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NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION

Compass
Conference
2019



NB Teachers in Dominica and Uganda for Project Overseas

Cybersecurity for Students

Gesner Street Administrator – Principal of the Year



Your NBTA, Your Magazine

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

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

We look forward to hearing from you!

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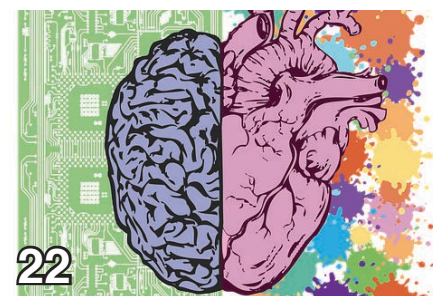


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Message from the President

WHAT DOES "TEACHER VOICE" REALLY MEAN?



I have only lost my voice a few times in my life. Although my wife might consider these moments of silence with me to be "refreshing", it is far different for a teacher. When we lose our voices, the teaching process is significantly impacted and we can become completely sidelined.

For many, having a voice can be their most valuable possession. This isn't only a function of being able to speak. Many of the marginalized members and groups in our society have no actual voice because they are unheard, unsupported, and unrepresented.

I campaigned on "Teacher Voice" and have referred back to my election posters while thinking about what having a voice means.

Vote Rick Cuming for NBTA VP/President-Elect A STRONG VOICE FOR TEACHERS

FRONTLINE

teachers are
EXPERTS in the
system... our
voice needs to be
heard.

PRIORITY #1:

Continue to push for REAL
ACTION and SUPPORT to make
Classroom Composition and
Workload fair and equitable.
Schools must be SAFE for all.

Personally, a basic definition of "Teacher Voice" might come from encompassing and representing the values, opinions, beliefs, and expertise of teachers working in schools. Over the years, various stakeholders have expressed an interest in hearing the "Teacher Voice," but are they truly listening or is it simply a box they feel they must publicly check off? Is input from teachers being valued and acted upon or are others seeking raw material to choose from to justify plans and decisions they have already made.

A proper consultation process in the NB public education system must include hearing, valuing and responding to "Teacher Voice." Best practice states that consultation would precede a draft and that there then be an ongoing consideration of voice to bring about changes.

NBTA is specifically structured to hear and communicate the voice of teachers. We have a robust network of school representatives, branch leadership and elected teacher representatives that meet as the Board of Directors. This Board relies on the "Teacher Voice" from numerous provincial committees to make collectively-considered strategic decisions, and the role of your president is to deliver those messages to the media and public. When the NBTA President makes statements on behalf of teachers, this does not come from disconnected officials, but from the input and decisions of over 400 volunteer full-time teachers who serve the Association. I continue to rely upon the "Teacher Voice" from not only those serving in NBTA positions, but also through direct contact and conversations with teachers and administrators across the province. NBTA Staff are also well-informed about issues in classrooms and schools through their attendance at between 150-200 meetings in branches each year. When possible, I tag along because it literally helps me do a better job and to more accurately represent you on key issues.

The NBTA wants to hear and utilize the "Teacher Voice," but we need your help. It is crucial that classroom teachers elect strong local teacher leaders to speak on your behalf at the provincial level, to get involved in your branches and put your name forward as school reps, as a member of your branch executive, or director. NBTA operates numerous provincial committees, which collectively tap into the opinions and expertise of approximately 80 teachers each year. You will notice the question "Do you want to be considered to serve on an NBTA Committee?" when you register each year. One of my roles as President is to appoint the teachers to these committees and I am always excited when we see many new "recruits" each year with so much to contribute.

Please continue to reach out to me (rick.cuming@nbta.ca) so that the NBTA will continue to be the strong collective public voice of teachers, and that your voice will be heard loud and clear!

Compass Conference 2019



This year's NBTA Compass Conference (Early Career and POINT Reps) participants included three sets of close family members. At left is mother - daughter Barbara (Sussex Middle School) and Cassie (Sussex Corner Elementary) Snyder, twin sisters Sarah and Sally Peters (both at St. Stephen Middle School) and daughter - mother Alexie Watson (Minto Elementary/Middle) and Tina Noble (Harvey High)





Council Day May 1st, 2020 We Hope to See You There!

**Elementary Council + Phys. Ed Specialists - Moncton
Middle Level Council + Art Specialists - Fredericton
High School + Music Specialist - Saint John (UNBSJ)**

CTF PROJECT OVERSEAS JULY 2019

Dominica

by David Gbongor, Teacher, Sugarloaf Senior High School



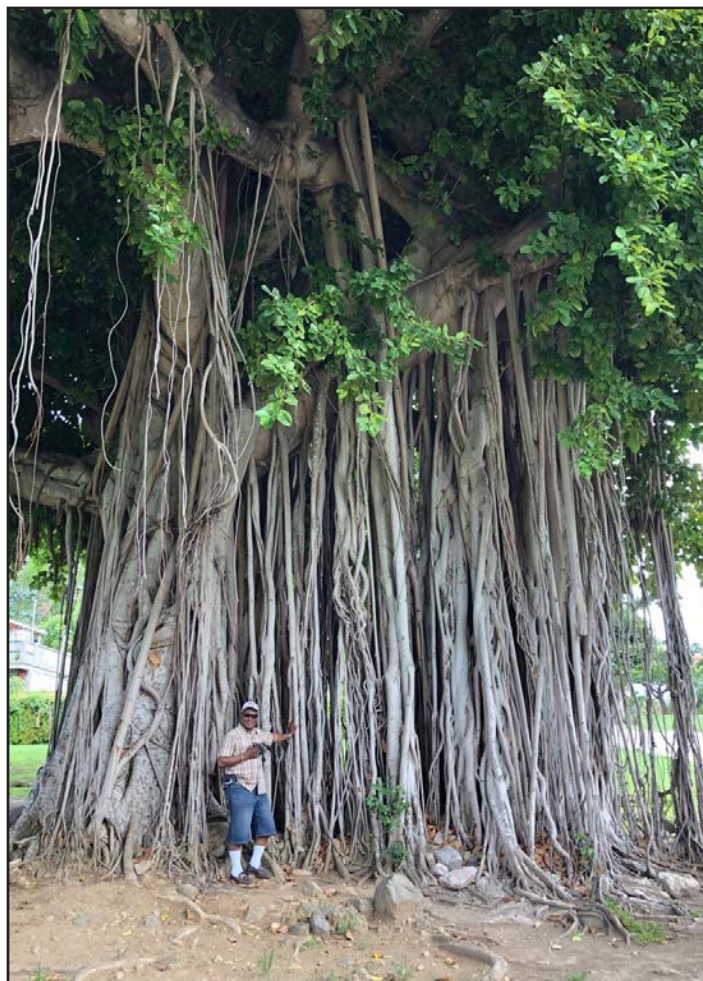
It was really a great opportunity to have been selected to take part in this very important and action-packed project organised by the Canadian Teachers Federation (CTF). I must start by thanking the New Brunswick Teachers Association (NBTA) for sponsoring my participation in the project.

We started off with a four-day orientation workshop in Ottawa. At this workshop, the CTF team provided enough training to about fifty-six selected teachers across the country. The entire group was divided into teams of four. Each team was sent to a different country in Africa and the Caribbean Islands. I was assigned to Team Dominica. The Commonwealth of Dominica, as it is called, is a small Island with lots of very high inland mountains and deep valleys. It is located on a volcanic terrain with very beautiful scenery. It is nicknamed "Nature Island". There are lakes with naturally warm and hot water. One of which is particularly called "Boiling Lake". The lake is said to be on top of a huge deposit of hot magma that keeps the water boiling all the time. Dominica is surrounded by the Caribbean Sea on one side and the Atlantic Ocean on the other. The Atlantic side is where most of the hurricanes come. The Caribbean Sea is quiet and mild, with lots of long beautiful beaches.

I was first assigned to Grenada, but later switched to the Commonwealth of Dominica (English). This is not to be confused with "The Dominican Republic" (Spanish) which borders with Haiti. On our arrival at the Airport we were met by Dominica Association of Teachers (DAT) representatives who gave us a warm welcome. The first amazing thing was driving on the left side of the traffic, and on very narrow and winding road going around the

mountains. The valleys are about two kilometers deep on either side, so amazing and sometimes even scary when you look outside the window. As we drove along, you could see remnants of destruction caused by hurricane Maria and previous ones. What was very prevalent was the richness of the diversity of vegetations with all kinds of organic crops anxiously waiting to be plucked. There is a rich variety of food options with all kinds of restaurants with vibrant entertainments and tourist sites. You can hear different music from petty traders in shops, on the streets, and in vehicles everywhere. It is a very good site for tourism as well as educational expeditions.

My assignment was to provide training in Instructional Technology to teachers and how the knowledge can translate into high student success in the classroom. There were over thirty teachers who signed up for my class. They were introduced to multiple educational social media and resources suitable for teachers of all grades. Notable among the tools were Edmodo, Plickers,



Socrative, Clickers, Yammer, and more. The teachers selected an average of three tools and studied them to perfection. Each teacher was then asked to do a presentation of one of the instructional technologies they preferred the most. All the teachers in the technology class did a very great job. They were highly motivated in learning more new methods about instructional technology.

The classroom composition was about 5:1 female to male teacher ratio. Most of the teachers traveled from long distances, approximately two hours, across the island to attend the Professional Development. Females are highly encouraged to get into the teaching profession. This was evident by the high number of female administrator participants, compared to their male counterparts. It was interesting to understand that female teachers are encouraged to teach in all Boys' schools, but very few or no male teachers found in all Girls' schools.

Teachers in Dominica are undergoing lots of strains, especially in terms of a lack of instructional materials. There is a mixture of private and public schools. The private schools tend to have more access to resources as

expected, but every school infrastructure is or has been affected by a hurricane. It is an average of one hurricane every two years. The government is trying very hard to construct structures that can withstand hurricanes and winds of high velocity.

Like Canada, Dominica also has Aboriginal people. Unfortunately, we were not able to visit that part of the island. However, we learnt that the aboriginal culture is gradually fading away. There is no sign of the aboriginal culture in any of the schools we visited. The language, we were told, is not taught in any of the schools.

My greatest shock was the interesting things I found about the historical connections between Dominica and my country of origin, Sierra Leone. When we visited one of the museums, I saw artifacts from Sierra Leone, including maps with tribes and names of cities and empires from West Africa. Sadly enough, we were shown where they used to slaughter slaves who attempted to escape. There were lots of cultural similarities between the people of Dominica and those of Sierra Leone and West Africa in general.

5 Grants Valued at \$1500 each to be awarded to teams of NB teachers!

TEACHER DESIGNED PROFESSIONAL LEARNING GRANTS 2020

WHAT IS A TEACHER DESIGNED PROFESSIONAL LEARNING GRANT?

TDPLG is an annual school-based professional learning opportunity funded by the New Brunswick Teachers' Association. NBTA will award five \$1500 grants for the calendar year January 2020 – December 2020. Interested teams of 3-5 teachers are invited to apply. Application forms will be available online beginning November 4, 2019. The November edition of the *NBTA News* will provide further details concerning selection criteria and grant requirements.

Deadline to apply is December 6, 2019

Time Beyond the Classroom

Project Overseas

by Kathy VanGenne, Leo Hayes High School



We met face-to-face for the first time in Ottawa and participated in three days of workshops before embarking on some 22 hours of travelling to Kampala, Uganda. The long travel was an appropriate backdrop to what would be an exhausting, but fulfilling, time ahead and where the concept of time was to be flipped on its dial. Uganda time works on its own schedule. As Canadian teachers, we innately understand and work in compartmentalized time blocks. We keep time, give time, make time and find time. In Uganda, I learned how important to us those aspects of time are.

Keeping Time

We are purposely conditioned to our bell schedules and keep time to be respectful to our students and colleagues. In Uganda, however, keeping time is...fluid. There was no bell in our classes to indicate the beginning or ending of a lesson. While we initially found ourselves frustrated with the seemingly lackadaisical demeanor of our students' concept of being on time, we soon realized that they

Every year of my teaching career thus far, I have participated in some type of extra-curricular activity. This is a testament to my unwavering belief that some of the most powerful and memorable teaching and learning (for both student and teacher) happens outside the classroom. Perhaps it is this philosophy that led me to apply for a position with Project Overseas. Perhaps it is also this aspect of my CV that helped me garner a spot among 58 other teachers from across Canada to teach in a developing country.

Fourteen teams of four to five teachers were selected by the Canadian Teachers' Federation to partner with teaching unions in developing countries in Africa and the Caribbean. My destination was Uganda, a small country situated in East-Central Africa bordered by Kenya, South Sudan, the Democratic Republic of Congo, Rwanda and Tanzania. I was to discover that all my teaching and volunteer experiences would be called upon in my capacity as Literacy Lead for my team.

Prior to my departure in early July, I spent six to eight hours video conferencing to get to know my team members. I was impressed by the diversity and level of experience each brought to the group. Their passion and empathetic focus on what it means to be a teacher matched my own and solidified my excitement. I believed that in our three plus weeks together we would support and celebrate each other's efforts –I was right.





were often so engaged in discussing their learning, that keeping time was not the most important thing. Although we encouraged our students to come to class on time, we also celebrated the time they kept to themselves as they shared what was important.



Making Time

Each day my team had a 45-minute drive to the college where we were teaching. It was a chance to take in the countryside and chat with each other about our plans for the lessons we would be teaching that day. Hearing the passionate illustration of the lessons prompted each of us to make time to visit each other's classes in whatever extra time we had. In those moments we saw the power of teaching. Seeing the engagement of our students, the laughter, focus and excitement was transformative... for all of us.

Giving Time

In the Ugandan schools, students work on mastery rather than age-related grade levels. As such, the classes are comprised of multi-aged students, all working to master

the curriculum. Students are given all the time they need to master the concepts before moving on to the next level. Though our education system in Canada is far more advanced than in Uganda, I believe that the system of mastery is masterful! Why not give students all the time they need without the stigma attached to failing?

Finding Time

Time is often illusive and hidden. We must make the effort to find it and use it. In my daily classes with my Ugandan students, I made it a priority to find the time they needed to learn and own the lessons and the strategies I was sharing so that they could take them back to their own students. Generally, my lesson plan was completed with all I wanted to cover. More often, I found the expected time needed to be expanded, or shortened, depending on how the students engaged in the new literacy strategies and concepts. As we learned together, I enjoyed getting to know my students. I found the time, during the breaks, to just chat and get to know them as colleagues as well. In those moments, I knew that being a teacher was indeed a wonderful calling.

Two months have passed since I returned from Uganda. Reflecting back, it was a time that was challenging, exciting, heartbreaking and fulfilling. Project Overseas gave me the opportunity to share my expertise, and my passion for learning. In doing so, I learned so much more than I could ever impart. Though it was such a short window of time to be in Uganda, it was time richly spent. And time...well...it continues to be fluid.





CYBER SECURITY

What's All The Buzz: Cybersecurity Opportunities for Students in NB

by Adam Binet, EECD Cyber Projects Coordinator

Cybersecurity is by far one of the most important and significant economic and societal issues for the modern economy. This importance also plays a role in a teacher's day-to-day life; we should be practitioners who exude confidence and adhere to best practices as role models for our students. As more and more aspects of our lives are connected via internet, our shift to security and privacy cannot be a second thought. Cybercrime is not going away. According to Cybersecurity Ventures, cybercrime will reach \$6 trillion dollars by 2021. There is also a global shortage of human resources to help combat cybercrime and other cybersecurity issues.

Recognizing that it must be proactive, NB launched CyberNB in May 2016. Created as part of the Province's economic development agency, Opportunities NB, CyberNB is purpose-built to focus on both economic and societal issues. An exciting aspect of CyberNB's approach has been an entire team focused on cybersecurity education in K-12 schools in New Brunswick.

Since 2016, CyberNB's K-12 team has been working to introduce a variety of cybersecurity initiatives and opportunities for students. This has happened in several ways, with thousands of students benefitting over the past four years. These opportunities have come about by relationships with EECD, cybersecurity industry partners as well as organizations like ICTC. Here is a brief synopsis of what is currently happening in schools:

- **CyberTitan Competition:** This competition puts students in the role of IT professionals tasked with hardening Windows and Linux based computer systems, and with implementing computer networking systems. This competition is a fantastic way for students to become involved in a school activity and with over 120 teams in 2019 (3 of which went to National Finals in Ottawa) has become one of the largest extra-curricular activities in the province.
- **NB CyberDefence League:** Launched in 2019, the NB CyberDefence League saw 111 teams from all 4 districts. It is like CyberTitan but designed to be a 50-minute competition which happens over 5-6 rounds during the school year. The top middle school and high school teams from the 4 school districts compete in a provincial championship.
- **CyberDays:** Are experiential, hands-on learning days focused on technology for middle and high school students. Since 2017, there have been over 20 of these days hosted in all 4 school districts in NB. 30-100 students attend an all-day event allowing students to participate in hands-on workshops with cutting-edge technologies. Industry and post-secondary partners are part of these days and lead sessions, host career panels and to be involved throughout the day. CyberNB has partnered with IBM Security to deliver "CyberDay4Girls" which has IBM Security staff volunteer to host a day specifically aimed at exposing girls to STEM fields.

- CyberImmunization Program:** Launched last year, this middle school program features 5 critical lessons with included activities and teacher lesson plans that discuss the themes of cybersecurity, digital citizenship, digital literacy and online ethics. The program is delivered through the voices of a middle school student, "Reverse" and their sidekick, "CyBear". These characters are also featured in the comic book, "Timeout" which is given to each student at the conclusion of the lessons. Over 100 teachers in New Brunswick have received PL on the program, and over 5000 copies of "Timeout" have been circulated to students. This program and the comic book are available to all teachers in both languages.
- Cybersecurity & Technical Support 110/ Cybersecurity 120:** The Technical Support 110 course has been replaced with a new Cybersecurity & Tech Support 110 course. A new Cybersecurity 120 course is also now available for high schools. These courses introduce and extend network and cybersecurity issues which will provide skills and practical activities in the field.
- Mentorship and Virtual Co-Op 120:** This new take on co-op allows students to opt for a 1-credit hour version, working virtually with cybersecurity professionals from anywhere in the province. Students typically meet via video conference for 1-2 hours a week and are tasked with assignments and projects the rest of the time. This eliminates roadblocks to matching eager and passionate students directly with industry professionals and in many cases has paved the way to networking within the industry which helps students as they transition to post-secondary and career paths.

If you are interested in learning more about any of these activities in schools, please reach out to: Adam Binet (adam.binet@nbed.nb.ca) or Ryan Murphy (ryan.murphy@nbed.nb.ca)

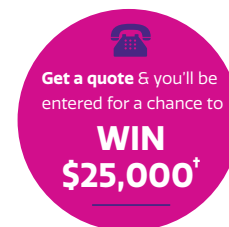
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Change...as Good as a Rest?

Finding Opportunities to Grow Throughout Your Teaching Career

by Ardith Shirley,
NBTA Deputy Executive Director



At the recent COMPASS Conference for early career teachers, I was asked to be a part of a closing panel discussion organized around the theme of 'Opportunities to Grow' in your career. I have to confess that when asked to participate, I hesitated. Panels generally are one of my least favourite conference formats – I find them rather 'ad hoc' and a bit unnerving as you are never really sure the direction the conversations will take and therefore what messages (intended or unintended) the audience is left pondering.

With a certain amount of trepidation, I agreed to participate - more out of a desire to support my much-respected colleague, who was organizing the event - rather than a belief that my contributions would make much of an impact. While it remains to be seen if the sharing of my experiences had any impact on the audience assembled that Friday afternoon, I will say that taking part in the panel caused me to reflect on which experiences have provided me the greatest growth opportunities over the years. Here are some of mine – what are yours?

1. Pay attention to your 'social' relationships. Choose your 'five people' carefully...

While I was engaged in the panel discussions, it suddenly hit me – my professional SOCIAL NETWORK has provided me some of my greatest growth opportunities. I'm not sure if it was through good luck or good management, but I am thankful that in my early days of teaching I found myself 'hanging out' in the staff room with other teachers who were interested in being 'involved' and 'in the know'. Although the specific faces of my 'five people' may have changed throughout my career, the common thread among them was that they valued their own professional learning and fostered professional connections within and beyond the four walls of our school – new experiences were sought after and then shared as fodder for the next staff 'get together'. As I look back at my introduction to the profession, I recall many opportunities to attend professional learning events that built and extended my own professional 'social' network. Even though in the short term they were 'more work' as I needed to prepare for the supply teacher, I now realize the investment of time and extra energy was well worth it.

In the words of motivational speaker Jim Rohn: "You are the average of the five people you spend the most time with... chose carefully." The people you spend the most time with shape who you are. They determine what conversations dominate your attention. They affect to which attitudes and behaviors you are regularly exposed. Eventually you start to think like they think and behave like they behave. **I am SO thankful for my people!**

As Darren Hardy writes in *The Compound Effect*:

"According to research by social psychologist Dr. David McClelland of Harvard, [the people you habitually associate with] determine as much as 95 percent of your success or failure in life."

That's huge. And it has important consequences. The dream in your heart may be bigger than the environment in which you find yourself. Sometimes you have to get out of that environment to see that dream fulfilled.

2. Get in the CAR!

One of the pivotal decisions I made while still a new teacher that has contributed the most to my growth (and financial) opportunities over the years was enrolling in the MEd program at UNB. At the time, I had no interest, didn't have the time and couldn't really afford it. (Or so I thought.) The only reason it even came on my radar was that two colleagues had decided to take the leap and wanted someone else to split the gas. (Yes, I am that old – there wasn't an MEd program available online at the time.) Despite all the reasons NOT to do it then – including people telling me that it would guarantee I wouldn't get that elusive full time 'B' contract as it would mean I was more 'expensive' to hire – I finally just stopped overthinking it and GOT in the CAR. Yes, it was a lot of work. Yes, I had to borrow money to pay for it at the time. It also remains as some of my best memories and professional learning experiences. Not to mention the salary increase I have enjoyed each and every year since that has more than paid for the cost of 'borrowing' many times over. Is there an opportunity that you are considering, but find yourself hesitating for some reason? My advice - just GET in the CAR!

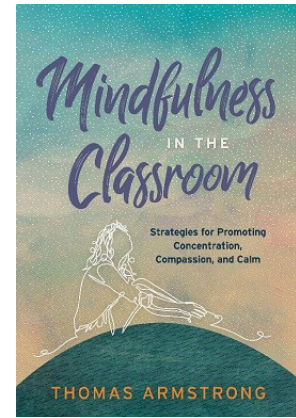
3. Get comfortable being uncomfortable...change is as good as a rest.

Looking back, I realize that most of the experiences that have helped me grow the most have been ones where I found myself feeling a bit 'off balance' or perhaps even completely over my head. Finding yourself a little too comfortable? My advice would be to find a way to make yourself a little uncomfortable again...our profession is fortunate in that it provides many such opportunities. Sign up to take on a different teaching assignment, perhaps apply for a different role, or maybe a deferred salary or educational leave might be for you...the possibilities are endless! Change can be as good as a rest. Be proactive in keeping yourself 'fresh' throughout your career. Plan for change at regular intervals. Need help or advice on options? Helping advise you on such matters is part of my job - Give me a call!

Andith

Book Giveaway

You may have noticed that we did our book giveaway a little differently last month to kick-start the year – as **everyone** who dropped me a line received a copy. I was pleased to share 17 copies of 'The Progress Principle' with teachers from around the province. This month, we are back to drawing for one copy of *Mindfulness in the Classroom* by Thomas Armstrong ... Tweak your interest? Drop me an email with the subject line 'Book Giveaway' and you could be the lucky winner!



References:

The Polymath Project. Found online at <https://medium.com/the-polymath-project/you-are-the-average-of-the-five-people-you-spend-the-most-time-with-a2ea32d08c72>

“You are the average of the five people you spend the most time with – choose carefully.”

~ Jim Rohn

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Yoga in Schools Graduate, NB*

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*April Wallace,
Teacher*



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Beth W, Yoga in Schools graduate

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Fee: \$299.00 + hst

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*200hr certification begins in March, for more info visit: YogainSchools.ca

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Council Coordinating Committee September 27, 2019



Elementary Council



(L-R): Andrea Grey (Prince Charles School), Jennifer Winchester (L.E. Reinsborough), Chantal Daley (Janeville School), Paula Smith (Vincent Massey Elementary), Colleen Sullivan (Glen Falls School), Sarah West (Lou MacNarin), Tracey Comeau (Bessborough School), Karen Miller (New Maryland Elementary), Misty Campbell Walton (Ed. Leave Branch 1428)

Middle Level Council



(L-R): Sarah Brooks (George Street), Heather Ingalls (Bliss Carman Middle), Kristie Garland (Princess Elizabeth), Tamara Carter (Port Elgin Regional), Lynn Skinner (Champlain Heights), Mary McDade (Princess Elizabeth), Alison MacEacheron (Ed. Support Centre - Branch 0215), Ryan Macdougall (Campbellton Middle), Cheryl Alward (Loch Lomond)

High School Council



(L-R): Krista Hovey (Hampton High), Megan Crosby (Riverview High), Trudy Stiles (Woodstock High), Sheridan Mawhinney (Oromocto High), Karrie Harris (Rothesay High), Andrew Champion (Fredericton High), Tracey Dale (Leo Hayes High), Jonathan Watt (Dalhousie Regional High), Laura Lamey (Riverview High), Alice Walker (Bathurst High)

Heather Cripps

CAP – Principal of the Year



Gesner Street School Principal, Heather Cripps, has been named Principal of the Year by the Canadian Association of Principals. She received the award at the Annual CAP Conference that took place in May in Whitehorse, Yukon. Cripps says she is honoured by the award, but sees it as recognition for a much larger group, "There are so many thousands of administrators working

so hard every day. I recognize that I am just one of those diligent professionals striving to do their best."

Cripps said that this was her first trip to the Yukon and it was the experience of a lifetime to learn about the people and environment of the area. Every session at the conference included presentations or performances by Whitehorse students, whether it be singing, dancing



or culturally-themed. She says she was struck by a comment by a First Nation elder in one of the sessions who stated that teaching is the most "noble profession" across all cultures over all time. "It really resonated with me and I have thought a lot about it since I returned home. The influence of teachers is critical in the lives of so many children, particularly those with diverse and challenging needs."



Cripps was nominated by her staff, which makes her even more proud. "There is a strong team of great educators dedicated to student learning at Gesner. We serve primarily military families and their transient nature actually increases the need to be a true community school. Usually there are no extended family links and/or a parent is trying to cope on their own. Therefore, we need to provide plenty of school programs and be there to help them find so many of the supports they require."

Originally from Miramichi, Heather Cripps has a BEd, DAUS and MEd in School Administration, all from the University of New Brunswick. After teaching out west for a few years, including at a Mennonite school in Alberta, where the students spoke German rather than English, Heather joined the inaugural group of teachers who entered the NB system with Kindergarten in 1991. She has taught and been an administrator at Summerhill Street Elementary, Geary Elementary, spent four years as a Learning Specialist, and been Principal of Gesner Street School for the past ten years.

"No matter what changes in programming and curriculum the main reason you become a teacher is make connections with kids and to enrich their lives."

Before heading to Whitehorse to receive her award, one of Heather's students speculated that she would likely be given a "I am a Principal" mug. Reflecting on this, Heather said, "You know what? That's something I am very proud to be! "

PORTAGE ATLANTIC BURSARY PROGRAM

Fall is here and residents at Cassidy Lake are looking ahead to a sober, productive life. During their residential phase, youth attend school at the Portage Academy which are provided by three NB Education teachers, and are bilingual to best meet the needs of both Anglophone and Francophone students. The classes are small so that everyone can learn at their own rhythm. Residents receive the help and encouragement they need to rediscover their academic abilities and even go on to postsecondary studies.

As we approach the yearly Recognition Ceremony on September 29th, Portage Atlantic has been busy with bursary applications for youth who are serious about their sobriety and are enrolled in secondary education. This year Portage Atlantic is very proud to announce that 18 bursaries have been disbursed. The yearly amount youth can apply for is \$4000 per year.

Anyone wishing to attend the Recognition Ceremony as we recognize the bursary recipients, please contact portageatl@portage.ca to confirm your attendance.

Thanks to anonymous donors and the Lion Ron Evans Bursary Program, Portage has been awarding bursaries since 2007.

The teachers at Portage Academy are proud of the achievements of the Portage Atlantic youth who work at continuing their individual education goals while engaged in the Portage residential rehabilitation treatment program at the Cassidy Lake centre.



(L-R): Ules Baxter, Kristen Hicks and Randy Davis

New Brunswick Social Studies Educator Network (NBSSSEN)

Will host its first provincial conference in conjunction with Middle Level Council in Fredericton.

Friday May 1st, 8:30 to 3pm.

Open to ALL Social Studies teachers and members of any NBTA council.
Stay tuned for more details in *NBTA News*.

For more information: Lise Martin-Keilty (lise.martin-keilty@nbed.nb.ca) and Kevin Foster (kevin.foster@nbed.nb.ca)

NBTA Branch Presidents Meeting



2019-2020 NBTA Pension Seminars Registration Form

Date and Location of Seminar:

- January 18 - Miramichi - James M. Hill Memorial
 February 1 - Fredericton - NBTF Building
 February 22 - Sussex - Sussex Regional High

Deadline for Registration:

January 10
 January 24
 February 14

Name of Teacher: _____ Birth Date _____

Email Address: _____ Dist. _____

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

No. of pension years you will have accumulated to June 2019 _____ Certificate Level: _____

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

Are you paid by pay bands? Yes No

If "Yes" to either, please contact the HR Officer at your District to have your salary history, dated back to June 2014, emailed to tammy.boon@nbta.ca.

Form can be emailed or faxed to Tammy Boon

tammy.boon@nbta.ca

Phone: (506) 452-1722 Fax: (506) 453-9795

Seminar Guidelines

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

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

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

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

Program

Teachers' Pension Act

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

Retirement Allowance

- pre-retirement vacation

Canada Pension

Old Age Security

Financial Planning for Retirement

- RRSPs
- RRIFs
- Annuities

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

Energy IQ Conference

Canadian Geographic and the Petroleum Producers of Canada

by Lise Martin-Keilty, Fredericton High School



This past summer, I was invited to an Energy IQ conference put on by Canadian Geographic and the Petroleum Producers of Canada. The goal of the conference was to learn about Canada's energy mix and how the country is responsibly developing its oil sands resources. We had the opportunity to visit an in situ oil sands operation, learn about land reclamation, explore the local human and natural landscape, as well as learn about the region's biodiversity.

I flew out the third week of July to Fort McMurray to take in this experience with other educators across Canada. I was shocked flying into Fort McMurray to see the damage very present from the forest fire a few years ago. Acres and acres of burnt forest was very hard to see.

The first day we visited an oil site that was in-situ. All the drilling and extraction of the oil is done in the ground. I did not see a drop of oil that day. The extraction is like what we know as fracking but instead of breaking shale rock apart, the bitumen, which is in rock form, is melted from steam and extracted this way. We toured the HUGE site and saw how this was done. A few things that I saw and noted:

- Animal crossings were frequent when there was a pipeline. Mounds of dirt are piled on over the pipeline so animals can freely cross. The company had wildlife cameras to monitor this.

- The work being done environmentally to reclaim the land to its original form. I had no idea how strict the Alberta government is when lending land to companies to extract the oil.

- The empty lodge... our conference for the day was in this huge lodge (in the middle of nowhere, I might add) and it was empty. This lodge would be the size of one of our large city high schools, probably bigger. The lodge had beautiful conference rooms, canteen,

games room, accommodations for hundreds of workers, and it sits empty. What a waste. I was told that when the price of oil went down, many workers were released.

The second day was a completely different story. We visited an open pit mining site. This bothered me. I saw the open pit from afar, the HUGE loader trucks going back and forth to the crusher 24 hrs/day, 365 days a year. It was shocking to see our earth open and gutted this way. A few things I noted:

- Again, the work being done by environmentalist to restore the land after they are done. Mind you, this restoring can take 30+ years, but it was nice to see that work is being done.

- The massive everything... the facilities, the trucks, the equipment... everything is done on such massive scale.

- Tailing ponds: these lakes on the land when they are done extracting. Never heard of this before and saw many.

Our third day, we visited the Fort McMurray Oil Sands Discovery Center and talked to community members in Fort McMurray about life there. I had a great conversation with a local Mi'kmaq woman who works with the oil sands.

On our final day, we met with researchers that are doing work so that the environment is looked after and are finding better ways to minimize the impact on the land. It was nice to see the work being done here. We also met with a Métis community leader who shared his perspective on what is happening. He was real and I appreciated his honesty about everything. What he shared was more the views I had going into this experience.

I learned lots, I was shocked as I stood there and looked at what we are extracting from our earth, but at the same time, I use energy. I love my AC in the summer, I drive a car daily. Our energy use is not going down, rather we are

using more. It did make me reflect on how I can use less.

The Canadian Geography Energy IQ program for students is quite good. I would watch the 5 videos (very student friendly) that shows our energy use and what it is used for. Each video is about 4-5 minutes long.

<https://energyiq.canadiangeographic.ca/>

Click on Learning Center, then explainer videos. That is a great start. I think you will be impressed. Then, your student can do an online quiz measuring their energy use. I loved doing this and think your students would also. Once you do that, just explore the site and you will find lots of resources for your classroom. Canadian Geographic also has a Energy classroom competition that I am sure your class/students would probably want to take on after doing these activities.

Facebook

Share Great Stories From Your School

Share! Share! Share!

Great Stories from your School

September Winner: 64 shares
.....

Our newest Facebook share winner is
McAdam High School for their acts of kindness!

They will be receiving \$50 for staff wellness.

Keep those stories coming!
Send them to blake.robichaud@nbta.ca.

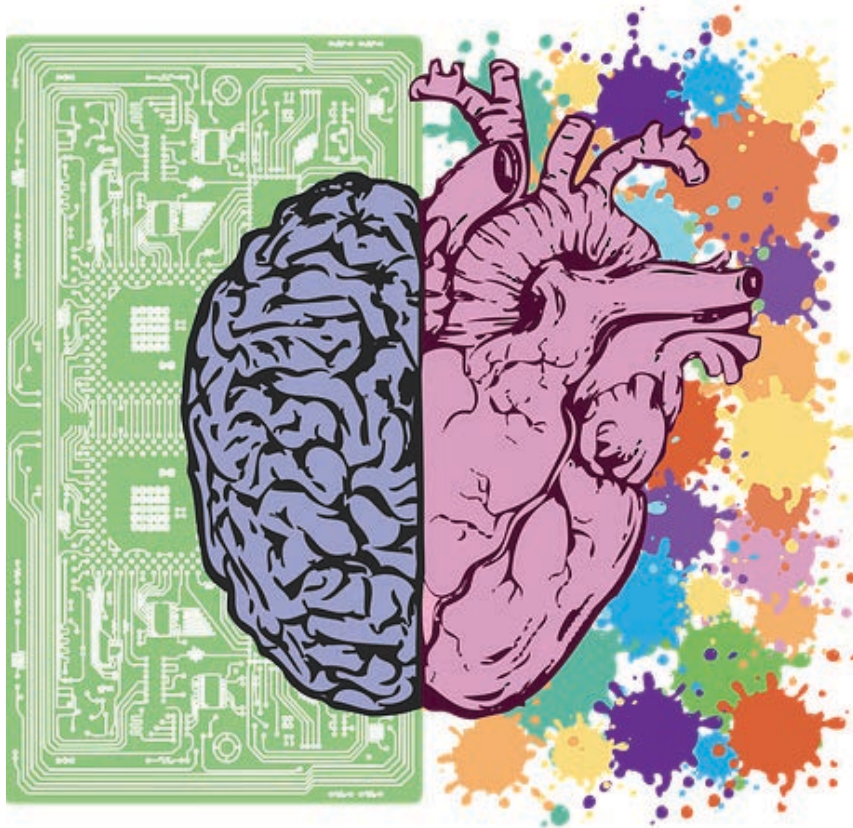
To celebrate a legacy of kindness for Rebecca Schofield Day, the students and staff of McAdam High School have been performing acts of kindness. The entire Middle School baked cookies, put them in bags decorated by the students with kind words and artwork, then canvassed the community delivering the cookies. The students were excited about the activity and their effort was appreciated and well received by the citizens of the community. The McAdam High School class of 2020 set up Tim Hortons Drive Thrus to hand out a free cup of coffee and to wish each one a great day!!! Both of these activities taught lessons far beyond the classroom on citizenship and acts of kindness. It also served to build relationships between the youth and adults in the community.))





Regulate Your Stress with a Healthy Gut

by Michael LeBlanc,
Teacher Counsellor, ASD-West



when we are feeling mental stress (depression, anxiety, anger, burnout) it can cause issues with the functioning and make up of our gut, and alternatively poor digestive health can negatively impact our mental health. With regard to Mary, one thing that chronic stress can do is cause 'leaky gut', which makes our immune system over-react. Over-reactive immune systems can make us susceptible to allergies, skin conditions, chronic fatigue and auto-immune diseases such as Lupus, Colitis, Crohn's and, yes, IBS as well. Poor Mary!

Chronic stress, like that felt by teachers, can wreak havoc on our gut functioning and our immune system.

In some ways it's not a big surprise that the gut has such a large influence on our brain since the gut is also known as the '2nd brain'. In Michael Gershon's book "The Second Brain" he says that "...the brain in the head doesn't need to get its hands dirty with the messy business of digestion, which is delegated to the brain in the gut."

Here's how the connection works: In our gut we have 100 trillion bacteria, fungus, viruses and other critters that scientists call our gut MICROBIOME. This microbiome is in charge of helping us process food and maintain a healthy immune system. Our gut microbiome also has 500 million neurons (right, neurons are not only in our brain...who knew?!). When we get into a state of 'fight or flight' stress hormones are released from both our brain and our gut. We get attacked from both top and bottom. Two of these stress hormones are norepinephrine and adrenaline (amongst other things, they increase our heart rate and blood pressure, and adjust our metabolism so our energy is not spent on digestion but on 'readiness' for danger). These chemicals travel up and down the Vagus nerve

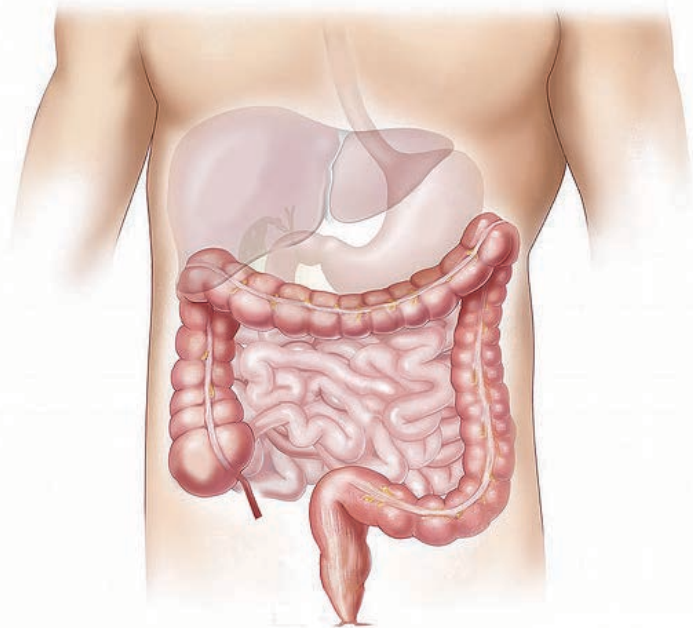
Mary is an elementary teacher with 12 years of experience who comes to see me for counselling. She has high anxiety partly due to the stressful nature of a busy grade 5 class of 18 students with almost half of them on SEP's. While she has been dealing with anxiety since she was young, it seems much worse these days. Recently she was diagnosed with Irritable Bowel Syndrome - or IBS - after a battery of tests from her doctor. She asked her doctor if the anxiety and IBS are related - and yes, they are!

Mental health issues are influenced by the gut, and gut issues are influenced by the brain.

Did you know that our brain and our guts have a reciprocal relationship? They are connected by a two-way street called the Vagus Nerve, which regulates our Autonomic Nervous System (AKA 'Fight, Flight' and 'Rest and Digest' system). And despite common knowledge, what happens in Vagus doesn't stay in Vagus! Good or bad, this two-way street has a huge impact on our overall functioning. Current research shows that



(also called the gut-brain axis) wreaking havoc on our health and causing us to over-react to Johnny when he asks to go to the bathroom for the 4th time this afternoon, especially tough since we haven't gone all day!



When we think of reducing stress we need to start considering improving gut health.

So what can Mary do to keep her stress at bay since she works in a school - the perfect 'fight or flight' activating environment? She can start by increasing her awareness about how her stress system works, then focus on making positive changes to both her brain health and her gut health. She needs to combat her stress from both angles. Amazingly, she can do things and eat certain foods to increase the production of a neurotransmitter called serotonin (a 'happiness hormone' that is the basis of many anti-depressants) to keep stress at bay. If she can be open to making gradual changes like this, and work at making them stick on a daily basis, she has a chance to turn her stress (and stressful year) around. She can create a plan (like a lesson plan, but for her health) and make a commitment to herself to make it a priority.

Here are some gut health and brain health ideas that Mary (and you) can consider:

- Consult with your doctor. They are the health expert and your first stop. This article is information only - not medical advice and not meant to replace the knowledge and expertise of your family physician.
- Develop a growth mindset (see Carol Dweck's research)-develop the permission you need to try new things and go out of your comfort zone with stress-reduction strategies.
- Lean on other healthcare professionals like your physiotherapist, nutritionist, naturopath, chiropractor, massage therapist and osteopath. Combine eastern and western medical approaches. Johnson Group Insurance has amazing coverage for all of these health professionals.
- Educate yourself on gut-brain health by listening to podcasts - check out Dr Steven Gundry - <https://drgundry.com/the-dr-gundry-podcast/> or the Gut Health Guru's Podcast - <https://podcast.nourishmeorganics.com.au/>
- Start a gut-health program. There are many out there. Two such programs can be found in these 2 books: "Clean Gut" by Alejandro Junger, and "Happy Gut" by Vincent Pedre.
- Learn about which foods help develop a diverse and resilient gut. Aim for:
 - Omega 3 Fats - fish, flax seeds, chia seeds
 - Prebiotics (what your microbiome eats) - asparagus, onions, garlic
 - Probiotics/Fermented foods (adding to your microbiome) - Kimchi, Greek yogurt, Kombucha
 - Collagen (most abundant protein in our body) - bone broth, salmon
 - Polyphenols (boosts digestion and brain health) - green tea, olive oil, coffee
 - Tryptophan (precursor to serotonin) - eggs, cheese
 - Dietary Fibre - nuts, seeds, avocados, peas
 - Leafy greens (feeds good bacteria) - Swiss chard, spinach, kale
- Eat brain food - blueberries, turmeric, broccoli, dark chocolate, fatty fish.
- Move! - Exercising grows neural connections in the brain and increases microbial diversity the gut.
- Consider 'Intermittent Fasting' - it's not for everyone, but do your research and speak to your doctor to ensure it's right for you. Research shows it can help with digestion and longevity (see "The Mind-Gut Connection" by Emeran Mayer).
- Meditation/Yoga - tons of research around the positive impact of diaphragmic breathing - these integrative health approaches done daily can turn your health around.
- Reduce the amount of simple carbohydrates (sugar) you consume - too much sugar reduces good bacteria and gets in the way of good cognitive functioning.
- Be careful of too much processed foods - decreases brain tissue and levels of healthy gut bacteria. Try to stay away from 'TV Dinners' for lunch and prepare a salad instead.
- Get your sleep - sleep debt can affect your circadian rhythms, which impact gut health and cognitive functioning. Did you know that the microbiome has its own circadian rhythm? Who knew?!
- Practice gratitude - it lowers inflammation and increases positive hormones.

Moncton Teacher with WE Charity in Ecuador

by Sally Carpenter, Bessborough School



Some experiences in life allow you to view the world through a different lens. I was fortunate enough to have such an experience in August when I traveled, along with 12 other teachers from across North America, to Ecuador for an Educator's Professional Learning trip with WE Charity.

After landing in Quito, the capital of Ecuador, and the highest capital city in the world at 2850 meters, we were whisked on to a bus, then on to a boat, to reach WE's Minga Lodge, a truly breathtaking spot in the Amazonian rain forest. Less than 0.01% of the world's population ever travels that far into the rain forest, a statistic not lost on those of us, who stood with jaws agape, at the magnificence that is the rain forest. The sights, the smells, the sounds - a true sensory buffet!

Having been an advocate of the WE Schools program for several years, it was such a privilege to be able to see the WE Villages model in action. WE focuses on a community's strengths rather than its problems,

and mobilizes their talents, skills and assets to create sustainable solutions. They only work in communities to which they've been invited, and they rely heavily on the guidance of community members to select and prioritize the most appropriate projects and activities. Our group participated in building a platform for a school. The local foreman gave us guidance on how to mix concrete and create a Minga line to get the job done efficiently. Schools are often at the center of a community in Ecuador. It's where local gatherings are held during the summer and weekends, and where community members can access safe, clean water and sanitation services.

Not only did we have the opportunity to help build a school in a community, we also met local farmers who were eager to tell us how WE has supported them in setting up the infrastructure to access safe drinking water for themselves, and their extended communities. Our group also visited WE's Agricultural Learning Center where we learned about cacao farming. The pride and conviction that Melquiades Mejia, WE's head cacao farmer, has for bringing a quality, environmentally sustainable product to market was inspiring. He taught us why it's important to avoid monocultures in farming. He also explained the process of how to ferment cacao beans. It goes without saying that the taste testing of different chocolates was a highlight of the trip!

Another WE Pillar we saw in action was Opportunity. We spent an afternoon with local artisans, at the Women's Empowerment Center, learning how to make Minga bracelets. From the beginning of the process to the end, nothing is wasted. Leaves are stripped and dried to make thin ropes, and the bracelets we made used red seeds from the Amore tree as an accent. The money they earn from their enterprises provides them with independence not always afforded to women.

We finished off the week with a visit to a Kichwa family with our local guide. We learned how to shoot blow darts and spears (some of use were more successful than others!) and we participated in a cleansing ceremony with a highly respected charma, or medicine man.

My experiences in Ecuador provided me with renewed energy and enthusiasm to continue the work we do with our Leadership students here at school. What we do here matters. Every popcorn and theme day, every act of kindness, all of our volunteer work, our efforts to promote an attitude of gratitude, they all have a ripple effect that spreads far beyond our school walls.

Power of 3 Inquiry Workshop

by Michelle Standring, Rothesay High School



Teaching is an ever growing and changing profession in which we must prepare students for a future that we cannot predict. Due to the rapid changing of technology, workforce, and post-

secondary demands, teachers must now, more than ever, focus on preparing students to be creative to solve problems, ask the right types of questions so they have a plan to find the answers, and innovate their assessment and teaching practices. This summer, ASDS was proud to partner with the High School Council to bring together over 80 teachers from across New Brunswick to workshop with Tiffany Poirier and understand more about the importance of using inquiry in the classroom.

Tiffany Poirier is a elementary school educator, principal and public speaker based out of British Columbia. She has authored the children's book, "Q is for Question" and has developed her own web-based educational classes which center on inquiry. She was able to bring these teachings to life in front of educators from different levels, specialties and grades with real world examples that teachers could take back to their home schools.

From learning about the "Question Toolbox," "Ways of the Ninja," and a checklist of "What is inquiry?" teachers were led through hands on activities, guidebooks, and takeaways to better improve their classrooms and teaching strategies. At the end of our day, our "AH HA! Moments" bulletin board was filled with sticky notes from teachers excited to get to work this fall and inspired to incorporate the "Ways of the Ninja" into their day-to-day teaching.

A huge thank you goes out to Tiffany for traveling all the way from BC to work with our teachers, ASDS and the High School council for believing in the message of this workshop, and for all the educators that took a day out of their precious summer holidays for this unique learning opportunity.

How do I stay on top of my budget for the holidays?

by Margery Nichol, NBTA Credit Union

Holidays and budgeting; two words that should always go together before you head to the shopping malls.

How much should you spend on the holidays? The amount you should spend is based on what you make, what you've saved, and what you can move around in your budget. Crunch some numbers so you have a realistic budget to work with. There are plenty of apps that can assist you.

Want to know how **not to** overspend? Keep track as you go. What should you do if you overspent on Mom? You will need to cut back elsewhere in your budget. Try looking for items on sale to help make up for overspending on that special gift. Yes, you can move around amounts after you put them in your budget (and you should. Your budget is a "living document"). Just ensure that you don't overspend the total amount you set for the entire holiday season.

Another tip some people find helpful is to calculate your approximate hourly wage and, before making a purchase, think about how long you would need to work to pay for each item. You may have second thoughts about the items you choose. It is easy to get carried away and overspend particularly during the holidays. Making a plan beforehand, and sticking to your budget, will help keep your credit card firmly in your wallet and allow you to enjoy the holidays without the added stress of overspending.

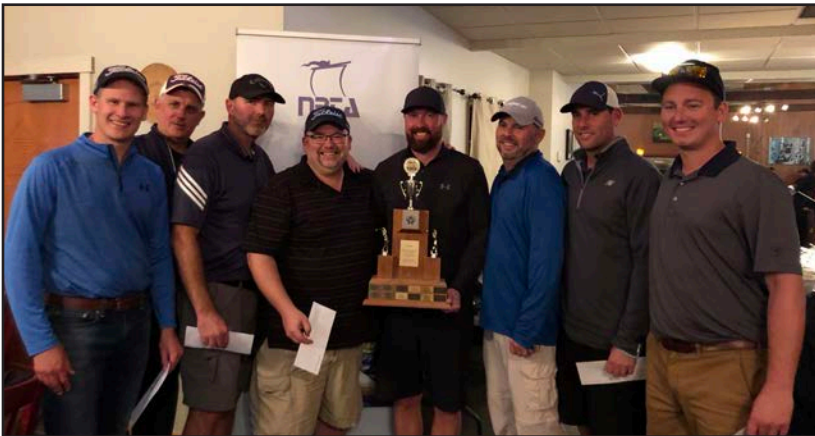


Have a financial question you would like answered?

*Email questions to:
nbtacu@nbtacu.nb.ca*

NBTA Golf Tournament 2019

On Saturday, September 28th, NBTA members and friends gathered at Mactaquac Golf Course for the annual NBTA Golf Tournament. Everyone enjoyed a beautiful day and good fun. Congratulations to our winners, some of whom are shown below. All participants had a great time no matter their score.



40th Annual NBTA Men Teachers Curling Bonspiel

Carleton Curling Club, Saint John, NB January 17, 18, 19, 2020
Registration: \$160.00/team

No more than 18 teams will be accepted on a first come, first served basis.
Entries should include skip's name, and/or contact person with an active email address.
(If you want to participate but aren't on a team, contact Terry)

Send entries and cheque to:

Terry Kilfoil, Chairman
NBTA Men Teachers' Curling Bonspiel
21 Meadow Drive
Rothesay, NB E2H 1K9
Tel 847-5429
Email: kilfoilt@nbnet.nb.ca

Registration Prize **Winners!**

Congratulations to this year's registration prize winners who each won an Apple iPad and Apple Pen. Nicole Wolno (left) from Quispamsis Elementary and Nathalie LeBlanc (right) from Harry Miller Middle School.



Congratulations also goes out to our 20 supplemental prize winners who chose either a \$25 iTunes card or a NBTA Logo product.

Angela Barclay: Southern Victoria High (1431)
 Joceline Young: Tantramar Regional High (0214)
 Karen Palmer: Hartland Community (1429)
 Staci Bennett: Bayside Middle School (0820)
 Daniel Foote: Hampton Middle School (0619)
 Catherine Bourque: Hubbard Avenue (1725)
 Celine Porter: Elanor W. Graham (1640)
 Jared Davis: Fredericton High School (1826)
 Lesa Scott - Seconded
 Roxanne Grant: Blacks Harbour School (1021)

Karen Wilson: Casual Day-to-Day (0820)
 Jennifer Bastarache: Petitcodiac Regional (0216)
 Marcia Leger: Bessborough School (0215)
 Lorraine Clair: James M. Hill Memorial (1610)
 Jennifer Butler: Sussex Elementary (0618)
 Allison Baker: Vincent Massey (1023)
 Sarah Walker: Barkers Point School (1826)
 Caroline Fletcher: Hartland Community (1429)
 Ellen Lee - Janeville School (1542)
 Merina Ripley: Assiniboine Avenue (1725)

Thank you for registering with the NBTA!

A deposit special for special members like you.

3 Year . . . 2.25%
4 Year . . . 2.50%
5 Year . . . 3.00%

See nbtacu.nb.ca for details.

Have you signed up for our Payroll Savings Plan?

Get the ball rolling at nbtacu.nb.ca/PSP



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