



Implementation 2019-2020 (Anglophone Sector)

Everyone at their best



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Implementation 2019-2010 (Anglophone Sector)**

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Introduction

The third year of implementation of the 10-Year Education Plan showed many successes and continued growth toward objectives.

These include:

- 331 New Brunswick Early Learning Centres were designated, exceeding the initial target of 300 centres by 2020.
- Essential Skills, personalizing education for students, was piloted in 13 high schools.
- Virtual co-op student placements were offered in cybersecurity, engineering, law, cancer research, business, environmental studies, First Nations Education, nursing and accounting.
- The Objective 6 (First Nations) committee completed their consultations and submitted recommendations to key partners.
- The Provincial School Improvement Framework, aligned with Education Plan objectives, was successfully piloted in 7 schools and will expand to 33% of all schools.
- Pilot schools for personalized learning contributed to the growing strength in personalized student learning across New Brunswick classrooms. This initiative will continue and expand in 2019-20.
- NB students rank third in Canada in accessing and reading e-books.
- French Language Learning Opportunities for Rural Areas (FLORA) was expanded to eleven pilot sites, providing equitable access to early French learning.
- K-3 school-based data on balanced literacy, math improvement, and formative assessment showed continued growth.
- ESS-Connect, a comprehensive system to streamline Education Support Services, was introduced to all four districts.
- A renewed commitment was made to invest in Enhancement of First Nations Education Programs.
- The Autism Learning Partnership was expanded to include resources and online

courses for local and international clientele, including families.

- Concept papers have been developed to explain redesigned New Brunswick curriculum and the portrait of a New Brunswick learner.
- *Culturally and Linguistically Inclusive Schools*, *The Global Mindset*, and *The Plurilingual Language Learner* online courses have been developed.
- EECD hosted professional learning opportunities focused on Exploring Literacies and Reflective Practice, with over 200 early childhood educators participating at each.
- EECD launched the Early Childhood Services Portal, an online resource for parents. Over 4000 individuals accessed the portal.
- Brilliant Labs, a key partner in innovation in New Brunswick, facilitated projects with over 7000 students in NB schools.

Education Summit: Fall 2019

The Minister hosted a summit bringing community, parents, students, educators and other key partners together to discuss the future direction of education. Guest speakers and attendees informed recommendations for transforming the system throughout the summit. These recommendations have informed this implementation plan and post-summit consultations in winter 2020 will provide additional suggestions going forward.

Strategic Planning Cycle

A new cycle of improvement planning was started in 2018-19, aligning schools, districts and EECD in collective actions. School needs will be collected during the school improvement day in January, collated at the district level and shared with EECD to inform strategic direction and funding. Improvement Plans at all levels will be strengthened through this process.

Priority Areas: World Class Education

The first three years of the 10-year Education Plan saw a focus on K-3 literacy, numeracy and early childhood. There have been many successes and growth and these areas will continue to be a priority for the system. As we continue the implementation, a culture of inquiry will be supported through teacher-led projects that examine problems of practice from their classrooms. Key areas of priority will expand to address the goal of a world class education system.

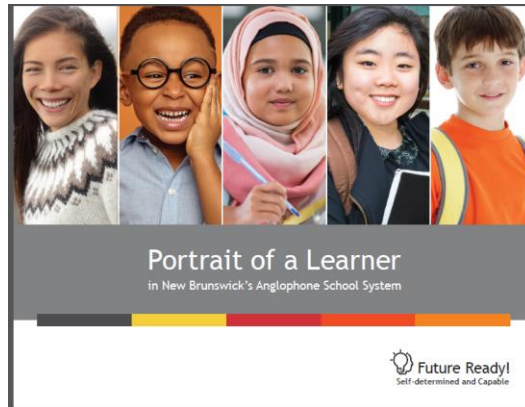
Our students deserve a world-class education to make the most of their lives. Young New Brunswick graduates will be able to compete with the best in the world in their areas of passion and be viewed as desirable candidates by post-secondary institutions and employers. They will have access to learning opportunities that will improve their comprehension of math, literacy and science, and will contribute their best to society. These foundational skills will allow youth to continue to thrive long after they graduate. To reflect these goals, measures will be gathered to inform New Brunswick's journey in becoming a world class education system.

Three key initiatives are being implemented to reach the goal of a world class education system.

1. World Class Education: FUTURE READY LEARNERS
2. World Class Education: IMPROVE EDUCATIONAL OUTCOMES
3. World Class Education: LANGUAGE LEARNING OPPORTUNITY

Next steps in supporting these initiatives involve creating measures to determine growth and developing projects to increase improvement.

Portrait of a Learner



The peoples of New Brunswick are anticipating global, national, and local shifts and the impact that they will have on young people. The peoples of New Brunswick recognize the important role that schools play not only in equipping learners with fundamental skills like literacy and numeracy, but also in ensuring that learners develop the global competencies needed to thrive in a changing world. Transforming education is critical to these changing times and address the emerging evidence of how to engage people in deep and meaningful learning.

This is a time of great change and incredible opportunities. Successfully adapting to these changes will help lead to rewarding lives, strong communities, and prosperous economies. It is within this context that schools will help prepare New Brunswick youth for every opportunity in this new and exciting future.

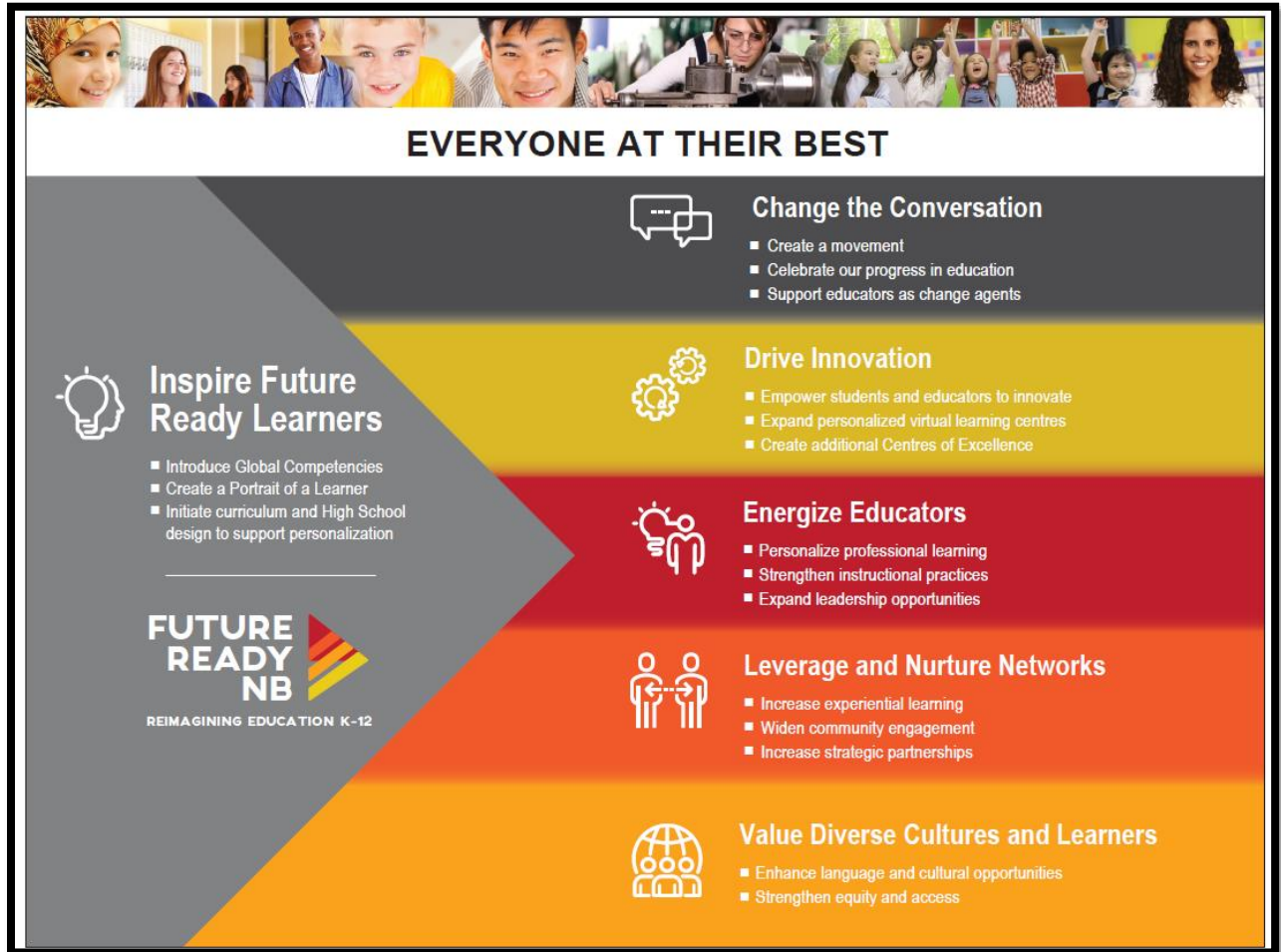
The Portrait of a Learner document is being shared with all New Brunswick educators to describe the skills, knowledge and behaviours that a New Brunswick graduate will possess when they leave our system. Below are three of the core components of what we are aspiring for our graduates in New Brunswick.



Whole System Collaborative Planning Priorities

“Everyone at their best” continues to drive the overarching vision of our education system. To achieve the world class education we are seeking, there are key areas that describe needed actions and behaviours of all members of our system. As described in the introductory pages, the Strategic Planning Cycle will enable all of these key areas of focus to thrive.

These are described in the visual below, and reflect the key activities being implemented in 2019-20.



Key Deliverables for 2019-2020

This table captures the deliverables led by the team of educators at EECD, in collaboration with school districts and key partners.

Section	Key deliverables for 2019-2020
<p>Inspire Future Ready Learners</p> <ul style="list-style-type: none"> • Introduce Global Competencies • Create a Portrait of a Learner • Initiate curriculum and Future Ready High Schools document actions to support personalization 	<ul style="list-style-type: none"> • First Nation Virtual Book and Culture Club that allows students to partner nationally and internationally • Launch Future Ready K-12, encouraging enhanced experiential learning opportunities for students. • The Essential Skills Achievement Pathway (ESAP) program will expand to an additional 12 high schools, bringing the total to 25 of 49 Anglophone high schools • Finalize the definitions and develop the “I can” statements of the Global Competencies • Introduce the Portrait of a Learner, Future Ready: Self-determined and Capable • Gather input from educators to determine a redesign for curriculum that supports the global competencies
<p>Change the conversation</p> <ul style="list-style-type: none"> • Create a movement • Celebrate our progress in education • Support educators as change agents 	<ul style="list-style-type: none"> • Education for Reconciliation presentations • Implementation of Objective 6/TRC recommendations • Partner with communication leads in districts, NBTA and strategic partners to create a communication plan to celebrate positive progress in NB education. • Incorporating the Treaty Relationship as a foundational concept in the Law 120 course • Renewal of Enhancement Agreements • Gather exemplars of global competencies across curricular areas to highlight exemplary practices • Develop a communication plan to explain the strategy for Grade 2 reading assessment and its benefits for students and educators
<p>Drive Innovation</p> <ul style="list-style-type: none"> • Empower students and educators to innovate • Expand personalized virtual learning centres • Create additional Centres of Excellence • Establish prototype schools to pilot new approaches to language learning 	<ul style="list-style-type: none"> • Launch of Leadership course from an Indigenous Perspective • First Nation online tutoring site to provide personalized assistance to students • Provide personalization leads for each district to support innovation. • Provide additional resources to Personalized Virtual Learning Centres • Enhance existing Centres of Excellence and work toward additional sites. • Provide innovation funds for districts and schools to focus curriculum to develop the global competencies

<ul style="list-style-type: none"> • Enable increasing levels of flexibility in all schools with dedicated pilots in K-2 that encourage a flexible learning environment for learners, moving away from grade level structures 	<ul style="list-style-type: none"> • Initiate scan of assessment practices to measure progress on global competencies
<p>Energize Educators</p> <ul style="list-style-type: none"> • Personalize professional learning • Strengthen instructional practices • Expand leadership opportunities • Encourage local improvements in early literacy and numeracy through personalized approaches from birth to age eight 	<ul style="list-style-type: none"> • Cultural Immersion Camps for teachers • Continued support for Office 365 professional learning • Support a culture of inquiry through teacher-led projects examining problems of practice from their classrooms. • Ongoing professional learning for teachers on First Nation cultures, histories, realities and contributions • Continued focus on supporting educators in meeting social-emotional needs in their classrooms • Initiate a process to determine an effective professional learning model • Offer a week-long summer learning series for New Brunswick educational personnel in August focusing on learning strategies, assessment, leadership, skilled trades, technology, cultural competences, LGBTQI2S Inclusive Education and education support services • Offer a 3-day Education Support Services 101 Institute for new and prospective Education Support Teachers- Resource • Revisit CAMET standards for leaders and continue to build a collective leadership strategy • Create a series of educator on-line modules to support career integrated learning (CIL) • Continued implementation of myBlueprint Educational Planner, the online career/life planning tool • Develop a professional learning module to demystify standardized assessment, increase awareness of how it aligns with the curriculum, and how to use the results • Introduce the Literacy Continuum K-6 to support effective literacy pedagogy • Develop professional learning opportunities focused on Reflective Practice and Pedagogical Documentation to support early childhood educators implementing the NB Early Learning and Child Care Curriculum Framework • Create videos profiling the indoor and outdoor learning environments of NB early learning and childcare facilities in all four Districts
<p>Leverage and Nurture Networks</p> <ul style="list-style-type: none"> • Increase experiential learning 	<ul style="list-style-type: none"> • Create a strategic partnership process to effectively manage existing partnerships and acquire more

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<ul style="list-style-type: none"> • Widen community engagement • Increase strategic partnerships • Support overall system alignment through a coherent strategic planning cycle capturing responsibilities of all levels of the education system in improvement planning 	<ul style="list-style-type: none"> • Expand experiential learning opportunities for the middle school level. This will include a pilot of a middle school program called "I3 – Investigate! Invent! Innovate!" that will use several of the evidence-based best practices of Career Integrated Learning • Implementation of the dual credit program with the New Brunswick Community College (NBCC) • Continuation of partnership with PETL to engage students with local and timely labour market information • Through co-op placement, pilot a seniors' residence support worker certification in one school district • Co-creation of First Nation songs with First Nation musicians • Provide each district with an Experiential Learning Coordinator • On-line First Nation Entrepreneurship course • Host a Minister's Summit to gather input and create recommendations • Mind over Metal Welding Camps on First Nation Communities • Finalise a Career Integrated Learning (CIL) strategy based on a comprehensive literature review, jurisdictional scan, and consultation with a variety of stakeholder groups • Implement the experiential learning project offering the 90-hour Introduction to Early Childhood Education online course to high school students
<p>Value Diverse Cultures and Learners</p> <ul style="list-style-type: none"> • Enhance language and cultural opportunities • Strengthen equity and access • Work collaboratively to improve challenges in classroom composition,, targeting complex behaviours and funding formulas 	<ul style="list-style-type: none"> • Development of First Nation music resource • Incorporating First Nation content into physical education classes • Pilot in fall 2019 an online, 30-hour, course for educators titled, "Culturally and Linguistically Inclusive Schools." In fall 2019. Includes modules on "The Global Mindset," "The Plurilingual Language Learner," and more. Videos will feature New Brunswick educators, parents and students showcasing recommended strategies for inclusion • Release of Building Strength and Independence: Education and Early Childhood Development Learning Disabilities Framework • Continue implementation of ESS Connect, a comprehensive electronic system to streamline education support services, create personalized learning plans (PLPs/IEPs), collaborate and communicate with team members to maximize student support • Offer core mental health training for educational personnel • Begin rollout and implementation of <i>Skills for Independence: A Resource Guide and Assessment</i> • Research new relevant French language learning opportunities for students

	<ul style="list-style-type: none">• Complete a Lean Six Sigma project to improve French Second Language learning outcomes for all students• Continue the development of the French Language Opportunities for Rural Areas and support to the pilot schools• Institute a Bias Review Committee for the Provincial Assessment Program• Revise the Accommodations and Exemptions Protocols
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