

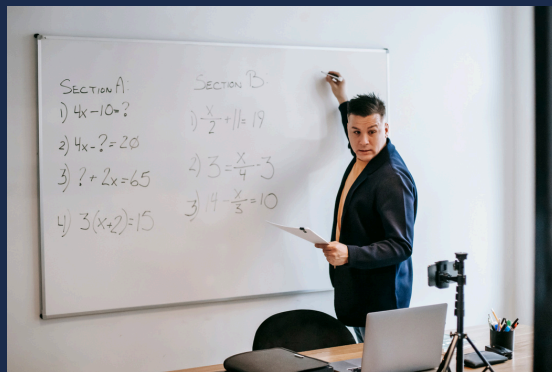


# NBTA

New Brunswick  
Teachers' Association

# Strong Schools Start With Supported Teachers

Submission for the Provincial Pre-Budget Consultations  
2025-2026



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# Table of Contents

Introduction.....	03
Retention and Recruitment.....	05
Solutions.....	06
Complex and Changing Classrooms.....	07
Solutions.....	08
Empowering Teachers.....	09
Solutions.....	10
Prioritizing Certified Professionals.....	11
Solutions.....	12
Conclusion.....	13
Summary of Recommendations.....	15

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# Introduction



The New Brunswick Teachers' Association (NBTA) is the respected collective voice of its 6,500 members. The association collaborates with public education stakeholders to advocate for the teaching profession, influence public policy, and provide opportunities for professional growth.

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The NBTA supports the teaching profession and public education through its ongoing work with the following organizations:

- New Brunswick Teachers' Federation (NBTF)
- l'Association des enseignantes et enseignants francophones du Nouveau-Brunswick (AEFNB)
- The New Brunswick Department of Education and Early Childhood Development
- Additional stakeholders, partners, and others

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# NBTA Priorities

For decades, the NBTA has consistently emphasized the threat that chronic under-resourcing of classrooms poses to the vitality of New Brunswick’s public schools. This issue not only negatively affects students' learning experiences but also harms teacher retention, recruitment, well-being, and the overall sustainability of the Anglophone public education sector.

For the 2025-2026 fiscal year, the NBTA is focused on four key areas critical to success:

Retention and  
Recruitment

Empowering Teachers

Complex and Changing  
Classrooms

Prioritizing Certified  
Professionals

New Brunswick is at a pivotal moment. We urge the government to take immediate action on the NBTA’s proposed solutions to achieve the provincial educational goals as presented at the 2025 State of the Province.

# 1 - Retention and Recruitment



Retention and recruitment are essential to the continued stability of the system. As 1,396 teachers are likely to retire in the next five years and with less than 50% of New Brunswick Bachelor of Education (BEd) graduates choosing to remain as teachers in this province, there is an urgent need to address this growing labour shortage which is impacting students and teachers alike.

Teachers are called upon to fill gaps left by a neglected system, and they are being stretched too thin because the safety nets that once existed in communities to support students' education and well-being have eroded over time.

**We reiterate our ask of government to adopt strategic measures to enhance the retention and recruitment of certified teachers.**

“A staggering 95% of educators observe that staff shortages are negatively impacting students. The most severe consequences include unmet academic needs and the erosion of specialized services and supports.”<sup>3</sup>

(Canadian Teachers' Federation, 2025)

<sup>1</sup> NBTA (January 2025). *Membership Data Projections*. New Brunswick.

<sup>2</sup> McDonald, T., & Miah, P. (2024). *Teacher recruitment and retention in New Brunswick*. Fredericton, NB: New Brunswick Institute for Research, Data and Training.

<sup>3</sup> Canadian Teachers' Federation (2025). *PARACHUTE: pan-Canadian educator survey series*.

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# Retention and Recruitment Solutions

Facilitate retention by increasing flexibility within teachers' schedules and providing mechanisms to support healthy and safe work environments (i.e. allotted times to complete the required increasing professional obligations).

Incentivize all those who remain in the teaching profession through enhanced compensation.

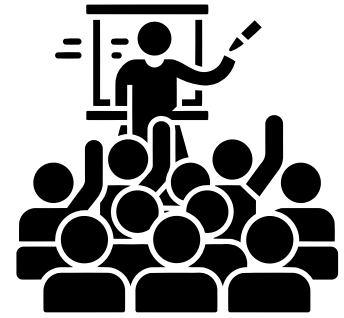
Invest in and offer increased permanent teaching contracts to New Brunswick's recent BEd graduates.

Incentivize pre-service teachers to choose New Brunswick's public education system by funding BEd practicum placements completed in the province's public schools.

Offer rebates to graduates who obtain a BEd from an accredited Canadian university after they work as a certified public school teacher in New Brunswick for a determined period to offset tuition costs.

Increase the number of seats in New Brunswick universities' BEd programs to meet the demands of current and anticipated shortages of certified teachers.

## 2 - Complex and Changing Classrooms



A lack of professionals to respond to complex classrooms distracts the focus from student learning to classroom management triaging. In today's classrooms, teachers are increasingly serving students with complex and diverse needs without proper professional support. Not only has New Brunswick faced record-breaking population growth<sup>4</sup> in recent years but it has also seen an overreliance on crisis care for addressing youth mental health needs.<sup>5</sup>

These challenges, and others, have been acknowledged in successive government reports including Building a Better Education System which provides an action plan and accountability framework for implementing the long-term recommendations for the Anglophone public education system.

**We urge government to implement actions that will address class composition with more specialized support, so that teachers may meet the needs of all students and work towards setting up today's students for future success.**

“Today's classrooms are a mix of different learning needs. Some children move through the system with few needs, while others require in-class and in-school support services. This needs to be considered when structuring individual classrooms.”<sup>6</sup>

(Building a Better Education System, April 2024)



# Complex and Changing Classrooms Solutions

Commit to implementing a new funding model that responds to school communities' socio-economic, health, and other factors that impact localized needs.

Invest in a targeted, community-based approach, including a human resources strategy to address specific needs at each school over the next five years, guided by public health and population data trends.

Create a deliberate school infrastructure strategy which is informed by community data trends in alignment with District Education Councils' existing and projected priorities.

Invest the necessary funds to enhance school air quality, ensuring all schools have modern air filtration and heating and cooling systems following ASHRAE 241.<sup>7 7</sup>

<sup>4</sup>[Population estimates for New Brunswick, Canada from 2000 to 2023 \(statista.com\)](#)

<sup>5</sup>[Office of the Child and Youth Advocate, The Best We Have to Offer, Final Report on the Youth Suicide Prevention and Mental Health Services Review, September 2021](#)

<sup>6</sup>[Building a better education system: An action plan for implementing the long-term recommendations for New Brunswick's Anglophone education system \(www2.gnb.ca\)](#)

<sup>7</sup>[Department of Transportation and Infrastructure mandate letter \(www2.gnb.ca\)](#)

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# 3 - Empowering Teachers



Research from the United Nations shows that the highest-performing jurisdictions ensure teachers have increased flexibility, professional autonomy, and time for collaboration with educational staff built into their schedules.<sup>8</sup> By empowering teachers through targeted mentorship programs, new teachers can find support and learn alongside experienced colleagues so they can tackle classroom and learning challenges effectively.

To perform optimally, teachers, like all professionals, require flexibility within their schedules. The way the instructional day is designed does not consider the many non-instructional demands to perform the role.

**We call upon this government to provide the investments needed to support teachers to develop their skills, address their workloads, and set their classrooms up for success.**

“Nearly 80% of educators report struggling to cope with unpredictable and mounting workloads. 70% cite poor working conditions as a major factor.”

(Canadian Teachers’ Federation, 2025)

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# Empowering Teachers Solutions

Improve student outcomes by implementing school schedules that will have a positive impact on learning outcomes for students by providing teachers time to complete required professional obligations (i.e. consultation with families and assisting professionals, co-planning, record keeping, and professional learning).

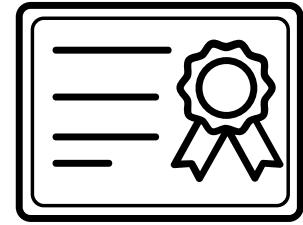
Reinvest in a comprehensive new-to-profession support program to strengthen and expand New Brunswick's once world-class support system for early-career teachers, ensuring it includes all those new to teaching in the province.

<sup>8</sup>International Labour Office. (2024). Transforming the teaching profession: Recommendations and summary of deliberations of the United Nations Secretary General's High-Level Panel on the Teaching Profession. Geneva, Switzerland: Author.

<sup>9</sup>Canadian Teachers' Federation (2025). PARACHUTE: pan-Canadian educator survey series.

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# 4 - Prioritizing Certified Professionals



New Brunswick's school districts are becoming increasingly reliant on non-certified community members to fill vacancies created by inadequate retention and recruitment efforts. In fall 2024, no fewer than 132 uncertified community members stepped in on teaching contracts to help fill the gap left by a lack of certified teachers in three out of four anglophone school districts.<sup>10</sup> By January 2025, this number had grown to 192, and a total of 1,104 local permits had been issued by Anglophone school districts so far this school year.<sup>11</sup>

The government has a responsibility to ensure that pathways are created for these community members who are pursuing a career in teaching to attain certification credentials. For New Brunswick's students to receive the best education possible, emphasis must also be placed on having certified teachers in classrooms and keeping them there.

Additionally, with projections showing that 25% of contract teachers are likely to retire within the next five years<sup>12</sup>, it is crucial to prioritize targeted efforts for retaining and recruiting certified teachers.

**We implore the Holt government to prioritize certified teachers in classrooms and ensure that any funds saved from staffing shortages are redirected to schools to support teams in addressing local challenges.**

“In the next three years, it's expected that 975 teachers in New Brunswick's anglophone sector will retire.”<sup>12</sup>

NBTA Membership Projections  
(2025)

# Prioritizing Certified Professionals - Solutions

Prioritize certified teachers when filling classroom teaching positions.

Redirect all savings from daily unfilled absences to the school level, providing support to school teams and flexibility to address local needs.

Ensure that all savings realized through the hiring of community members on local permits be reinvested to support their skill development at the school level.

Accept NBTA and AEFNB's joint teacher certification proposal which recognizes relevant professional designations, prior learning, and work experience that may not be achievable through university pathways but are essential subject areas.

Increase the number of flexible offerings of BEd programs from New Brunswick universities to allow community members who are pursuing their certification to remain employed while completing their studies and teacher certification.

<sup>10</sup> [Schools now 32 teachers short after 132 without education degrees step in | CBC News, accessed January 14, 2025](#)

<sup>11</sup> New Brunswick Department of Education and Early Childhood Development. (January 2025). Personal Communication. New Brunswick.

<sup>12</sup> NBTA (January 2025). Membership Data Projections. New Brunswick.

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# Conclusion

The NBTA is eager to work as a trusted partner in supporting the implementation of these recommendations. Through collaboration with various government stakeholders, including the Department of Finance and Treasury Board, the Department of Post-Secondary Education, Training and Labour, the Department of Environment and Local Government, The Department of Transportation and Infrastructure, the Department of Education and Early Childhood Development, school districts, district education councils, and community agencies, the NBTA aims to foster meaningful changes that strengthen public education and benefit students, teachers, and communities across New Brunswick.

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# Summary of Recommendations

- Facilitate retention by increasing flexibility within teachers' schedules and providing mechanisms to support healthy and safe work environments (i.e. allotted times to complete the required increasing professional obligations).
- Incentivize all those who remain in the teaching profession through enhanced compensation.
- Invest in and offer increased permanent teaching contracts to New Brunswick's recent BEd graduates.
- Incentivize pre-service teachers to choose New Brunswick's public education system by funding BEd practicum placements completed in the province's public schools.
- Offer rebates to graduates who obtain a BEd from an accredited Canadian university after they work as a certified public school teacher in New Brunswick for a determined period to offset tuition costs.
- Increase the number of seats in New Brunswick universities' BEd programs to meet the demands of current and anticipated shortages of certified teachers.
- Commit to implementing a new funding model that responds to school communities' socio-economic, health and other factors that impact localized needs.
- Invest in a targeted, community-based approach, including a human resources strategy to address specific needs at each school over the next five years, guided by public health and population data trends.

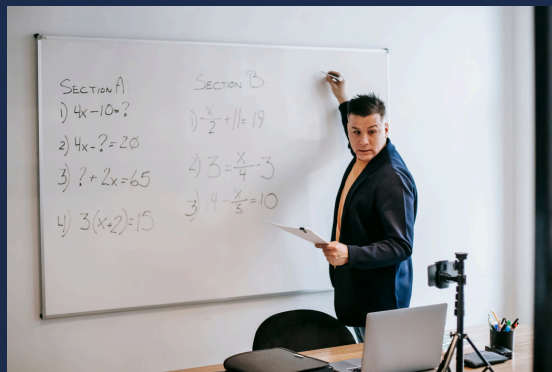


- Create a deliberate school infrastructure strategy which is informed by community data trends in alignment with District Education Councils' existing and projected priorities.
- Invest the necessary funds to enhance school air quality, ensuring all schools have modern air filtration and heating and cooling systems following ASHRAE 241.
- Improve student outcomes by implementing school schedules that will have a positive impact on learning outcomes for students by providing teachers time to complete required professional obligations (i.e. consultation with families and assisting professionals, co-planning, record keeping, and professional learning).
- Reinvest in a comprehensive new-to-profession support program to strengthen and expand New Brunswick's once world-class support system for early-career teachers, ensuring it includes all those new to teaching in the province.
- Prioritize certified teachers when filling classroom teaching positions.
- Redirect all savings from daily unfilled absences to the school level, providing support to school teams and flexibility to address local needs.
- Ensure that all savings realized through the hiring of community members on local permits be reinvested to support their skill development at the school level.
- Accept NBTA and AEFNB's joint teacher certification proposal which recognizes relevant professional designations, prior learning, and work experience that may not be achievable through university pathways but are essential subject areas.
- Increase the number of flexible offerings of BEd programs from New Brunswick universities to allow community members who are pursuing their certification to remain employed while completing their studies and teacher certification.



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