/Benefits ▾

Professional Learning

Leadership Empowerment Series

Teacher Counselling and Wellness

Retirement and Pension

Leaves

Insurance and Financial Services

The Collective Agreement (NBTF)

Legal Information

Approaching Retirement

- Retirement Allowance & Pre-retirement Vacation
- Retirement Process & Letter Template
- Survivor Benefits
- Work Flex Plans
- Pension Integration with CPP
- Retirement Allowance Calculator
- Retirement Eligibility

Click here for a breakdown of the retirement process and a letter template.

Attention 2024 Retirees!

Teachers retiring this school year will be able to choose the option of receiving the framed, inscribed print featuring the NBTA stained-glass window rather than having a donation made in their honour* to the Make-A-Wish Foundation.

Those retirees wishing to choose the option of a framed print must contact Tammy Boon (tammy.boon@nbta.ca) at the NBTA by **April 10, 2024**.



*These donations are not individually tax-deductible as it is the organization making the payment.



Over the coming months, watch for initiatives from your local branch.

How can you help the NBTA take political action?

Lead Your Community Conversation



Watch what your MLAs (or candidates) are saying and doing to support education.



Share NBTA-endorsed public messaging, in any of the following ways, to the extent you are comfortable. Combine that messaging with your own personal experience on the job:

- In person, one community member and one conversation at a time, with a focus on your personal experiences.
- On your personal social media.
- In conversations with elected representatives.
- At community gatherings.

Lobby Political Leaders and Elected Community Members



Help host or attend networking opportunities and invite local MLAs, riding association representatives, or candidates to meet with teachers.



Invite members of your local Parent-School Support Committees (PSSC), District Education Councils, and Home and School Associations to participate in networking opportunities.



Clarify the facts and propose solutions that will positively impact schools.



Suggest a visit to schools for some experiential learning.



Keep the conversation going by pressing for change and follow up on commitments or actions promised.

Refocus on the classroom



Listen to the Official NBTA Podcast:

HighlightED

PODCAST

on Apple Podcasts, Spotify, Prime Music, Google Podcasts, or wherever you find your favorite podcasts!

February's Podcast

Episode 6:
Changing your Practice Based on a Trauma-Informed Approach

CONTACT 2024

Conference on New Techniques and Classroom Teaching

July 23-26
Cornerbrook, NL

**From Awareness to Action:
Empowering Inclusive
Education**

Contact evan.vanbuskirk@nbta.ca
to submit your name

Evidence-Driven Instructional Leadership—A Theory of Action



Facilitator:

Justin Baeder, PhD is Director of The Principal Center, where he helps senior leaders in K-12 organizations build capacity for instructional leadership. A former principal in Seattle Public Schools, he is creator of the Instructional Leadership Challenge, which has helped more than 10,000 school leaders in 50 countries around the world:

- Confidently get into classrooms every day
- Have feedback conversations that change teacher practice
- Discover their best opportunities for school improvement

Dr. Baeder is the author of *Now We're Talking! 21 Days to High-Performance Instructional Leadership*, and the co-author, with Heather Bell-Williams, of *Mapping Professional Practice: How to Develop Instructional Frameworks to Support Teacher Growth (Solution Tree)*.

He is the host of *Principal Center Radio*, a podcast featuring education thought leaders, and the founder of *Repertoire*, the professional writing app for instructional leaders.

He holds a PhD in Educational Leadership & Policy Studies from the University of Washington and an MEd in Curriculum & Instruction from Seattle University, and is a graduate of the Danforth Program for Educational Leadership at UW.

Tuesday, July 9, 2024

Opening Keynote: Evidence-Driven Instructional Leadership—A Theory of Action

- 500 Classroom Visits a Year: An Achievable Vision for Instructional Leadership
- Instructional Leadership as Decision-Making and Implementation
- Instructional Leadership Folklore: Myths & Misconceptions That Hold Leaders Back

Wednesday, July 10, 2024

Morning:

- 7 Keys to Sustainable Impact with Classroom Walkthroughs
- Classroom Walkthroughs as a Keystone Habit
- Sensemaking via Evidence-Driven Feedback Conversations
- 3 Roles for Changing Teacher Practice

Afternoon:

- The 3-Cycle Startup Plan
- Building Trust & Setting Expectations
- Getting Organized & Eliminating Barriers to Classroom Walkthrough Success
- Taking & Sharing Notes with Teachers

Thursday, July 11, 2024

Morning:

- Insights from High-Quality Teacher Evaluation Frameworks
- Choosing a Focus for Custom Instructional Frameworks
- Drafting & Revising Your Framework

Afternoon:

- Framework Thinking To Support Rapid Improvement
- Assessing School-Wide Progress Toward Hard-To-Measure Goals
- Building A Shared Vision

www.nbta.ca for more details

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