



NEW BRUNSWICK EDUCATOR
PROFESSIONAL LEARNING SUPPORT

New Teacher Learning Community NTLC

Program Summary



PURPOSE

- Provide the professional and emotional supports required by early-career teachers (NTLC participants) to navigate the first years of teaching and to begin a path of self-reflection and continued professional growth
- Support student success



PARTICIPANTS

- All new contracted educators having received a contract by September 30th. All first-time Long-term Supply (LTS), C, D, and B contract teachers, new to NB, are invited to participate



DURATION

- Teachers will receive support during their first and second year of teaching



PROGRAM COMPONENTS

- Provincial fall kick-off in-person conference
- District-led initiatives
- Monthly check in, district online meeting, 30 minutes only, always at 3:45
- Various online PL opportunities, typically 30 minutes only, always at 3:45
- Individualized Professional Learning (PL) opportunities
- Four Provincial Online 45–60-minute PLs
- Support in connecting with a Frentor when requested
- Provincial spring year-end celebration
- Guidelines document journal



PARTNERS

- Early Career Teachers; Mentors; School Leadership Teams; District Coordinators; Superintendent / Designate; EECD Coordinator; New Brunswick Teachers' Association



FUNDING

- All initiatives must have a detailed budget and a measurability factor demonstrating impact to teacher development
- EECD and Districts are responsible for funding the support of New Teachers



2024-2025 Program

Live updates are accessible through this QR code and are available on the PLHub

At the beginning of the year all professional learning opportunities will be added to your outlook calendar to ensure you are aware of anything that is coming up.

New Brunswick School Districts



TEACHING IS A PROFESSION,
NOT A JOB

TEACHING IS A MARATHON,
NOT A RACE

IF TEACHING WERE EASY
EVERYONE WOULD BE DOING IT
BECAUSE IT IS THE GREATEST AND
MOST IMPORTANT PROFESSION
THERE IS!

- 1. IMPORTANCE OF PROFESSIONAL LEARNING:** Emphasizing the significance of ongoing professional learning is crucial for educators. Staying updated on the latest teaching methods, educational research, and technological advancements contributes to personal and professional growth.
- 2. RELEVANCE TO PERSONAL GROWTH:** The learning opportunities should be relevant to the individual educator's growth. This ensures that the time and energy invested result in meaningful improvements in their teaching skills and overall effectiveness in the classroom.
- 3. AVOIDING REINVENTION:** Acknowledging that there are proven methods and best practices in education helps educators avoid reinventing the wheel. Instead of starting from scratch, they can build upon existing knowledge and experiences.
- 4. TIME MANAGEMENT:** Recognizing that educators may feel overwhelmed and strapped for time, the support provided by NTLC is highlighted as a means to help reclaim some of that time. This suggests that the resources provided are designed to be time-efficient and accessible for busy educators.
- 5. ENCOURAGING SELF-REFLECTION:** The statement implies the need for educators to reflect on their own practices and invest time in self-improvement. The idea is that while it may seem challenging to prioritize personal development, NTLC aims to make it more manageable.
- 6. COMMUNITY SUPPORT:** The mention of NTLC as a support system suggests the importance of a community or network where educators can share insights, resources, and experiences, fostering a collaborative learning environment.

In summary, the message emphasizes the continuous pursuit of professional growth, leveraging existing knowledge, and the support provided by NTLC to help beginning educators navigate their journey in education.

Program Details

The New Teacher Learning Community is the second phase in career-long educator professional learning. Teacher preparation and learning begins with Pre-Service Learning, and continues with Early Career Teacher Learning, followed by Experienced Teacher Learning and finally with Expert Teacher Learning (pre-service learning for educational leadership).

A comprehensive PL framework is based on a foundation of high standards through a coherent system that ensures appropriate and effective PL for teachers at all levels of experience. Research suggests that effective induction programs promote better teacher retention, classroom practice, and student achievement.

1. INTRODUCTION

1.1 Program Overview and Principles

The New Brunswick Department of Education and Early Childhood Development (EECD) believes in the importance of supporting the professional growth and development of educators. If New Brunswick is to have a successful knowledge-based economy, ongoing individual and collective capacity building must be embedded in the PL for educators.

1.2 Requirements

EECD supports the NTLC Program for all NTLC participants entering the New Brunswick public education system who have been awarded a LTS, C, D, contract for the first time. Program delivery will consider beginning teacher needs and background. Experienced teachers who are entering the New Brunswick education system for their first year are also welcome to partake in the NTLC support.

2. GLOSSARY AND DEFINITION OF TERMS

The New Teacher Learning Community is defined as including all teachers certified by the New Brunswick Department of Education and Early Childhood Development who have been hired into contract positions by a school district to begin teaching for the first time in New Brunswick. This can include experienced teachers starting again in New Brunswick.

EECD – Department of Education and Early Childhood Development

NTLC – New Teacher Learning Community

NBTA – New Brunswick Teachers' Association

PL – Professional learning

Beginning Teacher - any educator receiving a NB contract for the first time

Professional Learning refers to professional learning opportunities that are provided throughout the year, by a variety of stakeholders, aimed at meeting the needs of beginning teachers. PL opportunities will be made available through EECD, school districts, schools, and the NBTA, as well as other educational institutions aimed at providing additional skills and training for teachers.

Mentor Learning refers to the PL provided to mentors in preparation for their role with NTLC participants. Mentor training will be provided to new mentors yearly, as needed.

3. ROLES AND RESPONSIBILITIES

The NTLC is a provincial program that depends on professionals at all levels for its success.

3.1 School Administrators

Principals exercise their critical role as catalysts for professional learning and contribute to the shaping of teachers' work and skills. Principals and their leadership teams also develop other leaders in schools by working closely with experienced teachers who will serve as mentors. The school administration plays a vital role in the success of the program. Principals are responsible for:

- a. collaborating with districts to select mentors;
- b. ensuring a conscious effort is made to foster a school culture in which new teachers feel welcome;
- c. providing school orientation (See Section 4.3);
- d. providing an equipped classroom (by type) which includes appropriate furnishings, technology, curriculum resources, and instructional resources;
- e. providing PL support and assisting NTLC participants in developing growth goal plans;
- f. completing final reporting and evaluation documents;
- g. supporting and enabling, when possible, NTLC participants in attending NTLC professional development; and,

Developing strong professional relationships between principals and NTLC participants, and between NTLC participants and mentors, is instrumental to professional growth. In addition, the strong PL culture fostered in New Brunswick schools provides support and modelling of good practices to new teachers. While the intent of the NTLC program is to support beginning teachers, it is understood that the program works in parallel with the normal supports, supervision, and formal and informal evaluation provided by principals as part of their statutory duties. Administrators should recognize that NTLC participants are working towards the *New Brunswick Standards of Practice for Beginning Teachers* (see page 14) and provide appropriate feedback and support through walkthroughs, observations, and formal performance appraisals.

3.2 Frentors

Frentors are a key link between the profession of teaching and the NTLC participants. Finding a Frentor is a team effort: administrations, NTLC Leads, and EECD will combine efforts towards this goal. Frentors are invited to:

- a. completing a Frentor PL program provided by EECD;
- b. meeting with the NTLC participants to support where needed;
- c. commit to a consistent monthly 30-minute meeting in person and/or virtually and if asked by the educator support the NTLC participant by visiting their classroom;

- d. modeling instructional practices for NTLC participants, if required;
- e. supporting NTLC participants to enhance professional skills and instructional practices; and,
- f. completing a program evaluation form at the end of the program.

3.3 New Teacher Learning Community

NTLC participants are strongly encouraged to take an active role in their own professional learning and development. NTLC participants are responsible for:

- a. registering for the NTLC program and PL opportunities;
- b. developing their action plan with the support of their Frentor;
- c. participating in provincial, district, and school-based NTLC PL;
- d. participating in classroom observations and mentoring as needed;
- e. completing a program evaluation form at the end of the program; and,
- f. keeping a journal of their first year to be shared, if willing, at the end of the year.

3.4 District NTLC Coordinators/Designates

District Coordinators will provide support with mentor recruitment, when required, to school administrators. District Coordinators will be responsible for evaluating and reporting on program delivery.

The District NTLC Coordinator is the connection between the school-based program and the EECD Professional Learning Specialist who oversees the NTLC. The District Coordinator is responsible for:

- a. selecting and coordinating the assignment of mentors in collaboration with school administrators;
- b. organizing and facilitating District NTLC Orientation sessions (See Section 4.2);
- c. providing funding and release time, when requested;
- d. providing support to mentors; and,
- e. year-end reporting on finances and impact and ensuring NTLC program evaluations are completed and submitted.

3.5 Superintendent/Designate

The Superintendent is responsible for overseeing the quality of the program in schools and ensuring district orientation sessions are provided to NTLC participants.

Superintendents are responsible for:

- a. designating District NTLC Program Coordinators;

- b. approving budgetary expenses; and,
- c. approving year-end reporting and program evaluation.

3.6 EECD Coordinator

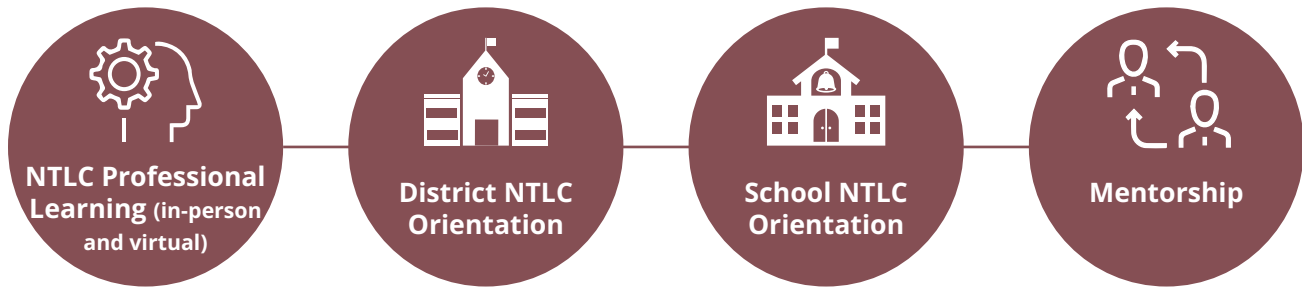
The EECD Professional Learning Specialist is responsible for the overall structure and development of the program. Including:

- a. providing a program overview and communicating program components and requirements to schools, districts, partners, and stakeholders;
- b. developing and maintaining the Professional Learning Hub which will include self-paced learning modules and a calendar of PL opportunities.
- c. maintaining the registration program and providing aggregate data for district and EECD planning;
- d. distributing funds to districts;
- e. facilitating the program evaluation; and,
- f. supporting the Frentor program;
- g. reporting to EECD senior management and superintendents annually

Table 1. Summary of Roles and Responsibilities

RESPONSIBILITY	ROLE					
	NTLC Participant	Mentor	Principal	District Coord.	Super-intendent	EECD
Frentor Selection	X	X	X	X		
Program Delivery		X	X	X		X
Program Evaluation	X	X	X	X	X	X
Mentor Learning		X		X	X	
School Orientation	X		X			
District Orientation	X			X	X	
PL Participation	X	X	X	X	X	X
Financial				X	X	X

4. PROGRAM COMPONENTS



4.1 Professional Learning

Effective PL for NTLC participants must be manageable, relevant, and timely, and must be designed to improve instructional and professional practices, as well as support professional well-being. When possible, PL opportunities will be made available to NTLC participants in accordance with their individual needs.

4.1.1 Method of Delivery

PL opportunities for NTLC participants should be ongoing and delivered in person and online. PL will occur with colleagues and outside partners in education. In addition, a variety of autonomous opportunities will also be offered.

4.1.2 Expectations

It is expected that NTLC participants participate in PL opportunities to which they are invited to attend. They are advised to create an Action Plan, (see p. 12) in conjunction with their Frentor, which includes Frentor/NTLC participant meeting times, as well as planned PL. The EECED Professional Learning Hub, district PL offerings, and the NBTA PL menu offer a selection of PL opportunities to meet individual needs. PL opportunities could include, but are not limited to:

- Classroom management
- Communication
- Professional Learning Communities (PLCs)
- Literacy and numeracy across the curriculum
- Inclusive instructional practices
- Balanced assessment.

PL opportunities can be completed through on-line learning modules or face-to-face sessions provided by the department, districts, the NBTA, and/or universities.

4.2 District NTLC Orientation

4.2.1 Scope & Timing

An orientation to the school district should occur, when possible, prior to commencing the work assignment. The NTLC participant should be provided an opportunity to learn about the school district, its expectations, practices, and procedures.

4.2.2 Method of Delivery

The components of orientation should be offered in a format appropriate to the needs and experience of participating teachers, such as face-to-face sessions/events, online resources, websites, and Teams meetings.

4.2.3 Expectations

District NTLC orientation should include:

- a. orientation to the current NB curriculum and teaching standards;
- b. student diversity and inclusion standards;
- c. roles, responsibilities, and reporting structure of district staff;
- d. a clear explanation of the purpose and structure of the NTLC;
- e. articulation of a clear plan to communicate consistently and directly with NTLC participants, including a plan to assess their needs on an ongoing basis;
- f. clear information regarding salary, benefits, pay days, sick days, the Employee and Family Assistance Program (EFAP), and other administrative policies and programs;
- g. support for Teams, Office 365 and SharePoint; and,
- h. other activities/sessions as determined by the districts.

4.3 School Orientation

4.3.1 Scope & Timing

Prior to the first day of teaching, when possible, NTLC participants should be provided an opportunity to learn about the school, its expectations, practices, and procedures.

4.3.2 Method of Delivery

The components of orientation should be offered in a format appropriate to the needs and experience of participating teachers.

4.3.3 Expectations

School orientation is a process that can take the academic year to complete, however it is the role of the administration or designate to ensure the process is complete.

School administration, colleagues or mentor can support you with the following:

- a. orientation to the school, staff and community, including the School Improvement Plan and its goals;
- b. provision and review of the staff handbook and common procedures;

- c. review of safety procedures;
- d. clear articulation of professional growth goal expectations and teacher evaluation process; and,
- e. overview of financial accountability, report cards, and parent communication protocols.

4.4 Frentoring

4.4.1 Selection

Districts, in collaboration with school leaders, should use the following criteria when recruiting and selecting frentors among volunteer teachers.

Frentors must:

- a. have a valid New Brunswick teaching certificate (this could be a retired teacher);
- b. be skilled in working with adults and youth;
- c. be knowledgeable and skilled in current curriculum and pedagogy;
- d. have demonstrated skills in problem solving;
- e. be excellent role models; and,
- f. have effective interpersonal skills.

4.4.2 Frentor Learning (currently in development)

Frentor Learning should begin prior to the end of the previous school year, if possible. Frentors need to be prepared and paired with NTLC participants as soon as possible.

To prepare Frentors for this role, mentor learning programs should include:

- a. training for consulting, collaborating, and coaching;
- b. developing a frentoring plan;



- c. listening and building rapport;
- d. identification of appropriate information and resources and where to locate them;
- e. using appropriate language;
- f. conferencing skills and providing meaningful feedback for a minimum of 30 minutes once a month;
- g. integration of mentoring activities with ongoing personal and professional learning;
- h. building capacity for high achievement;
- i. assuring that confidentiality between frentors and NTLC participants is respected;
- j. maintaining a clear and safe exit procedure for both frentor and NTLC participant in case of non-compatibility; and,
- k. dealing with a teacher in crisis.

4.4.4 Expectations

The relationship is envisioned as a supportive one, with the frentor acting as a role model, coach, and advisor to the NTLC participant, sharing experience and knowledge about teaching on an ongoing basis. This relationship is based on trust and confidentiality. The desired outcomes are improved skills and knowledge for the NTLC participant, as well as a more collaborative and professional environment in New Brunswick's schools.

Frentors and NTLC participants should be provided time within the schedule to meet and work together. Frentors and NTLC participants, when possible, may also be released for common PL opportunities or to work together, as needed. The focus of the second year should be release time for the NTLC participant to visit exemplary classes and/or for frentors to observe NTLC participants, providing support and ideas.

5. REPORTING AND PROGRAM EVALUATION

5.1 Baseline NTLC Program Evaluation

To better understand the challenges and supports of NTLC participants in New Brunswick, a survey will be sent to NTLC participants. Profile information will include topics such as teaching assignment (# of classes, level of classes, challenges), amount of extra-curricular involvement, PL opportunities, support with technology, etc.

5.2 Post Evaluation

An evaluation will be completed at the end of the year to determine the program's successes, challenges, and next steps.

6. FUNDING

6.1 Allocation

School districts will submit a proposal for the scope of the district-led PL by June of the previous year. Final reports will be submitted to EECD no later than the last teaching day in April.

This formula pertains to the equitable distribution of funds among districts. The application of funds within districts to cover release time, training, resources, etc. for NTLC participants and their mentors is at the discretion of the superintendent.

Funding allocations will be based on the count of NTLC participants reported by school districts as of October 1st of each year. The October 1st counts will include all known leaves for the school year.

6.2 Allowable Expenses

Funds must be used for school-based induction resources and activities to meet the needs of NTLC participants (e.g., release time, project proposals, book studies, NTLC participant district meetings, etc.)

Allowable Expenses (examples)	Not Allowable (examples)
Release time for observation, meetings, and PL	Furniture purchases
Reading material for NTLC participants	Materials for students
Meals and travel to visit other classes/schools	Classroom texts, supplies, or resources
Conference fees	



NTLC Action Plan

NTLC participant: _____

Mentor: _____

Identify your Professional Growth Goals:

- 1. _____

- 2. _____

Identify at least one Personal Growth Goal:

- 1. _____

- 2. _____

MEETING 1

Who? _____

What? _____

Where? _____

When? _____

Why? _____

What PL? _____

MEETING 2

Who? _____

What? _____

Where? _____

When? _____

Why? _____

What PL? _____

MEETING 3

Who? _____

What? _____

Where? _____

When? _____

Why? _____

What PL? _____

MEETING 4

Who? _____

What? _____

Where? _____

When? _____

Why? _____

What PL? _____

Examples of 5Ws



- Frentor
- Classroom teacher
- Master teacher
- Subject specialist
- Subject Coordinator
- SPR
- Presenter at PL
- Administrator
- Resource teacher



What support was provided?

- Information exchange
- Co-teaching
- Co-planning
- Observation
- Modelling
- Instructing
- Professional learning you engaged in



Where (how) did you meet?

- School
- District office
- Home
- Coffee shop
- Online



- Prep time
- Lunch
- Before school
- After school
- With supply coverage
- With admin coverage



- Develop the NTLC participant's professional practice
- Build NTLC participant's capacity
- Improve student learning
- Build a community of professional practice

21st Century Standards of Practice for Beginning Teachers in New Brunswick

These Standards of Practice describe the knowledge, skills, competencies, values and personal commitment expected of beginning teachers after having completed a teacher preparation program in order to teach in New Brunswick's inclusive public education system.

New Brunswick is shifting its public education system to a 21st Century model of learning. Inherent in these standards is the need for beginning teachers to have knowledge of, and be able to teach, literacy, numeracy and scientific thinking, as well as 21st Century competencies in team settings and in cross-curricular ways.

1. Professional Knowledge and Understanding

- Teachers know and can demonstrate an understanding of relevant content and demonstrate evidence of appropriate, contemporary, student-driven instructional methodology for teaching in an inclusive, 21st Century-oriented, public education system.
- Teachers know, understand and can demonstrate skills in the delivery of the provincial curriculum and its assessment within a system that acknowledges the responsibility for an inclusive process in meeting the learning needs of every child.
- Teachers know, understand and can demonstrate how children and youth learn and how they develop within the cognitive, physical, social, cultural and psychological context of learning.
- Teachers know, understand and can demonstrate how to evaluate student learning through the effective use of formative and summative assessment practices in an inclusive education setting.
- Teachers know and understand student-centred pedagogies and how to integrate current and emerging information communication technologies (ICT) to meet the learning needs of 21st Century students in an inclusive education setting.

2. Professional Skills, Abilities and Practice

- Teachers must have knowledge of and be able to design their instructional practices around students' interests, employing methodologies such as project-based or inquiry learning.
- Teachers know, understand and can demonstrate use of evidence-based instructional and classroom management strategies to create engaging learning environments.
- Teachers are able to design and implement rigorous and relevant unit and lesson plans that reflect the cultural and individual learning needs and interests of students.
- Teachers understand and act in a professional manner with students, their parents/guardians, colleagues, school and district leaders, and related professional personnel among whom all communication is respectful, honest, equitable and timely.
- Teachers collaborate with colleagues and related professionals interdependently as a team in promoting and nurturing the academic, physical, emotional and social safety and development for all students in their classes.
- Teachers adapt their teaching methodology and strategies based upon observation and interests of students, ongoing reflection of assessments and evaluation data and evidence, and the study of emergent educational research.

3. Professional Values and Personal Commitment

- Teachers know and can demonstrate an understanding of the New Brunswick Education Act and Regulations, all current public school education policies of the New Brunswick Department of Education, district and school policies and rules, NBTA-AEFNB's Code of Ethics, and the legal responsibilities of correlative New Brunswick legislation (e.g. Family Services Act, Human Rights Act).
- Teachers reflect upon, investigate and discuss their instructional practices, based on student evidence, collaboratively with colleagues, school and district leaders, and related education professionals in order to improve student learning.
- Teachers understand their role as professional educators within their profession and demonstrate their commitment to professionalism through continuing learning and improvement.
- Teachers are encouraged to demonstrate a commitment to the school community through participation and leadership in school activities.
- Teachers know, understand and can demonstrate leadership in promoting the goals of public schooling, including diversity, equity, inclusion and other aspects of a just and democratic society.





Code of Professional Conduct

of The New Brunswick Teachers' Association

(Revised June 2011)

THE PLEDGE

We, the members of the New Brunswick Teachers' Association (NBTA), accepting the responsibility to practise our profession according to the highest ethical standards, acknowledge our responsibility to the teaching profession. We are prepared to judge and to be judged by our colleagues according to the provisions of the Code of Ethics (the "Code").

PRINCIPLES

The Code is based on the following principles:

Teacher-Student

- Teachers shall regard as their first obligation the student's physical, social, moral and educational growth.
- Teachers have regard for the dignity, liberty and integrity of students under their supervision and endeavour to convey to students an understanding of their own worth.
- Teachers maintain high standards of professional competence and endeavour to develop in their students an appreciation for high standards of accomplishment.
- Teachers have regard for the safety of their students.
- Teachers recognize the special position of trust and responsibility which they assume in their guidance of young people.

Teacher-Teacher/Profession

- Teachers endeavour to maintain public regard of their profession by improving and maintaining favourable public relations.
- Teachers endeavour to improve their professional competency and maintain an awareness of changes in education and the world.
- Teachers strive to be supportive of other teachers and ensure that any criticism of other teachers is judicious and proper.
- Teachers support NBTA and the New Brunswick Teachers' Federation (NBTF) in promoting the interests of teachers.

Teacher-Employer

- Teachers respect the authority of the School District in the management of schools.
- Teachers avoid all conflicts of interest that arise from, or that might impair their employment.

CODE OF ETHICS

1. Teacher-Student

It shall be unethical for a teacher to

- (a) treat pupils in a manner that is unjust or partial;
- (b) exploit the privileged relationship between teacher and pupil;
- (c) undermine the confidence of teachers or students in other students;
- (d) divulge other than through professional channels any information of a personal or domestic nature concerning pupils obtained in the course of his/her professional duties;
- (e) accept additional remuneration for tutoring a pupil in any subjects in which the teacher is responsible for giving classroom instruction to that pupil;
- (f) knowingly disregard the safety of his/her pupils;
- (g) fail to notify the Minister of Social Development, as per the terms of the Family Services Act, where he or she has information causing him or her to suspect that a child has been abandoned, deserted, physically or emotionally neglected, physically or sexually ill-treated, or otherwise abused.
- (h) fail to notify the Minister of Education where he or she has information causing him or her to suspect that a student has been physically or sexually ill-treated or otherwise abused by an adult in the school system.

2. Teacher-Teacher/Profession

It shall be unethical for a teacher to

- (a) seek a position except through professional means;
- (b) seek a position that is declared in dispute by the NBTF;
- (c) undermine the confidence of students or parents in other teachers;
- (d) criticize a fellow teacher except (i) when demanded or authorized by law or workplace policies; (ii) in response to enquiries for factual information by the administrative staff, in carrying out the normal course of their duty to the employer; or (iii) where warranted to protect the interests of the profession;
- (e) submit a report either oral or written on a fellow teacher without informing the teacher except as per 2(d)(i) or 2(d)(ii);
- (f) knowingly submit false or misleading reports on fellow teachers;
- (g) seek to change NBTA policy except through the proper channels of the NBTA (Local Branch, Board of Directors, Executive, General Meeting);
- (h) recognize any individual or group except the NBTA and the NBTF as the official voice of teachers;
- (i) criticize the NBTA, its Directors, Executive or Administrative Staff, except within the membership of the NBTA;
- (j) while holding a position of added responsibility, subscribe to the dismissal of a teacher on grounds related to work performance, without first attempting to help and counsel that teacher by means of formative evaluation;
- (k) accept personal gifts which would not directly benefit the school program, from companies servicing the needs of schools or student extracurricular activities;
- (l) use his/her position to profit from the sale of goods and services to or for pupils in the teacher's charge.

3. Teacher-Employer

It shall be unethical for a teacher to

- (a) acting alone or as a member of a group, take unilateral action with a School District, the Minister of Education, or any government person or persons, or politician in matters which is contrary to the position of the NBTA or NBTF, or which may be prejudicial to fellow members;

- (b) engage in activities which advance their personal financial interest to the detriment of the employer during the hours of instruction.

4. Conduct Unbecoming a Member of the Profession

It shall be unethical for a teacher, while acting in a professional capacity or otherwise, to engage in misconduct of a reprehensible and serious nature which, in the opinion of the Professional Conduct and Standards Committee (Provincial) (the "Provincial Committee"), discredits the teaching profession or raises serious concerns as to the teacher's integrity.

5. Misconduct of a Criminal Nature

It shall be unethical for a teacher to conduct himself/herself in such a way as to be convicted in a court of competent jurisdiction of a criminal offense which, in the opinion of the Provincial Committee, represents serious misconduct which is relevant to the teacher's suitability as a member of the profession.

IMPLEMENTATION

Professional Conduct and Standards Committee (Branch)

- 1. Each Branch shall appoint a Professional Conduct and Standards Committee consisting of five members.
- 2. The function of the Committee shall be to investigate ethics charges and, when it deems necessary, require that the Provincial Committee conduct a hearing.

Professional Conduct and Standards Appeal Committee (Regional) (the Complainant's Appeal Committee)

- 1. There shall be Professional Conduct and Standards Appeal Committees (Regional) consisting of three members.
- 2. The President (Provincial) shall, in consultation with the Executive, appoint the Professional Conduct and Standards Appeal Committees and shall designate the Chairpersons.
- 3. The function of the Committees shall be to hear appeals from complainants in ethics charges in those cases where the Branch Committee recommended that a hearing not be held. The decision of the Complainant's Appeal Committee is final.

Professional Conduct and Standards Committee (Provincial)

- 1. There shall be a Professional Conduct and Standards Committee (Provincial) consisting of six members, one of whom shall be selected from the public by the NBTA Board of Directors.

2. The President (Provincial) shall, in consultation with the Executive, appoint the members of the Professional Conduct and Standards Committee and shall designate the Chairperson.
3. The function of the Committee shall be to hear cases of alleged unethical conduct that have been referred from the Branch Committee.
4. A hearing conducted by the Provincial Committee shall include the chairperson, the member selected from the public, and three members of the committee.

WHO MAY BE CHARGED

- (a) Any member of the NBTA
- (b) Any person who was a member of the NBTA at the time of the occurrence of the event(s) which could lead to a proceeding under this Code, so long as not more than two years have elapsed from the last date that the person was a member of the NBTA.

PRELIMINARY PROCEDURE

1. Laying a Charge

- (a) A member of the NBTA or the Association des enseignantes et des enseignants francophones du Nouveau-Brunswick (AEFNB), or an NBTA Branch, or the NBTA Executive Committee may lodge in writing an ethics charge against a teacher or teachers. The charge must be signed by the person or persons laying the charge.
- (b) The charge shall be based on alleged unethical conduct and shall state specifically under which section of the Code the charge is being laid.
- (c) The charge shall be submitted in writing to: 1) the Chairperson of the Professional Conduct and Standards Committee (Branch) with copies of the charge to 2) the respondent and 3) the NBTA Executive Director.

2. Stay of Proceedings in Extenuating Circumstances

- (a) At any time from the receipt of the written notice of complaint to the commencement of a hearing at the provincial level, the Executive Director of the NBTA has the authority to stay proceedings until the next regularly scheduled meeting of the Provincial NBTA Executive Committee. The Executive Committee may then determine if the stay of proceedings should continue. If the stay is continued, it will be reconsidered at each subsequent meeting of the Executive Committee until the stay is lifted.
- (b) This procedure may be invoked in cases where either the complainant or the respondent is required to appear before, or is being

investigated by the Employer or other authority due to a potential breach of Department policy, a provincial statute, or federal statute, including the Criminal Code of Canada.

3. Function of Branch Committee

Except as noted in Stay of Proceedings (above), within 14 days of the receipt of the written charge, the Branch Committee shall investigate and determine if a hearing by the Professional Conduct and Standards Committee (Provincial) is warranted. If, in the opinion of the Branch Committee, a hearing is not warranted, then the matter is concluded subject to the complainant's right of appeal.

4. If Provincial Hearing NOT To Be Held

- (a) If the Branch Committee determines that a hearing should not be held, the complainant may, within 5 days of notification of the decision of the Branch Committee, register a notice of appeal with the Executive Director of the NBTA.
- (b) Except as noted in Stay of Proceedings, within 14 days of the receipt of the notice of appeal, the Complainant's Appeal Committee shall investigate and determine if a hearing by the Provincial Committee is warranted.
- (c) The decision of the Appeal Committee is final.

5. If Provincial Hearing To Be Held

- (a) Within a further 5 days, if the Branch Committee or the Complainant's Appeal Committee determines that a hearing shall be held, the respondent and the complainant shall be given due notice; and a copy of the notice and all particulars related to the charge shall be forwarded to the NBTA Executive Director by the Chairperson of the Branch Committee or the Complainant's Appeal Committee.
- (b) Except as noted in Stay of Proceedings, the Executive Director shall, within a further 5 days, forward all particulars related to the charge to the Chairperson and members of the Professional Conduct and Standards Committee (Provincial).
- (c) Except as noted in Stay of Proceedings, the Chairperson, within a further 30 days, shall convene a hearing.

Procedure for Provincial Hearing

The Provincial Committee shall:

Notification of Hearing

- (a) Direct the Executive Director to notify all parties involved of the time and place of the hearing at least 20 days before the hearing is to be held.

Conduct of the Hearing

- (b) Conduct the hearing with the complainant and the respondent notified to be present. Should the respondent fail to appear following due notice, the Committee may nonetheless proceed. Each party shall have the right to conduct its case either personally, by teacher advocate, or by legal counsel, to file documents, to call witnesses, to examine and cross-examine witnesses. The Chairperson of the Provincial Committee shall chair the hearing, assisted by legal counsel retained by the Association, such legal counsel to act as advisor to the Provincial Committee in all matters related to the hearing. During the conduct of the hearing, the rules of evidence related to civil action shall be applied by the Committee. The burden of proof to be met shall be “on the balance of probability”, not “beyond a reasonable doubt” as in criminal actions.

Sanctions

- (c) Determine whether or not the respondent is guilty of a breach of the Code of Ethics and if guilty, apply one or more of the following sanctions:
 - (i) a private reprimand
 - (ii) a public reprimand (without limiting the generality of this, it could take one of the following forms.)
 - a. notice to respondent and other interested parties, or
 - b. notice to respondent, other interested parties and appropriate school staff, or
 - c. notice to respondent, other interested parties, and appropriate superintendent or
 - d. notice to respondent, other interested parties, and published in an Association newsletter.
 - (iii) suspension of one or more of the following membership privileges:
 - a. educational improvement grants
 - b. interest-free loans
 - c. eligibility for Project Overseas
 - d. appointment to any NBTA delegations
 - e. participation on any NBTA Committees
 - (iv) recommend to the Minister of Education the suspension or cancellation of the teacher's certificate.

Notification of Decision of Committee

The Executive Director shall, within 10 days after the completion of the hearing, notify both parties of the decision of the Provincial Committee.

Expenses

- (a) Travel, meals and accommodation expenses for the complainant, or designate and the respondent, or designate, will be borne by the NBTA in keeping with current policy on expenses.
- (b) The expenses of witnesses for the successful party may be paid at the discretion of the Provincial Committee.

Respondent's Rights Following Provincial Committee Decision

A person found guilty of a breach of the Code may request judicial review of the Provincial Committee's decision from the New Brunswick Court of King's Bench¹.

RECONSIDERATION

At least one year following the decision of a Provincial Committee, a teacher may request the Provincial Committee convene for the purpose of reconsidering any sanction which it imposed. Prior to holding a hearing of reconsideration, the Provincial Committee may require security for costs associated with the hearing in an amount to be determined by the Board of Directors. Should the request for reconsideration be successful costs may be returned to the teacher.

DEFINITIONS

- (a) Complainant(s): A member of either the NBTA or the Association des enseignantes et des enseignants francophones (AEFNB), or NBTA Branch or the NBTA Executive who lays a charge under the Code.
- (b) Respondent(s): The teacher or teachers against whom a charge has been laid pursuant to the Code.
- (c) Notice(s): For purposes of this Code means official written notification by registered mail or personal service.
- (d) Days: For purposes of this Code means teaching days.
- (e) Rules of Evidence and Procedure: means the receipt of any relevant evidence whether admissible in a court of law or not.
- (f) Burden of Proof: On the balance of probability.

¹ Current terminology as of 2023.

