



# NBTA NEWS

NEW BRUNSWICK TEACHERS' ASSOCIATION



**NBTA AGM 2019**

**Barry Snider Elected NBTA Vice-President**

**Retiring Teachers 2019**



## 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](mailto:blake.robichaud@nbta.ca) or [nbtanews@nbta.ca](mailto:nbtanews@nbta.ca).

We look forward to hearing from you!

### Upcoming Deadlines:

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# Barry Snider Elected NBTA Vice-President



Barry Snider has been elected as NBTA Vice-President for 2019-2020. Snider (Hillsborough) won in a closely contested race against Connie Keating (Salisbury/Petitcodiac) and Stephanie Tomilson (Rothesay).

Born in Moncton and a graduate of Caledonia Regional High School, Barry has an Education degree and DAUS from UNB as well as his NB Principal Certificate. He has five years of experience as a school administrator and is currently the Principal of Riverside Consolidated School.

Barry has been involved in the NBTA for practically his entire teaching career, serving twelve (12) years as President of Branch 0217 and six (6) years on the Board of Directors. He has twice served as Acting Past-President of the NBTA, elected by his peers on the Board to be a table officer on both the NBTA and NBTF Executive Committees in place of a retiring NBTA President. Snider also served one other term on the NBTA Executive Committee.

Barry says his campaign was an eye-opening experience, "You understand, at a certain level, how hard teachers are working to provide the best education possible for their students and to make their lives better, but when you experience this day after day, you can't help but be impacted by the toll this is taking on the health of many of our members. This is impressive and inspiring, but it is also scary. Where are these people going to be ten years down the road? This is something I will always keep in mind in any NBTA leadership roles I have."

## Election Results

Branch	Connie Keating	Barry Snider	Stephanie Tomilson	Abst.	Totals
0214	22	32	11	0	65
0215	233	221	83	8	545
0216	83	29	6	1	119
0217	15	28	3	0	46
0618	37	57	33	0	127
0619	106	74	119	3	302
0820	91	145	178	5	419
1021	29	6	12	0	47
1022	3	2	13	0	18
1023	31	18	47	3	99
1428	17	32	10	0	59
1429	51	22	27	0	100
1430	35	14	23	0	72
1431	26	29	8	0	63
1450	11	18	1	1	31
1454	10	3	1	0	14

Branch	Connie Keating	Barry Snider	Stephanie Tomilson	Abst.	Totals
1536	6	11	23	0	40
1538	10	10	21	0	41
1542	17	48	14	0	79
1608	43	64	37	0	144
1610	7	68	26	1	102
1640	23	14	12	0	49
1724	28	7	16	0	51
1725	37	61	53	4	155
1809	7	21	11	0	39
1826	84	143	128	4	359
1827	20	10	6	1	37
<b>Total</b>	<b>1082</b>	<b>1187</b>	<b>922</b>	<b>31</b>	<b>3222</b>
%	33.58%	36.84%	28.62%	0.96%	100%

# President's Speech to the 2019 NBTA Annual General Meeting



*NBTA President George Daley addressing the 2019 NBTA Annual General Meeting. Below is an excerpt from his remarks.*

"As I conclude my term, I feel it is important to report to you today, not only on the last year, but actually on the last two years and the targets that I campaigned on over two elections; I guess, in essence, to show you the dash of my presidency.

## **Inclusion**

My largest conversation with members during my campaign was that I would engage our organization and province in an open discussion around inclusion and seek the needed changes in policy. I told members that I felt I had the ability to effectively lead this conversation; I feel that I have been successful. From my first media interview, I have continued to focus on class composition and Policy 322 as our main priorities.

I feel our public openness on this topic has gained us the support of the general public, many parents, many educational stakeholders and, quite honestly, elected officials as well. I know many members have expressed that we are finally saying what it's

really like. It seemed that, across this province, educators recognized that we were heading in an unsustainable direction. I believe that our public position has empowered many in the system to now more freely express their sentiments.

As a result, we've seen the retooling of some, and the recreation of other, alt sites, along with the broadening of the age targets of their students. We now have some schools experimenting with other options to best meet the needs of those struggling to cope in the regular classroom, focusing on ensuring all students are getting a positive learning environment.

We've seen the release of documents on Restraint and Seclusion Procedures, along with Partial Day Schedules processes. The development of these documents is significant, not in that they lay out the procedures, but that they in fact indicate that they are indeed permissible and necessary in some of our most challenging situations.

We also continue to work with our partners on the clarifications document series around Policy 322 itself so that, once and for all, our teachers know there is a consistent application of the policy.

Finally, we were given a commitment by the Deputy Minister of Education for a natural review of Policy 322. This has yet to occur. I've delivered our most updated brief on 322 to both the current Minister and the Premier. The Minister continues to assure me that this will be a major focus of October's Educational Forum and that there will be changes.

There is still much work to do, but I believe we've headed the ship in the right direction.

## **Educational Funding - Negotiations**

Anyone who is paying attention to the national media understands the challenging environment almost all Canadian education systems and teacher organizations face. Here in New Brunswick, we are not immune to the ideological push of budget cuts.

When I started on this road four years ago, we were facing proposed cuts of 600 teachers from the system. Not only did we successfully defend ourselves from that, but in the last round of negotiations we added 250 FTEs and we acquired, in effect, a no-layoff clause for a period of at least 5 years. I am extremely proud to have been part of the team that was able to secure a contract that responded to the demands in our package and also provided long-term stability to our teaching numbers.

Most recently, in this province, we were warned of looming budget cuts in order to get our fiscal house in order. In my term, many of you will have read or heard my comments

in the media, but as I leave, I feel my best and perhaps most influential day was on February 5<sup>th</sup> during the pre-budget consultation meetings with the Ministers of Finance, Education, and Post-Secondary Education Training and Labour. I believe on that day, Lucie Martin (the AEFNB President) and I made major steps forward and laid the groundwork that resulted in a 2.9% increase in the 2019–2020 EECD budget, the largest increase of any Department. Many other government departments suffered cuts, some of them severe.

As I leave this post, one of my proudest feelings is that our work over the last two years has placed our system in one of the best fiscal situations across our country. Are there places where more investment is needed? Absolutely, without question, there are. However, based on numerous conversations with the leadership of other provincial teacher organizations, I would not trade places with any of them.

### Teacher Welfare

The three bullets I used in my campaigns were:

- Support and defend teachers publicly
- Pursue changes to Employee Management Program
- Pursue continued and increased funding to our professional teacher counselling service

Teacher welfare was and continues to be a main focus for me, and I told teachers that I would support and defend them publically. Over the last two years, I have had numerous opportunities to do so in various media forums. I have received literally hundreds of messages of all types saying "Thank you" and "Thank you for finally standing up for us." I know the organization has always done that, but I certainly tried to be particularly more forceful than others in the past. The member feedback was both

touching and overwhelming. I want to say "Thank you" in return. As I leave the office, I implore this organization to not go back to our old ways. We do not have to react to everything, but I wholeheartedly believe we must let our members know that the NBTA and their President has their back, and that we WILL defend them publically.

Our efforts were not only to push our messages, but also to try to alter the negative and misleading tone so often prevalent in the NB media. From my first day, I made it clear that I would be as accessible as possible to journalists, but I would also hold them accountable for fair reporting. This resulted in many conversations with reporters, editors, and even media owners. While we still have work to do, we have seen a change. There are fewer negative assumptions made, inaccurate data reported as fact, and we have begun to see more recognition of the good news stories that occur in our schools. There have been several editorials actually supporting our positions, and we see the specific language crafted in our messages appear in media stories, even when we are not being quoted. After several follow-ups with an editor who had defended the accuracy of previous stories, I was able to prove that an article, which was critical of our system, was based on incorrect data. Therefore, for the first time in recent memory at least, there was a correction printed in our daily papers. This may appear to be only a small victory, but remember that our goal is only to have unbiased and accurate reporting. We have to let the media know we will hold them accountable, too. We know we are facing great challenges in our schools, but we are amazingly proud of the work our members are doing to overcome these. Their tireless efforts on behalf of their students deserves praise, not attacks, based on simplistic or biased views. I believe we have made significant strides in shifting this discourse.

Our "Great News Stories" initiative over the past two years has also been a success. I believe sharing these positive messages has made a difference in helping us all remember the great work that is being done. Social media is a useful way of letting parents know the wonderful things that are taking place in our schools, and it presents an alternate mode of accessing information that goes around the filter of the traditional media.

During my campaigns, I also stressed that we needed increased funding for our Professional Teacher Counselling Service. This team of three does exceptional work! As President, so many times members have opened up to me about their personal circumstances and how our counsellors have made a major impact in their lives. I want to salute the work of Mike LeBlanc, Lisa Calhoun, Ronna Gauthier and formerly Carmen Meehan.

We were not successful in the most recent round of negotiations at increasing the funding for this program, however, the NBTA Board unanimously supported our Structures and Services Report recommendation that the NBTF seek the necessary funding during our next contract negotiations to hire a fourth counsellor for the Anglophone system. I believe we must make the argument that we are, quite simply, losing too many teachers too early, and that additional funding for this service is a small but worthwhile investment in our human capital, if not our profession. We must push for this in the next round as a major service to our members."





# Read: It's in Your Nature

## Read: It's in Your Nature

2019 Summer Reading Club

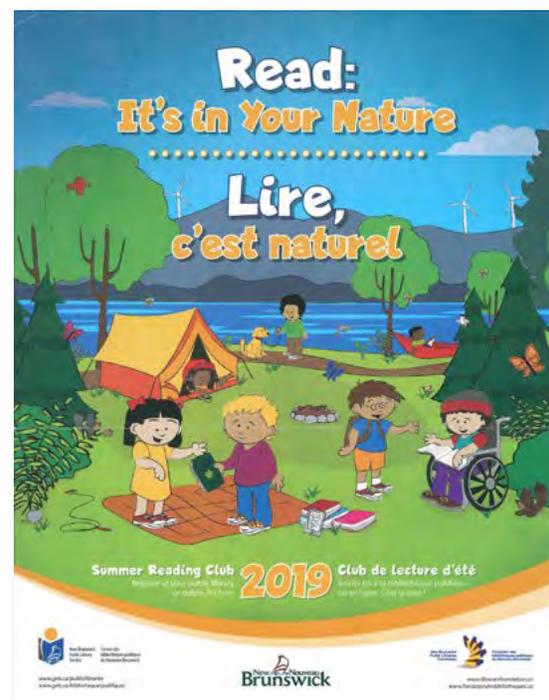
Be an eco-warrior this summer at the library! This year, the Summer Reading Club theme is the Environment. Through reading, children find role models and stories that inspire them to do good for the planet. Whether it be through recycling, learning about endangered plants and animals, reducing water consumption or using environmentally-friendly modes of transportation, every child can play a role in protecting their environment. The Summer Reading Club will help children discover the world around them and learn how to care for it so they can enjoy it for many years to come.

Summer Reading Club 2019 is going to be a summer-long celebration, so don't let your students miss out! Registration is beginning just as school is ending. Children who are not yet able to read can participate by having someone read to them. Encourage your students to visit their local public library to register. They can also take advantage of the New Brunswick Public Library Service's website and register online at <http://www.gnb.ca/publiclibraries>.

Studies have shown that students who don't read during the summer months are at a significant disadvantage when they re-enter school in the fall. The Summer Reading Club exists to prevent summer learning loss and to encourage children to read through fun and engaging activities. This year's theme of the environment has something to satisfy the interests of children of all ages as they explore their own interests and identities. Fun awaits registrants this summer as they participate in programs, listen to stories, and find exciting new books to read at their public library.

You should have received a poster with this newsletter that promotes the Summer Reading Club. Please hang it in your classroom. You can also invite a staff member from your local public library to come and talk to your students about the program. Please contact the library to make arrangements.

Thank you for your continued support of the Summer Reading Club in your community!



**Summer Reading Club 2019 Club de lecture d'été**  
 Register at your public library or online. It's free! **2019** Inscris-toi à ta bibliothèque publique ou en ligne. C'est gratuit!



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# NBTA AGM 2019: Results from Branch Resolutions

**1. BE IT RESOLVED** that the NBTA lobby the Department of Education to ensure that there is a protocol in place **and enforced** for dealing with student behavior that negatively impacts classrooms and schools on a daily basis.

**Result: Amended and Carried.**

**2. BE IT RESOLVED** that the NBTA lobby the employer to allocate supplemental FTE for EAL Itinerant Teachers to provide additional support, instruction, supervision, and assessment for newcomers and to complement school-based ESS teams.

**Result: Carried.**

**3. BE IT RESOLVED** that the NBTA lobby the employer to ensure that teachers who have a high proficiency in French be prioritized for French Immersion and Intensive French positions when there is a need to have these positions filled within a school.

**Result: Defeated.**

**4. BE IT RESOLVED** that the NBTA lobby EECB to increase its mileage allowance to match that provided by NBTA.

**Result: Carried.**

**5. BE IT RESOLVED** that the NBTA lobby the employer to provide an allowance for Personal Protective Equipment (PPE) for teachers.

**Result: Carried.**

## NBTA/NBTF

**6. BE IT RESOLVED** that the NBTA /NBTF/ lobby/ negotiate for all schools to be assigned a minimum 1.0 FTE ESS- Guidance Counsellor.

**Result: Carried.**

**7. BE IT RESOLVED** that the NBTA/NBTF lobby/ negotiate that K-2 classrooms are provided with additional EA supports for high needs students.

**Result: Defeated.**

## NBTF

**8. BE IT RESOLVED** that the NBTA ask the NBTF to negotiate that the words "unforeseen circumstances" be removed from Article 20 so there are no exceptions to maximum class sizes.

**Result: Carried.**

**9. BE IT RESOLVED** that the NBTA ask the NBTF to negotiate that when class size limits are exceeded after the first reporting period a 1.0 FTE be automatically added to teach that class.

**Result: Carried.**

**10. BE IT RESOLVED** that the NBTA ask the NBTF to negotiate in the next collective agreement reduced class size maximums for EAL classes as these require teaching students in multiple grades simultaneously.

**Result: Carried.**

**11. BE IT RESOLVED** that the NBTA ask the NBTF to negotiate with the employer to provide additional **school-based** ESS support to meet the academic needs of all students.

**Result: Amended and Carried.**

**12. BE IT RESOLVED** that the NBTA ask the NBTF to negotiate with the employer that individual sick days not be deducted from the accumulated sick leave bank of teachers when school is cancelled due to inclement weather.

**Result: Carried.**

**13. BE IT RESOLVED** that the NBTA ask the NBTF to negotiate that all step family members be included in Articles 32.01 and 32.02 (Bereavement Leave) during the next round of negotiations.

**Result: Carried.**

**14. BE IT RESOLVED** that the NBTA ask the NBTF to negotiate for the creation of a fourth category of responsibility allowance for principals and vice-principals of school with more than 1250 students.

**Result: Defeated.**

**15. BE IT RESOLVED** that the NBTA ask the NBTF to negotiate that B contract teachers be able to choose their Family Day on any day, pending approval, regardless if it coincides with a long weekend or other holiday.

**Result: Carried.**

# NBTA AGM 2019:

## Results from Recommendations from the Board of Directors

### 1) STRUCTURE AND SERVICES REPORT RECOMMENDATIONS REGARDING BRANCH REORGANIZATION

1. That the NBTA be divided into 30 branches with a goal of having three hundred or fewer members in each. [There will be 12 Directors in Anglophone West, 8 in Anglophone South (+1), 5 in Anglophone East and 5 in Anglophone North (-1).

**Result: Carried.**

2. That the 30 NBTA branches be reorganized in accordance with recommendations developed following consultation with the combined executive of the branches in each District **for final approval at the next AGM.**  
**Result: Amended and Carried.**

### 2) REVIEW OF FIVE-YEAR POLICY STATEMENTS

That we recommend to the Annual General Meeting 2019 reaffirmed/amended policies as outlined below.

Index No.	Date of Adoption	Statement	Result
104	ADOPTED: 1990  REAFFIRMED: May 24 - 25, 2013	<b>AGM Resolutions (Return for Correction)</b>  Resolutions which are vague, improperly worded or based on incorrect information will be clarified with the submitting Branch and reviewed by the NBTA Resolutions Committee.	<b>Reaffirm. Carried.</b>
191	ADOPTED: 1990  REAFFIRMED AS AMENDED: May 24 - 25, 2013	<b>Branches – Nominations for Director</b>  Each branch should be encouraged to nominate more than one candidate when positions on the Board of Directors are open and each Branch will carry out democratic elections to fill these positions at the Annual General Meeting of the Branch.	<b>Reaffirm as amended.</b>  a) Each branch <del>should</del> <b>will</b> be encouraged to nominate more than one candidate when positions on the Board of Directors are open.  b) Each branch will carry out <del>Democratic</del> elections to fill these <del>vacant</del> positions <b>will be conducted</b> at the Annual General Meeting of the Branch.  <b>Carried.</b>
461	ADOPTED: May, 1984  REAFFIRMED AS AMENDED: May 24 - 25, 2013	<b>Pension: Annual Contributors' Statement</b>  NBTA will continue to insist that Pensions Branch provide teachers with an annual statement of their accumulated pension contributions, interest and pensionable service.	<b>Reaffirm as amended.</b>  a) NBTA <del>will continue to insist</del> <b>believes</b> that <b>Vestcor Pension Administration Pensions-Branch should</b> provide teachers with an annual statement of their accumulated pension contributions, interest and pensionable service.  <b>Carried.</b>
552	ADOPTED: 1990  REAFFIRMED AS AMENDED: May, 2013	<b>Representation – UNB Board of Governance</b>  The NBTA representative on the UNB Board of Governors will be the President or the President's designate.  If the President is not able to serve, then the President should consider a designate who has had some provincial experience within NBTA.	<b>Reaffirm. Carried.</b>
501	ADOPTED: May, 1990  REAFFIRMED AS AMENDED: May, 2013	<b>Representation on Committees (External)</b>  Whenever practicable the President, Vice-President, their designates, members of the Board of Directors, or assigned NBTA Staff, should represent the Association on all committees outside the Association on which the Association is granted representation.	<b>Reaffirm. Carried.</b>

### 3) PROPOSED NBTA BUDGET FOR 2019-2020

That the proposed budget for the fiscal year 2019-2020 be approved by the Annual General Meeting. **Result: Carried.**

### 4) NBTA DUES FOR 2019-2020

That the dues for NBTA statutory members for the fiscal year 2019-2020 be a total of \$760.00 (\$510.00 - NBTA; \$250.00 - NBTF).  
**Result: Carried.**

### 5) DUES FOR NBTA CASUAL MEMBERS FOR 2019-2020

That the dues for NBTA casual members for the fiscal year 2019-2020 remain at \$3.91 per day (\$2.62 - NBTA; plus \$1.29 - NBTF).  
**Result: Carried.**

# NBTA Centennial Award: Helen Moar-Milne - Harbour View High School



*The Centennial Award was presented to Helen Moar-Milne by NBTA President George Daley.*

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

## **The 2019 NBTA Centennial Award is presented to...**

*A teacher whose greatest strength is working with struggling students, inspiring even the non-readers to read, non-writers to hold a pencil, and the shy to recite their own poetry. A teacher whose perseverance and "never give up" attitude over a thirty-five year teaching career has helped thousands of students to succeed.*

## **... Harbour View High School teacher Helen Moar-Milne.**

Helen Moar-Milne is a rare combination; she demonstrates the meticulous planning and enthusiasm of a first-year teacher, but also possesses the wisdom of a seasoned educator. She prepares for her week as a surgeon might for a long and complex operation. Helen is methodical, leaving nothing to chance. Her students are provided with carefully selected reading material, highlighters, interactive notebooks, every detail of what they are expected to do and every tool they might need to be successful. It seems impossible for students to be disaffected and unmotivated in her classroom. She has endless patience and understanding even when faced with the most challenging students. She is a kind and gentle individual who truly desires to assist each student to her utmost ability.

Helen does not just teach students to read and write, she teaches them how to be fair-minded, self-controlled and loving citizens who are equipped with the skills necessary for a good life. Her

classroom is a safe space, her door is always open. As teachers, we often comfort ourselves that we cannot be all things to all people, but Helen refuses to believe that. She has proven herself to be a caring and devoted mentor whose greatest joy is finding others' strengths, watching them grow and finding fulfillment in their successes. Her passion, patience and perseverance make her an invaluable support figure for so many people - students and teachers alike. Her sincerity and wisdom have helped countless others with a shoulder to cry on and solutions to consider.

It is her innate ability to access the wellbeing of her students, uncover their potential, and find pathways to their future that is most impressive. She never complains, she only seeks ways to find a solution. Helen's approach is all-welcoming; no ability necessary, only a willingness to try. Many students are transformed from reluctant learners to confident and capable scholars.

Helen has also been a big supporter of Student Council fundraising initiatives and activities, including the annual Relay for Life campaign, dances, proms, auctions, ticket sales, talent shows, car washes, etc. She can also always be counted on to support all student-led programs, including her much-loved teacher luncheons in Culinary Tech - some of the only times she ever gets out of her classroom at lunch, because she's always available for extra help for the students who need further instruction, extra time on an assignment or just need a quiet place with someone to listen.

In the words of Helen's husband:

In the 37 years that Helen has been in the profession, I do not remember a single week going by that she did not spend extra hours in the evenings and on weekends, all of this after a workday that routinely started at 7:30 in the morning and rarely finished before 5:30 in the evening. In addition, many summer holidays needed to be scheduled around professional development, summer teaching assignments or just going into the school frequently over the summer months to prepare for the upcoming academic year. Over the decades, there have been very few shopping trips that didn't include items for school; financial contributions that Helen gladly made out of her own pocket.

In the words of her colleagues:

*Year after year our school is beautified by the work proudly displayed by her students each month. Sometimes it's almost unfathomable how some of those highly-detailed, meticulous and impressively creative pieces come from her students and the students themselves are equally as awed with their achievements.*

*In a student survey, I was touched to read that one of the most challenging students in the school had named English as his favorite class "because of the teacher," who was, naturally, Mrs. Milne. It brought tears to my eyes, but it really shouldn't come as a surprise; the student was simply recognizing that Helen cares about them.*

*I aspire to become even half the teacher - and person - she is. Helen never seeks recognition, and humbly goes about doing what she knows best - educating our students not only on curriculum, but on how to succeed in life as strong, independent, confident people.*

*We've gone to her with administration issues; relationship issues; student issues; parent issues; physical and*

*mental health issues; loss of our babies, our parents, siblings, beloved house pets, grandparents, friends and colleagues; in addition to other serious personal crises. She has NEVER let any of us down.*

*I don't know what we're going to do without her and her endless cupboard of boxes of Kleenex with which to dry our tears.*

*If there was only one word to describe Helen, it would be "Beautiful".*

**We are proud to present Helen Moar-Milne with the 2019 NBTA Centennial Award.**

**NEW**  
*Bachelor of Education*  
**French Immersion/Inclusion**

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**UNIVERSITÉ DE MONCTON**  
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**Faculté des sciences de l'éducation**

# Vince Sunderland Memorial Award for Outstanding Educational Leadership: Heather Bell-Williams - Milltown Elementary School



*The Award was presented to Heather Bell-Williams by EECD Minister Dominic Cardy.*

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

## **The 2019 Vince Sunderland Memorial Award is presented to...**

*A principal who recognizes that there are many factors that contribute to the success of a child and that not all of them take place within the classroom. There are many pieces to the puzzle - food, shelter, clothing, home life, parents, community, and accessible opportunities - to name a few. A*

*leader who works tirelessly to empower her staff and whose compassion and professionalism inspire all of those around her,*

## **... Milltown Elementary School Principal, Heather Bell-Williams.**

At MES, Heather Bell-Williams has created a model of what a community school can be. Recognizing the need for food security for children outside of the school week, she was an integral part of the group who introduced "We've Got Your Back" to several schools. This program ensures that children are provided with a bag of groceries every weekend so they will not go hungry. The school also has a "Clothing Closet" that is full of items for children to take if they need warmer or larger garments. Heather has worked with the Community Schools Coordinator to bring other valuable programs to Milltown Elementary, as well. They have a preschool, classes for mothers, an

after-school program, "Families and School Together", Big Brothers/Big Sisters, and in the summer, "Super Duper Fun Fun Camp" (student named), which combines academic support and great activities.

Heather supports teachers by going into the classroom to model classroom management, specific learning goals, and provide support for teachers. She understands that the classroom is filled with a diverse range of learning needs and is always willing to provide support in the classroom. Heather has high expectations for teachers and staff. She pushes them to strive for their best, while always maintaining student achievement at the core of their efforts. At any given time, she has multiple Professional Learning books on the go as well as new courses to undertake. She shares her interests with the staff and encourages others to pursue their own choices of professional learning. Along with PL, Heather focuses on daily best practices of curriculum and classroom management. She has a yearly goal of 500 walk-throughs in classrooms. Last year she surpassed this and is on track this year to do the same.

Words are limited in their ability to fully express the true value of a person, but the following letter submitted by a parent of a former student at Milltown says more about Heather than a list of a thousand accomplishments could:

*My daughter was born with a rare disability in 2008. Her disability presented itself in the form of severe cognitive delays, hearing impairment, seizures and a debilitating sensitivity to natural light. She was wheelchair bound and completely non-verbal. We fully intended to home school her*

but were invited to a meeting to discuss the potential of her attending MES. It was then that I first met Heather. She asked, "What if your daughter could come to school? What if we could try, even perhaps an hour or two a week?" We left that meeting struck by Heather's passion, firm hand shake and undeniable confidence. We left wondering "What if?"

Our girl did go to school. She participated in the classroom with her peers, was on stage for the school Christmas production where they dimmed the lights, just for her, and she began attending birthday parties of classmates and having largely attended parties of her own. MES and its "family of learners" had gone from a school to an integral part of our own family, largely due to Heather's

initiatives. She always pushed our daughter to reach her highest potential. Her presence in the school was not only a source of normalcy for us, but also was an invaluable lesson to her peers on empathy, tolerance and inclusion. This would never have happened if we hadn't met Heather on that fateful day.

Unfortunately, our daughter became ill in early 2017 and spent some time in intensive care at the IWK. Heather was in constant contact with us, reaching out to us to ensure our needs were met, both financially through fundraising and emotionally with a great deal of moral support. Sadly, in June of 2017, less than one month after her eighth birthday, our girl passed away. Heather delivered the most profound, heartfelt eulogy at her funeral. It goes

without saying that this is a task that goes far beyond the expectations of a school principal. By this point, she was no longer "just" a principal, but also a cherished friend and confidant.

**One of Heather's staff summarized the thoughts of many:**

"I believe that a good leader is a person who conducts themselves in a manner that makes others want to be the best person they can be. Heather does this. She is one of a kind and has truly enriched the lives of so many, including mine."

**We are honored to present Heather Bell-Williams with the 2019 Vince Sunderland Award for Outstanding Educational Leadership.**

## NBTA Staff Changes



**Melinda Cook**

NBTA Deputy Executive Director Melinda Cook/Staff Officer, Finance is transitioning to retirement. Melinda was a member of the NBTA Board of Directors from 1997 until 2001 when she became a member of the NBTA Staff. Melinda carried out many different assignments over the years with the NBTA and is, aside from her duties in finance and as Deputy Executive Director, is the staff officer responsible for the Code of Ethics and Supply teachers.



**Tina Estabrooks**

Tina Estabrooks is the new NBTA Staff Officer, Finance. Tina was originally hired on a term contract to replace two NBTA Staff Officers in the area of Professional Issues who were taking consecutive leaves. Tina has now joined the permanent NBTA Staff.



**Ardith Shirley**

Ardith is the new Deputy Executive Director of the NBTA. Ardith has been a member of the NBTA Staff since 2007 with responsibilities primarily in the area of Professional Issues. Her duties as Deputy will be in addition to her current Staff Officer role.



**Greg Peters**

Greg Peters is a new NBTA Staff Officer in the area of Professional Issues on a temporary contract of 16 months. With Tina Estabrooks assuming duties in Finance, the remainder of her term replacing the leaves in Professional Issues needed to be filled. Greg Peters is a Social Studies teacher from Fredericton High School.

## NBTA Credit Union Award for Excellence in Teaching:

# Kathy Soucy - John Caldwell School



The Award was presented to Kathy Soucy by Margery Nichol, NBTA CU Manager (L) and Dale Weldon, President NBTA CU Board (R).

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

### This year, the award is being presented to...

*A teacher who has the ability to find the strengths in each student so that all can be contributing members of her classroom. An educator who, if a student is struggling either academically or emotionally, will not rest until she finds them the help they need. A teacher whose connection with parents is astounding.*

### ... John Caldwell School teacher Kathy Soucy.

Kathy Soucy has spent her entire thirty-three (33) year teaching career at the elementary level, the vast majority of this time at John

Caldwell School in Grand Falls. After more than two (2) decades in the classroom, Kathy became a Vice-Principal of JCS in 2006. In this role, she implemented many initiatives in the K-5 area, including: a good deed card system, playground posters to explain rules, and a ticket system to make students accountable for their actions. Kathy also formed a morning club for Literacy and Math groups, where she guided older elementary students to be mentors for primary students. Kathy worked diligently with the district Science Lead on preparing kits in big bins for grades 3-5 teachers in order to build up the Science program. After seven (7) years as VP, she returned to teaching her favourite level, K-2. Working within a K-2 team, Kathy still provides a leadership role to support other teachers and is always working to collect and use data in problem solving. Even as her retirement approaches, she continues to learn and provide the best possible classroom environment for her students, adapting to each of their needs. Kathy is a role model for all present and future educators.

Kathy's passion is for Literacy and the primary grades. Her pedagogical beliefs and classroom practices are phenomenal, which is evident when you walk into her classroom and observe how she sets up her lesson plans to incorporate all learning styles and reach every student. Kathy is very intuitive and has the ability to figure out how individual students are struggling. She meets students where they are and moves them forward, inspiring them to push beyond their limits, while instilling a love for reading and being part of a classroom family. Even though Kathy's students are in grade 1 she has high expectations for them behaviorally and academically. Her empathy for students, regardless of needs, is an amazing thing to observe. Kathy comes to school every day with an abundance of energy, greeting every student as if it is the first day of school.

**In the words of her colleagues:**

*Kathy can be found putting her special guided reading hat on, quietly consoling a student who is having a rough day and coming in on weekends to make sure everything is ready for the independent learning of her students.*

*Kathy is a natural teacher. She is someone who you would love to fill your building with, someone you want to teach your own children. She is the type of teacher that quietly leads by example, displaying a willingness to continue to learn and apply new teaching strategies and techniques even in the final weeks of her career. Kathy is the teacher that everyone looks to for advice. She exudes caring and understanding for children and staff alike.*

*Kathy is a teacher who I look up to and continually learn from. She naturally takes new teachers under her wing. She celebrates the small academic successes each child has. Every student feels the pride she has in his or her learning.*

*Kathy is always asking, "How can I make this better?" She will go to any lengths to teach a child even if it means learning nursery rhymes while standing on her head.*

*She was the type of administrator that looked to fix situations before they happened. She didn't wait for students to be sent to her office.*

*Kathy has a way of making you feel like you are the most important person in the world when she speaks to you.*

*I'm sure this is how her students feel. It always comes down to two things with Kathy - respect, and compassion. Some of the words I have heard colleagues, parents, students, and administrators use to describe Kathy - phenomenal, inspiring, bestest teacher ever, remarkable, amazing, marvelous, and outstanding.*

*If there was ever a teacher deserving of an award for the amazing work that they do it is Kathy Soucy. She exemplifies everything a teacher should be.*

**We are proud to present Kathy Soucy with the 2019 NBTA Credit Union Award for Excellence in Teaching.**

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## 2019-2020 NBTA Executive Committee Members



*L to R: NBTA Executive Director Larry Jamieson, Vice-President Barry Snider, Past President George Daley, Karla Roy (Branch 1826), Alyssa MacIsaac (Branch 0619), Peter Lagacy (Branch 1428), President Rick Cuming, Jason Green (Branch 1431), and Barb Brown (Branch 1610).*

# NBTA Honourary Life Membership: Brent Shaw - NBTA President (2007-09)



*The Award was presented to Brent Shaw by NBTA President George Daley.*

Throughout his career in education, Brent Shaw always demonstrated that you can be far more effective as a teacher leader if you really get to know the people you are working for and with.

A graduate of Carleton North High School (CNHS) in Florenceville-Bristol, Brent Shaw returned to this community to teach after furthering his education at the University of New Brunswick (UNB). Throughout his teaching career at Florenceville Middle School, and later at CNHS, he also supported his colleagues through service with the New Brunswick Teachers' Association. He held various positions within his home Branch 1430, served on the NBTA Board of Directors and was elected to the provincial Executive

Committee. In 2005, he was elected Vice-President of the NBTA and the following year as VP/President-Elect. He began his two-year term as NBTA President in 2007.

Brent's key priorities as NBTA President included ensuring that teachers received the respect they deserved from all stakeholders, addressing violence in schools and strengthening vocational programs for students. The elimination of the Grade 1 entry point for French Immersion presented the challenge of representing the diverse views of members in a very high-profile situation. Brent rose to this challenge and the NBTA stayed strong. After helping negotiate an excellent Collective Agreement which gained teachers a 15.5% salary increase over

a 3.5 year period, he refused to be intimidated when, soon after, efforts were made to circumvent one of its major provisions related to class size.

Following his term as NBTA President, Brent returned to the classroom and finished his career at Harvey High School. His teaching assignments were mainly in the Vocational field, Computer Education and Law. He also served on the Board of Governors for UNB for six (6) years.

Brent Shaw's service with the Canadian Teachers' Federation (CTF) was impressive to say the least. During his NBTA term and afterward, he served on numerous CTF committees. He was elected to four (4) terms as Vice-President of CTF, a national organization that represents approximately 200,000 educators across Canada.

More than anything, however, Brent's main focus has always been people. He may know more teachers than any other NBTA President. While his sense of humour, love of fun and charismatic approach was natural, Brent has always believed that it is also very effective in moving key issues forward, "If you have the opportunity to get to know people outside of a meeting, then when you return to a session, even if you disagree, you have that level of respect that helps you work things out."

**The New Brunswick Teachers' Association is pleased to award Brent Shaw with an Honourary Lifetime Membership.**

# Thanks for your Service!

Members of the NBTA Board of Directors  
Completing their Terms



L to R, Back row: James Ryan (Branch 1538), Nicholas Fullerton (Branch 1640), Bill Hogan (Branch 1429), Kari Parsons (Branch 0820).

Middle row: Christine Leeman (Branch 1021), Dawn Beckingham (Branch 1536), Audrey Norman (Branch 1023).

Front Row: Nicole St-Cyr (Branch 0618), Nancy Patterson-Hargrove (Branch 1428).

## New NBTA Board Members for 2019-20



Robert Barrett  
Branch 1023



Douglas Bobbitt  
Branch 0618



Warren Coombs  
Branch 0820



Christa Gallivan  
Branch 1640



Aldena Higgins-Harris  
Branch 1021



Lorie Holland  
Branch 1826



Trudy Stiles  
Branch 1429



Curry Winchester  
Branch 1536



Jonathan Watts  
Branch 1538

## Retiring Teachers of 2019

1826	Monique Allain	0215	Brenda R. Geneau (Mersereau)	1538	William E. McDonald
0619	P. Joseph Armstrong	0215	Janice M. Gerth-Fletcher	1608	Gaetane McGraw
0619	Peter G. Atkinson	0215	Diane M. Gillis (Gaudet)	0215	Deborah G. McLaughlin (Lutes)
0619	Victoria M. Atkinson (Steeves)	0215	Janet E. Gillis (Bartley)	1826	Donna M. McLaughlin
1608	Mona Aubry (Durelle)	0619	Brent C. Golding	0619	Vicki L. McMillan
1536	Joan C. Barry (Richard)	1826	Peter J. Gorham	1826	Monique M. McMinniman (Renault)
0619	Brenda F. Bell	1826	Christa M. Gourley Sparks (Burke)	1640	Michael J. McNaughton
1542	Suzanne E. Bernier (Beaudet)	1430	Jennifer L. Green (Aikman)	0619	Shari L. McNeill
1724	Angela M. Boudreau (Dorcas)	0619	Angela P. Green-Murphy	0618	Jamie A. Middleton (deceased)
0618	Anne E. Bourque (Whitters)	1428	Kelly L. Gunter (Murray)	1826	Cheryl A. Miles (Knight)
1023	Michael L. Bourque	1023	Judith Haley (Christian)	0820	Wayne F. Miller
0618	Edith M. Brown (Beers)	1826	John B. Hamilton	0820	Helen I. Moar-Milne
1022	Heather A. Brown (Cole)	1431	Susan L. Harrison (Clarke)	1725	Daryl F. Morrison
0215	Roberta F. Browne (Steeves)	0215	Audrey C. Hayward (Frank)	1640	Gail N. Morrow (Crossfield)
0215	Wayne N. Burke	1431	Cynthia L. Hebert (Michaud)	1023	Kelly D. Mosher (Wormell)
1429	Kimberly D. Burry (Purvis)	1608	Annette F. Hendry (Schenkels)	0215	Josephine Mullane (Caputo)
0820	Kelvin A. Burt	0215	Wilma M. Hicks (Braam)	1827	Jeff R. Murch
0820	Douglas Button	0820	Michele E. Hogan (Pitts)	1725	Dale P. Nash
1536	Jane E. Caldwell (Johnston)	0618	Mary Lou Holder (Patterson)	0820	Krista M. Nugent (Ross)
1826	Brenda M. Cameron	1826	Patricia J. Holloway (Hogg)	0619	Anne I. O'Brien (MacGillivray)
1542	Bradley B. Chamberlain	0619	John T. Hooper	0619	Brenda J. O'Leary (Harris)
0619	Sherilyn L. Cheeks (Stevens)	1542	Cynthia D. Hornibrook-Doucet	1429	M. Evelyn Paquin
1826	Nanette L. Chisholm (Barnhill)	0619	J. Denise Howlett	0619	Leslie Patterson
1826	Denise C. Cochrane (Richard)	1608	Susan M. Hubbard	0820	Mark A. Phinney
1640	Lisa D. Collins	1022	Heather A. Ingalls	1610	Denise V. Pugh (Dinan)
0820	Ruth L. Connor (Palmer)	1429	Carol E. Irving	1023	Andrea G. Ring
0619	J. Glenn Cook	1826	Alberta R. Jamer (Reid)	1640	Joanne M. Robichaud (Daigle)
0215	Kathleen D. Cooper	1826	Garry H. Jenkins	1725	Susan B. Robichaud (McDougall)
1725	Joan G. Corey (Bentley)	1826	Brenda M. Johnston	0216	William C. Robinson
0619	Denyse J. Cormier (LeBlanc)	0619	Irene M. Kelly (Kager)	0216	Karen L. Rogers
1021	Judith L. Coulton	0820	Karen A. Kelly	0619	Susan E. Rourke (Collings)
0619	June E. Creamer Cormier	0820	Gregory M. Kingston	1538	Diane M. Roy-LeClair
1608	Brock K. Curtis	0214	Maureen A. Kissick	1725	Cathy A. Scott
0619	M. Christine Davis (Malone)	1430	Donna-Marie G. Langille (Larlee)	1429	Heather A. Sharpe (Sherwood)
1640	Jeanne A. Denton-Cosman	0820	Heather A. Langille (McCarville)	1827	Brent M. Shaw
1429	Margaret A. Dickinson (Hemphill)	1725	Michel P. Lanteigne	1023	Moira A. Sherwood (Davidson)
1826	M. Lenora Dicks (MacSween)	1430	Cindy L. Lawrence (Brown)	0619	Leo S. Sipkema
0820	Randall Dobbelsteyn	0216	Marlene E. Lawrence	1724	Rita R. Sivitilli
0619	Olivia I. Donovan (Dube)	1827	Carol A. LeBlanc (Caldwell)	0215	Nicholas K. Smith
1725	Jocelyn P. Doucet (Hallihan)	0215	Rogette A. LeBlanc	1450	Kathy P. Soucy (Richard)
0820	Cheryl A. Doucette (Gerrior)	0215	Tracy L. LeBlanc	0215	Tracy L. Spidell (Roach)
0215	Rebecca T. Doucette (Griffin)	0215	Nicole LeBlanc-Lizotte	1430	Catherine M. Stephenson (Megarity)
1826	Robert P. Doucette	1640	Heather J. Little	1023	Dawna L. Stewart (Scott)
0618	Dawn M. Dunfield (McNeill)	1826	Karen A. Little (Brown)	1608	Judy M. Stewart
0619	Tracey A. Eagles (Sutton)	1023	Brenda L. Logan (Chapman)	0215	Sandra J. Stockall (Kelly)
1827	Joanne M. Eales	0619	S. Denise Long (Gilks)	0619	Nancy J. Sydney (McCombe)
0820	Christopher A. Edgecombe	0215	Eric S. Lutes	1827	Katherine M. Szo (Allen)
1021	Judy A. Ells-Whittingham	0215	Patricia A. Lyons (Smith)	0215	Sandra L. Thistle (Rossiter)
0820	Shawn Marie K. Emino-Mawhinney	0619	Jean A. MacDonald (Liebke)	0820	Deborah H. Thomas
1809	Nancy J. Everett (Giberson)	1431	Trena D. MacDonald (Smith)	1725	Jeffrey A. Toner
1826	Bryan S. Facey	0619	F. Jane MacGillivray (McGuire)	0619	Carol J. Trainor (LeBlanc)
1431	Gail M. Fellows-DeGrace	0820	Heather S. Machum	0618	Jacqueline C. Turnbull (Cormier)
1542	Scott A. Ferguson	0820	Betsy C. MacKnight (Jones)	1023	Lisa G. van Tassel (Atkinson)
0215	Myfanwy J. Ferris (Woolway)	0820	Robert A. MacMurray (deceased)	1640	Susan A. Vienneau (Albert)
1725	Angela L. Forsythe (Harris)	0215	Debbie M. Maillet (Valdron)	0619	Katherine A. Wallace
0215	Pamela M. Fox (Rice)	0820	Rachel K. Malone (Roberts)	1640	Marie A. Walsh (Whalen)
0820	Cynthia L. Freeman King	0820	Carol A. Marks (Gray)	1725	Linda M. Warman (Ashford)
0820	Kathleen M. Fullerton	1826	Catherine A. Martin (Miller)	0217	Shirley A. Whitehouse (Jonah)
0215	Ronald P. Furlotte	1724	Debbie A. May (Smith)	0619	Bonnie M. Williams
1608	Judith A. Gallant (Barrieau)	1826	Mary E. McCarthy (Kelly)	1826	Beth Wright (McSorley)
				1826	Ritchie J. Wright

# The New Brunswick Society of Retired Teachers Congratulates Members of The NBTA Who Are Retiring



*Thank You For Your Service To The  
Students Of New Brunswick*

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# Life is What You Make: it!

## Part 2

by *Fredericton High School Teachers:*  
Mark Garnett, Valerie Marshall, Greg Porter, and Heather Stewart



“**Life is What You Make: It!**” So pronounced a sticker I saw upon arrival at the World Maker Faire in New York City. As an educator and former English teacher, the metaphor was not lost on me, and it gave me great pause over the next three days.

On September 21, 2018, I travelled to New York City (NYC) with nine colleagues to attend the World Maker Faire.

***This is the conclusion to an article that ran in the April NBTA News. We also would like to apologize to the authors, who we incorrectly identified in that issue.***

.....

### **Mark Garnett – biology teacher**

I think one of the things that struck me the most about the Maker Faire was how interdisciplinary it can be. Perhaps one of the barriers that prevents teachers from 'making' is that they don't know how to incorporate making into their curriculum. Making doesn't need to be coding. Making can be planning, cutting, painting, anything! What matters is that students are 'doing', not just listening and writing. It's problem solving and putting the responsibility in the hands of the students. After being inspired by things I learned at Maker Faire, my biology students created a large growth sphere for plants. It was the first time that many had worked with wood, painted, and used tools such as rollers, drills and mallets. The sense of accomplishment was overwhelming. Finally, if you are having trouble finding some inspiration to make, I would encourage you to reach out to Brilliant Labs! Their positive attitude, energy and love of making is inspirational!

### **Carolyn Barnhart – SPR Science**

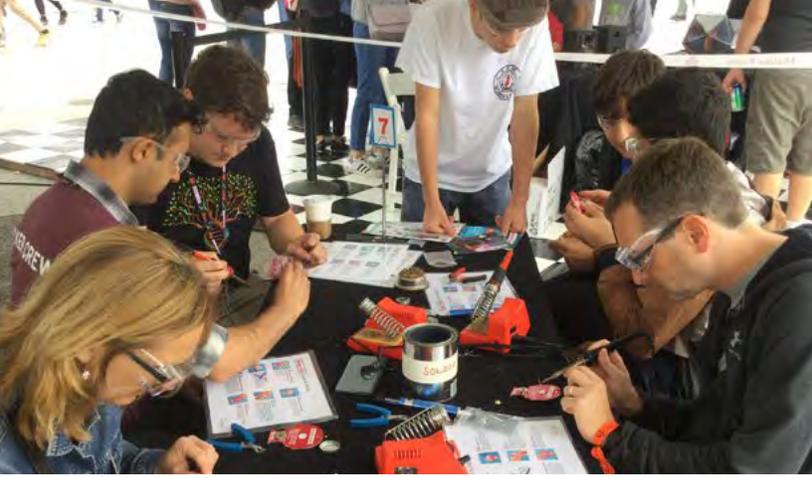
*(Carolyn was the driving force behind our group, and she was instrumental in helping us all get the support and funding we needed for the trip)*

Maker education has to be experienced to fully understand its impact. I have had so many extraordinary opportunities I knew that I needed to find a way to share them. To change the culture of the school, one needs to assemble a group of like-minded individuals from a variety of departments. Maker becomes what we do AS A SCHOOL, not just in isolated courses. I was fortunate that, with the support of our principal, Mr. Shane Thomas, Brilliant Labs, and NBTA Learning Grants, 10 teachers were willing to take a risk and attend Maker Faire.

When I first heard about "Maker Education", it seemed that the focus was coding and 3D printers. Since I have a love-hate relationship with my phone, I knew the tech route would not be something I would pursue. I was wrong about the philosophy of Maker Ed; tech is just one modality. As educators, we have to get away from the notion that maker education is just about 3D printing and coding - we need to change the mindset of being the all-knowing sage on the stage and not employing this methodology in our classroom because we are not confident in our tech skills. If we stick with that mindset, we are denying our students an opportunity to grow. Making is being active - identifying a problem (or a need), determining a possible solution and then actually creating that solution. Making can be engineering, art, music; it can be creating a piece of art, sewing a quilt, writing a play, making a model of the cell... it is the students finding another way to show that they have mastered concepts other than pen to paper, essays and tests. I was a doubter - but now I am an adopter.

Maker education encourages the development of skills that will make the student adaptable to whatever career that choose to pursue – ingenuity, inspiration, and creation.





## “Maker education has to be experienced to fully understand its impact.”

- Carolyn Barnhart

What excited me the most from Maker Faire were the projects done by students - a grade 4 engineering class, where teachers were their clients; a group of students from MIT making a spectrometer out of a stapler; and grade 8 students creating the technology to charge your phone by walking. We need to not just think outside the box, but to toss the box! Student potential is limitless - we have to be willing to free ourselves of the constraints of “convention” and embrace the concept of challenging the students in new ways that do not involve a pen and paper test!

.....

Clearly, we all had different experiences at the Faire, yet there is a common theme - we all came away inspired, motivated and empowered to do better in our classrooms and in our school. I will never forget Carolyn and Mark’s almost out-of-body glee when they discovered the paper microscopes they could use with students, or Heather Stewart’s excitement when she got to manually operate The Hand of Man. During these moments, educators became students again and they delighted in the sheer joy of learning.

What I learned through this experience is that I haven’t really been “missing out” at all. I’ve been a “maker” my whole life. As a quilter, knitter, and seamstress, I’ve been making things for decades. Thirty-two years ago, my husband and I built a log cabin for our summer cottage, which we’ve enjoyed with our family ever since. I may never know how to run a 3D printer, and that’s okay, because “making” is about so much more than printing. It’s about using knowledge, skill, and creativity to problem solve and create something that didn’t exist before. It’s about a desire and willingness to learn new things. It’s about accepting that failure will almost certainly be part of the process, but knowing that with the right mindset, it’s a necessary step for growth. It’s about using 21st century tools and technology to “make” new things and to expand our horizons in our classrooms and beyond our school walls.

I strongly encourage teachers to contact Brilliant Labs of to discuss “maker” partnerships in their classrooms, and to explore all options through NBTA and other PL grants to attend incredible professional learning opportunities such as the World Maker Faire.



# Venturing to the Great White North

by Meaghan Wilbur, Numeracy/Cross-curricular Lead,  
Anglophone North School District

It took a total of five takeoffs and three days to arrive at our destination, including an unexpected overnight in Rankin Inlet due to extreme weather conditions. During our hours-long wait at this tiny airport before our flight was eventually cancelled, we befriended some other stranded travelers on their way further north who were skilled in the Arctic Sports. They taught us techniques for some of the trickiest competitions, like the finger pull, the kneel jump, the one-foot high kick. A great way to pass the time on the airport floor!

Eventually, we arrived in Baker Lake to a warm welcome from the teachers at Rachel Arngnamaktiq School. Our crew consisted of Caroyln Simmons, Kelly Russell, and myself, Meaghan Wilbur. Kelly and I presented on STEAM education. Teachers in our sessions learned how to incorporate cross-curricular outcomes through hands-on educational activities. Educators made simple machines, upcycled clothing, light up cards with simple circuitry, and creative cardboard constructions. They saw all the different opportunities there are to learn with LEGO, embraced the use of STEM bins, made collaborative art and rollercoasters, explored and designed with natural materials, learned the basics of coding, and even used science and math skills while designing and competing with paper airplanes. It was a jam-packed and fun-filled week

In the dead of winter, when many people were packing their bags and dreaming of lazy days on sunny beaches, I was stepping off a plane into -60C weather. Welcome to Nunavut! Baker Lake, with a population of just over 2000, is the community that welcomed three teachers from Anglophone North School District to deliver professional development for a week in February.

that left the teachers excited to get started on STEAM initiatives with their own students. As presenters who are passionate about this type of learning, we were exhilarated by their enthusiasm and willingness to try something new.

The group of educators was eclectic. Some came from Baker Lake itself, others from neighbouring communities or from far-reaching corners of our country. We met people who came to the area because they love the cold and have a strong passion for helping others. As with many educational systems, the schools in Nunavut have unique challenges that they must face. Nunavut has the youngest population in Canada. Teenage pregnancies are common. Health and nutrition are always at the forefront as they both have a significant impact on student learning. Luckily, they have passionate teachers who dedicate themselves to supporting their students and meeting their needs. For example, every classroom was equipped with toothbrushes, which all students use each day to support their dental health.

When I travel, one of my favorite things to do is to gain insight from people of different cultures so the sharing of knowledge in Nunavut was a two-way street. We were schooled in the various types of inukshuks, hunting methods, art, traditional clothing, and my personal favorite, the many uses of the Ulu. The Ulu is a prehistoric tool which dates as far back as 2500 BCE but is still used today for a variety of purposes. A participant created a likeness of an ulu with rocks and feathers. She said the "woman's knife", of which she has many, is often passed down through the generations and are used regularly for things like skinning hunted animals, food preparation and even cutting hair. I attempted to learn a few basic Inuktitut words from them as well, but, unfortunately, many of them have already been lost. I sense that I would need to be involved in a solid Immersion program along with the students to improve my skills.

During our stay, a traveling band, complete with a very talented Inuk fiddler was touring the North. The entire community, from the youngest babies to the wisest elders, gathered together in their local hall, surrounded by amazingly beautiful hand-stitched tapestries. After listening to a few songs which forced everyone's knees to bounce up and down, the jiggling competition began. Every couple of minutes, pairs of





Inuit dancers went to the center to showcase their own personal styles of jigging for their broad audience. Lucy, an Inuk EA, asked me if I wanted to dance with her. Before she even finished the question, I kicked off my big, bulky boots and joined her on the dance floor. Now you might think that from my enthusiasm that I must be a confident and skilled dancer. That is definitely NOT the case, but I didn't let that stop me. Lucy and I danced to the upbeat fiddle music with all those watchful eyes as best we could and had a blast while doing it. I was not shocked, however, when we did not win the grand prize. The moves were harder

than they looked! If you're looking for an idea of what the jigging looks like, check out the video "Feel the Inukness" on YouTube, and for a catchy song to dance to on your own, listen to "Mamaqtuq" by the Nunavut band, The Jerry Cans.

Overall, my experience was unforgettable! But it is not the delicious caribou and muskox, the unique landscape, the extreme cold or the exorbitant grocery prices that I will remember the most; it is the warmth of the friendly and inviting people that I met along the way. I would encourage anybody to venture up North to visit this unique part of Canada and to experience it first-hand!

## Attention K-12 Social Studies and Humanities Teachers!

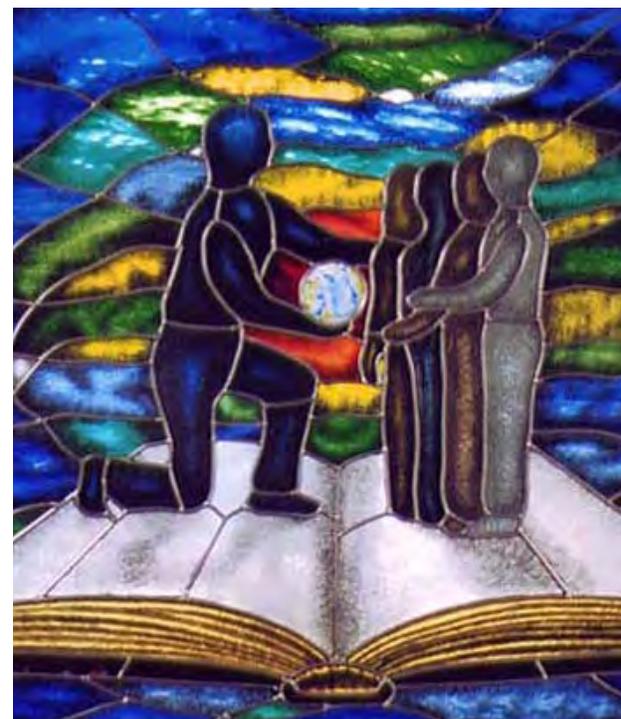
A network of Social Studies educators is being created here in New Brunswick with the goal of sharing best practices and resources, promoting professional learning opportunities in the province and beyond, and, generally, celebrating the field of Social Studies education.

If you have any interest in being part of this network, please email either of the teachers below to help get us started. Our first step is gathering names of interested teachers. We will send further information about our next steps to teachers on this list as well as any news regarding an upcoming Social Studies conference in 2020.

Please consider being part of our network as we feel this would be beneficial to all of us teaching Social Studies.

**Lise Martin-Keilty**  
[lise.martin-keilty@nbed.nb.ca](mailto:lise.martin-keilty@nbed.nb.ca)

**Kevin Foster**  
[kevin.foster@nbed.nb.ca](mailto:kevin.foster@nbed.nb.ca)



# Combined Council Day





“What a fantastic day. One of the best Council Days yet. Thank you!”



# ASD-W Teacher Recipient of Award

by Garth Wade, CFEE/TWOKAM-NB rep



ASD-W Teacher Recognized by Canadian Foundation for Economic Education (CFEE) as Talk With Our Kids About Money (TWOAM) Teacher of Year

Gretchen Murray, Grade 8 Math teacher at Bliss Carman Middle School, ASD-W, has been recognized by the Canadian Foundation for Economic Education (CFEE). Mrs. Murray, with 12 years experience as an educator, has promoted financial literacy with her students. After reviewing the curriculum goals and outcomes, Mrs. Murray connected it within the 'number and statistics' strand.

As part of CFEE's national strategy, Talk With Our Kids About Money (TWOKAM) initiative, students at Bliss Carman hosted a Money Fair with over 75 projects on various aspects of money were presented. TWOKAM has entered its fifth year in New Brunswick which is sponsored by Scotiabank. The initiative, led by CFEE, a non-profit organization, has recognized one educator within our province for the past three years.

Mrs. Murray states, "Financial literacy is important for students to learn at an early age so that they can contribute to society and feel like they have control of their future. It's never too early to learn about money and finances."

CFEE is very proud to name Gretchen Murray as this year's recipient of the TWOKAM educator of the year. Former winners of this recognition include: Jill Johnston of Nashwaaksis Middle School, ASD-W, and Paul Hickey of Forest Hills School, ASD-S.

# Building a Space for Mental Breaks

by Angela Stephenson, Vice-Principal of Meduxnekeag Consolidated School

As a school, we developed a plan and partnered with NBCC to provide a space for students to be active and take body breaks, away from the classroom setting. Students have the opportunity to go to this area of the school when they need a break or need to release some energy. We created a Wiggle Hall as an activity space and we also created a Lego wall, fidget wall and sensory wall for students to access when they need a mental break from the classroom.

This project has had significant impact on all stakeholders. NBCC used it as an applied learning tool. MCS staff and students benefit from this project on a daily basis by having such a fantastic resource at our disposal. It is phenomenal to see this area in use. Very heartwarming. Our hope is that other schools will see this project and want to replicate it based on how successful and useful it has been for our school. The more students that can benefit, the better!



ASD-S South invites educators from around the province to participate in

## The Power of 3 in Education summer learning workshop

Teaching is an ever growing and changing profession in which we have to 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. Due to these demands, the themes of Ignite Creativity, Inspire Inquiry, and Innovate Teaching became the pillars of the workshop.

Educators will be able to choose one, two, or all three days of the workshop depending on their summer schedule, interests, and teaching assignments for fall 2020.

### August 6th: Ignite Creativity

This session will focus on igniting the creativity of our students and how they engage in the curriculum. We will be focusing on Minecraft Education, Makerspaces, STEAM/STEM in the classroom, how to create school/ community gardens, Genius Hour projects in the classroom and more!

### August 7th: Inspire Inquiry

This session will be dedicated to our out of province guest, Tiffany Poirier an educator and vice-principal from British Columbia. Poirier is dubbed the Inquiry Ninja and will provide step-by-step guides, templates, and editables on how to incorporate inquiry learning into any classroom. She will also provide grade specific examples to inspire teachers on what can be accomplished when we flip our classrooms to this model.

### August 8th: Innovate Teaching

This session will focus on different assessment practices, unit planning and embedding global competencies into your classroom. Innovate teaching is designed to give attendees scheduled time to create real, ready-to-use, plans for their September startups.

If interested, please contact Michelle Standing ([michelle.standing@nbed.nb.ca](mailto:michelle.standing@nbed.nb.ca)). We hope to see you there!

*\*Note: For any teachers in the province outside of ASD-S there will be a registration fee attached to the workshop of \$150 for all three days.*

## High School Council Science Institute

We had a small but mighty group of attendees (10) who enjoyed some awesome presentations by representatives from the GAIA group from Fredericton and the Perimeter Institute out of Waterloo, Ontario.

GAIA had lots of great hands on activity ideas for Environmental Science and the teachers were able to make contacts from within the group who are always willing to come into classrooms to work with students and set up projects, both big and small.

The Perimeter Institute offered a variety of topics from climate change (including some cool experiments to show how our oceans are going to react), to the scientific method to cosmology.



# Rest Easy, Dear Teacher...

by Ardith Shirley,  
NBTA Staff Officer



**Disclaimer:** I write to you this month under the influence of far too much caffeine and suffering from too little sleep (join the club, says you! ☺). Further background context: I have attended the funerals or visitation of three of my former teachers in the last month, found out a good teacher friend has to face a long bout of chemotherapy treatment, and watched two other very good teacher friends grieve the loss of a parent.

Given all of this, I fully confess that I'm feeling rather weepy and nostalgic as I sit down to my keyboard. I expect this could be a dangerous combination when combined with an overdue deadline and two NBTA News pages to 'fill' with reflections on 'Growing, Living and Learning'... (Should you choose to read on, consider yourself warned.)

I'll begin at the end (seems an appropriate enough place, given the above disclaimer). Last week, we hosted a reception here at NBTA that saw a number of key leaders in education gathered. At one point, a short 'mixer' activity saw each person complete the following sentence starter: "I am the leader I am today, thanks to <INSERT NAME> seeing potential in me." It was an activity meant merely to get people talking, while giving a subtle nod to "Driving the Leadership Potential of Others" as the fourth of five Leadership Standards that, according to CAMET (Council of Atlantic Ministers of Education and Training), we should all be striving towards.

The intended short 'conversation starter' turned into a rather magical experience as each of the 35+ people gathered formed an impromptu circle and listened intently as each leader shared their mentor's name and story. Here are my 'take-aways' from that experience:

- When people's hearts are touched, they can and will ignore a ringing cell phone, a timer and the fact they were supposed to be at another meeting 10 minutes ago.
- This eclectic room full of leaders BECAME who they were thanks to another, even more eclectic room full of leaders encouraging them. (*Despite the fact we are a small province and many of the leaders gathered were from the same 'era', only two of the leaders named the same person!*)
- Most of those gathered admitted that they had not had a chance to tell their mentor just how important they're encouragement was in their own personal development.
- Many of the conversations or stories shared as making a powerful difference by the leaders assembled were probably long forgotten or chalked up to 'every day' events or 'just doing my job' by the mentor. Many named would have been surprised and humbled.

Fast-forward (or is it rewind?) to the experience of saying a final goodbye to my three teachers: Mrs. Geraldine Shirley (Grade 2), Mrs. Betty MacDonald (Grades 9 and 10 and Cooperating Teacher STU Internship 2), and Mr. Bernard Sisk (Grades 9 to 12 History and dear CFAS Colleague). I'm sure I could write many pages in tribute to each of them, but for the purpose of brevity I share the following points on the facing page:



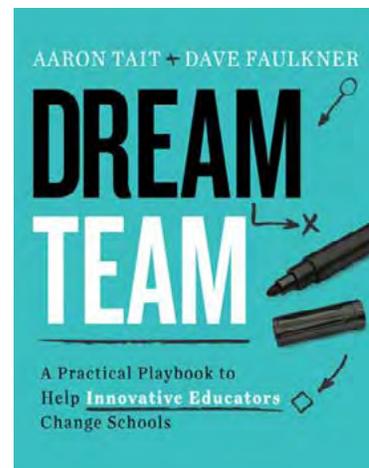
- Each of them created a VERY different classroom and school experience for me.
- I remember all three very FONDLY – for VERY different reasons.
- I've had great conversations and laughs with all three about the 'disasters' that may or may not have occurred in their classrooms. They would all consider themselves 'works in progress' for much of their teaching career, I am sure.
- I suspect all would have been pleasantly surprised by the many former students who showed up to honour them in the end. As different generations stood in long lines recounting many memories, each of us recalled something different... because each of them were different.
- Sadly, I recall very few of the details from their curricula. I guarantee, however, that I recall EVERY lesson learned by observing WHO they choose to be in the world.
- I am ashamed that I'm not sure I told them directly and specifically how important they were to me before it was too late. As I looked around those gathered at each of their tributes, I suspect I wasn't alone.

And so to end as I began, Dear Teacher, let me assure you that while you too may be operating on too much caffeine or too little sleep, with long lists of all the things you 'should and could' be doing, dancing through your head, take comfort in knowing that somewhere a student thinks of you fondly... and has probably never made the time to tell you.

And, while your teaching style and passions can never be EVERYTHING to EVERY child, EVERY day, the recollection of who you choose to be over the course of your time spent together in that sacred space called a classroom will cause that child (and maybe even your colleagues) to look back someday and recognize who you ARE today helped them BECOME – and in the end, isn't that EVERYTHING?

Rest Easy, Dear Teachers...

## Book Draw



Congratulations to **Mike Richard** in ASD-E, who is the winner of last month's book draw!

This month's draw is for **Dream Team: A Practical Playbook to Help Innovative Educators Change Schools** by Aaron Tait and Dave Faulkner. Sound interesting? Send me an email with the subject line 'Book Draw' by June 23<sup>rd</sup>.

Celebrating over 40 years of Atlantic Teacher Organizations

# CONTACT 2019

**August 6-9, 2019 | Saint John, NB**

This 3½ day conference explores educational trends, as well as 'simply great teaching techniques' that stand the test of time. It includes sessions facilitated by classroom teachers from all four Atlantic Provinces.

Seats still available, contact [judy.deveau@nbta.ca](mailto:judy.deveau@nbta.ca).

## NBTA Sponsored Professional Courses

### Enrichment Triad Training Course

**Summer**

**Dates:** July 8-12  
(9 am to 3:30 pm)  
+7 hours outside of class

**Reg. Deadline:** June 21<sup>st</sup>

**It's All About Engagement  
Summer**

**Dates:** July 8-12  
(8:30 am to 4:00 pm)

**Reg. Deadline:** June 21

Go to [www.nbta.ca/profession/pd](http://www.nbta.ca/profession/pd) for more details

# NBTA School-Based Wellness Program

The NBTA School-Based Wellness Program has been supporting staff wellness for over 30 years. It is a one of a kind program in Canada. There is a Wellness Representative in every school in New Brunswick. That's over 230 Anglophone Wellness Reps in the province! These Wellness Reps play a vital role in facilitating wellness activities for all school staff for the duration of the school year. The 3 of us (Lisa, Ronna and Michael) are very proud of the Wellness Reps for all of their hard work they do on behalf of their school staff members.

We also have a Wellness leadership team (we call them Wellness Facilitators) that consists of 24 teachers from across the province. They help us plan meetings and carry out the day-to-day functioning of our amazing program. Together with our Wellness Facilitators we meet with Wellness Reps twice a year - once in the fall and once in the spring. They learn new activities they can bring back to their schools, share successful wellness activities and events, and learn from guest speakers in the community who teach current workplace wellness strategies.

School-based wellness has never been more important than it is today. Teaching is getting more challenging as each year passes, and being healthy while teaching also gets more challenging. Because it can be so much time and effort to carry out a school-based wellness program, we encourage you to join your school-based Wellness Committee to help the team plan for and carry out wellness activities for the adults in the building. A healthy staff needs the entire school to commit themselves to school-based wellness.



ASD-South Reps



ASD-West Reps

*Well-Being:  
It's within your reach...*

 @wellteacher235

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

 NB Teacher Wellness

### Ronna Gauthier

ASD-South  
1-888-563-3938  
(506) 634-2901

[ronna.gauthier@teacherwellness.ca](mailto:ronna.gauthier@teacherwellness.ca)

### Michael LeBlanc

ASD-West  
1-800-561-1727  
462-0208

[michael.leblanc@teacherwellness.ca](mailto:michael.leblanc@teacherwellness.ca)

### Lisa Calhoun

ASD-North and ASD-East  
1-888-763-5050  
855-5243

[lisa.calhoun@teacherwellness.ca](mailto:lisa.calhoun@teacherwellness.ca)



ASD-North Reps



ASD-South Reps



ASD-West Reps



ASD-North Reps



ASD-West Reps



ASD-West Reps



ASD-East Reps

# Winners from the 39<sup>th</sup>

## NBTA Men Teachers Curling Bonspiel

*The NBTA provides seed money/financial support for four provincial tournaments per year for NBTA members.  
We thank the organizers for their time and efforts.*

Section	Trophy	Winners
A	NBTA	Merrill Loughery Kevin Loughery Ron Brunet Tom Baduik
A Cons.	Rob Scott Insurance	Ivan Keirstead Leo Sheehy Peter Fullerton Bob Steeves
B	Johnson Insurance Inc.	Mike McCaustlin Andrew Loughery Tom Donaldson Gary Sullivan
C	NBTA Credit Union	Ian Kitchen Sean Newlands Jody Crawford Peter Lagacy
D		Patrice Robichaud Al Barteaux Ron Badger Tom Wilson





**NBTA Golf Tournament**  
**Saturday, September 28, 2019**  
 "Shotgun" Start - 1:00 pm  
 Mactaquac Golf Course, Mactaquac



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

Fee: \$90.00 (green fees, cart, meal and prizes)/person. \$360 per team.

Make cheques payable to:  
**NBTA Golf Tournament** and mail to:

**Larry Jamieson**  
 650 Montgomery Street  
 Fredericton, NB  
 E3B 5R6

Telephone: (506) 452-1828  
 Email: [larry.jamieson@nbta.ca](mailto:larry.jamieson@nbta.ca)

*NBTA Golf is a proud supporter of the  
 Children's Wish Foundation*

**Entry Form**

Registration and Payment Deadline:  
**September 23, 2019**

**Four Names:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Contact Person:**

Telephone (Home/Cell): \_\_\_\_\_  
 (Work): \_\_\_\_\_

Email: \_\_\_\_\_  
 (Confirmation will be sent by email)



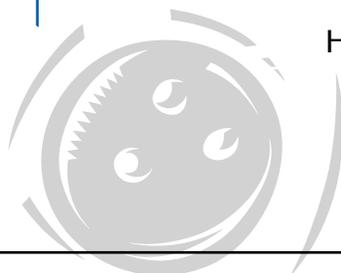
**56<sup>th</sup> Annual**  
**NBTA Bowling Tournament**

Where: **Kingswood Entertainment Centre**  
 When: **October 18-20, 2019**  
 Cost: **\$50** per player required on registration  
**\$250 per team**  
**New Teams Encouraged!**

Make cheques payable to "NBTA Bowling Tournament" and forward,  
 with a list of your team members to:

**Gary Di Paolo**  
 271 Slope Road  
 Minto, NB E4B 3G8  
 Email: [gdipaolo@nb.sympatico.ca](mailto:gdipaolo@nb.sympatico.ca)

Host Motel: **Fredericton Motor Inn**



# “Great News” Stories Submitted to our Facebook Page



*Birchmount school is not only saving the environment one Plastic Bag at time, but also one Bird at a time! They are doing their first school-wide PBL activities that focus on creating plans to save endangered birds. So proud of our students and our amazing staff!*



*Students and staff presented "GMCS Bandstand" featuring K-12 students and staff performing hits from the 50's to the 80's. All 450 seats were sold out the first night. Picture shows the SRC members who helped organize the event with help of lead teachers, Paige Linton, Carla Ward, and other staff. A \$1000 donation to the GMCS playground fund was made from door proceeds!*

## Share! Share! Share!

### Great Stories from your School

April Winner: 35 shares

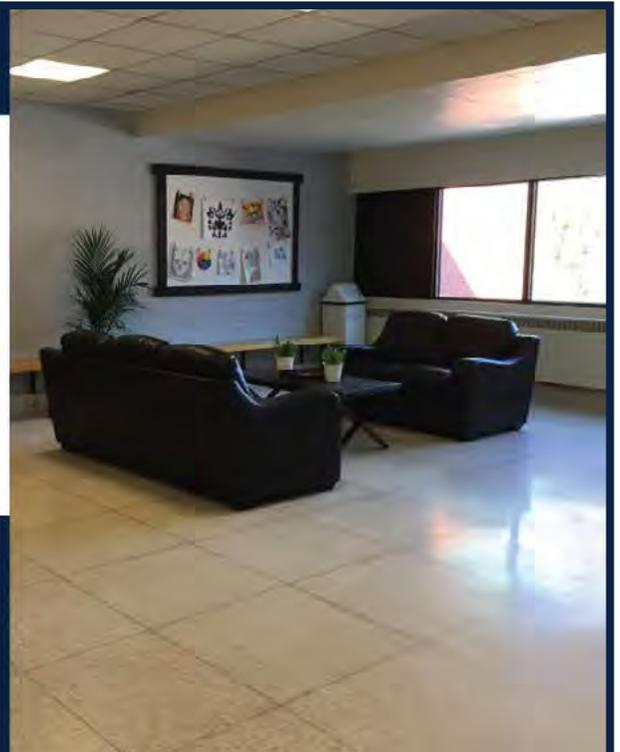
.....

Our newest Facebook share winner is  
Nackawic High School for their student lounge!

They will be receiving \$50 for staff wellness.

Keep those stories coming in!  
Send them to [blake.robichaud@nbta.ca](mailto:blake.robichaud@nbta.ca).

“ Students returned Monday morning to find a student lounge area created. Multiple comfortable seating areas designed to provide students a beautiful space to relax and connect outside the classroom. Lots of student work is on display and will be rotated through - showing off a variety of talent within our building. ”



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## Is Home Ownership right for me?

By Jill Harris, NBTA Credit Union

Buying a home is one of the most important financial decisions you will make in your lifetime. There are a few questions you should ask yourself before making this decision:

### Can I afford to own a home?

Your monthly housing costs should not be more than 32% of your gross monthly income. These costs include your monthly mortgage payments, mortgage insurance, property taxes, utility bills and maintenance.

Your entire monthly debt load should not be more than 40% of your gross monthly income. Your monthly debt load is all of your other debt payments.

### Am I better off renting or buying?

While renting, housing costs are typically included in monthly rental payments. However, you aren't able to renovate the property to your personal taste or needs and you are not building equity.

On the flipside, housing costs and added maintenance responsibilities will be higher when you own your home. For example, what will you do if your roof needs to be replaced? In spite of these risks, you will be building your personal equity rather than paying into someone else's. Be sure to consider all risks and rewards.

### Am I financially stable for the foreseeable future? Is my career stable?

Am I ready to take on the responsibility of all the costs involved in homeownership including mortgage payments, repairs, and maintenance?



*Have a financial question you would like answered?*

*Email questions to: [nbtacu@nbtacu.nb.ca](mailto:nbtacu@nbtacu.nb.ca)*

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