



Implementation 2018-2019 (Anglophone Sector)

Everyone at their best



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Introduction

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

These include:

- Grade 2 provincial assessment literacy scores have increased just under two percent; school-based data on balanced literacy, math improvement, and formative assessment are also showing growth
- Grade 6 provincial assessments show improvement in all three areas: reading, math and science
- As of September 2017, the Integrated Service Delivery Model (ISD) has been implemented in all four districts
- Policy 316 has been amended so that students may graduate through the essential skills program being piloted by EECD and NBCC
- A First Nations professional learning day was offered to all educators on a variety of topics and was accessed by over 10,000 educators
- With the implementation of Grade One French Immersion, Early French Immersion is now offered in 67 schools across the province
- Early Childhood Development launched a 60-hour Orientation to Early Childhood Education online course.
- A draft provincial school improvement framework, aligned with Education Plan objectives, was developed; over 3000 submissions of ideas were received from educators and support staff in schools
- A competencies Think Tank with educators, students and key partners was held and led to actions toward redesigning curricula and instruction to include the Pan-Canadian Global competencies
- A partnership was established with the New Brunswick Business Council to offer

10 principals the opportunity to connect with New Brunswick CEOs and discuss leadership

These accomplishments, among many others, are a reason to celebrate. New Brunswick's achievement on the recent Pan Canadian Assessment Program (PCAP) showed improvements in literacy, math and reading, with mathematic achievement ranking 5th in Canada. The Education Plan has led to many successes over the first two years of implementation; improvement continues to grow as the system aligns priorities with the objectives of the plan.

The main focus of 2017-2018 was Kindergarten to Grade 2 literacy and numeracy improvement and Early Childhood. Two committees, examining Objective 6 (First Nations) and Objective 7 (student well-being) were formed to work urgently in these areas.

To address the plan going forward, a streamlined Implementation Planning Team continued to work toward the recommendations of the larger committee. An overarching theme is strengthening autonomy for schools and encouraging a process where priorities are gathered at the school, shared with districts, and then communicated to the Department in order to align planning and resources to address the identified needs.

The Provincial School Improvement Framework draft was co-developed with district and school personnel and will have a phased in approach over the next few years. This framework sets clear expectations for implementation of the Education Plan, while respecting diverse school needs and maintaining autonomy at the district and school level.

For 2018-19, opportunities for Grades 3-12 increase with extended math and literacy materials for elementary, a system-wide K-12 focus on formative assessment practices, and research and piloting in peer coaching.

Priority Areas - 2018–2019

Priority: Literacy K-3 – Improve literacy skills for all learners.

This year the literacy focus will extend beyond the Kindergarten to Grade 2 levels. Although the grade 2 level is the first measure impacted we want to create a continuum of excellence in classrooms beginning with Early Learning Centers and continuing through Grade 12.

Indicator	Actual		Target 2026
% of pre-school learners at appropriate development in language and communication	80.8% (EYE-DA, 2016-2017)		90%
% of students achieving appropriate and higher levels of performance on provincial reading assessments	Grade 2	75.7	90%
	Grade 4	Pilot	90%
	Grade 6	62%	90%
% of students achieving appropriate or higher on the provincial English Language Proficiency	Grade 9	80.5%	90%
% of students scoring at higher performance levels in reading on PCAP (national) and PISA (international) measures	PCAP	84%* (Level 2 and above)	TBD
	PISA	37.4%**	52.5%
*Note, this reflects data from 2016 (reading as a major domain that year)			
**Note, this number is different than the number published in the Education Plan as it has been updated to reflect 2015 data.			

The education plan outlines **key areas of focus** for each objective. For literacy, these are:

1. Increase early learners' ability to use and understand language to provide a solid foundation for learning.
2. Provide learners with quality experiences, instruction and assessments throughout the system to ensure they achieve the highest levels of literacy.
3. Provide training and coaching for educators in high yield teaching strategies to best serve learners' diverse needs.
4. Provide effective, timely and targeted literacy interventions to ensure that the needs of the range of learners are met.

The table below captures the 2018-19 initiatives that will address this objective and shows the link between the initiative and the key areas of focus.

2018-2019 Initiatives to Achieve the Objective	Link to Key Areas of Focus
Continued emphasis on the use of the teaching process map and intervention process map (with added interactive elements) to support effective instructional practices in all classrooms	2, 3, 4
Maintain focus on using formative assessment as a tool for informing instructional practice in K-3, extend this focus to other levels	2, 3, 4
Maintain focus on the instructional coaching model of professional learning for K-2 classroom teachers; extend to leverage peer coaching to sustain progress as well as support growth of initiative in Grades 3-5	2
Maintain lead positions to support K-5 teachers with professional learning through coaching; use the New Brunswick model of instructional coaching to increase the availability of in-class student intervention by classroom teachers	3,4

Implement plan for long-term literacy improvement strategy so continuum of growth extends across Early Childhood Learning through Grade 12	1, 2, 3, 4
Pilot school-based Plan-Do-Check-Act (PDCA) approach to sustain literacy improvement	2
Engage early childhood educators, early childhood interventionists and families in professional learning that supports early literacy	2, 3

Priority: Early Childhood – Ensure all pre-school children develop the competencies they need to be successful in school and in life.

Indicator	Actual	Target 2026
% of children who are identified at risk at kindergarten	12%*	Less than 10%
% of parents who indicate that their child regularly participated in at least one early childhood service prior to school entry	51%	TBD

The education plan outlines **key areas of focus** for each objective. For early childhood, these are:

1. Support parents to maximize their children’s optimal development through the concept of a single-point of access to early childhood and public school services. This will facilitate the promotion of and access to programs, services and resources for families.

2. Identify, as early as possible, children who are at risk for developmental delays and living with factors of vulnerability.
3. Provide programs, services and intervention for children and families according to their needs.

The table below captures the 2018-19 initiatives that will address this objective and shows the link between the initiative and the key areas of focus.

* (EYE-DA 2017 potentially at risk across all domains – 88% reported at appropriate development)

2018-2019 Initiatives to Achieve the Objective	Link to Key Areas of Focus
Develop a process to enable families and children to access early learning opportunities from birth.	2
Provincial child care registry and promotion awareness campaign will be launched	1
Implement the initiatives under “Everyone at Their Best... from the start: Early Learning and Child Care Action Plan”.	1,3
Develop base lines and measure progress of the initiatives under the eight objectives of the Everyone at Their Best... from the start: Early Learning and Child Care Action Plan (target by March 2020 75% of children under age 5 are registered in a designated New Brunswick Early Learning Centre)	1,2,3

Priority: Numeracy K-3 – Improve numeracy skills for all learners.

Indicator	Actual		Target 2026
% of pre-school learners at appropriate development in problem solving and communication	TBD		TBD
% of students achieving appropriate and higher levels of performance on provincial mathematics assessments	Grade 4	TBD Under development	90%
	Grade 6	38.4%	90%
	Grade 10	Fall 2018	90%
% of students in Grade 12 who report that they are able to use their financial literacy skills	TBD		TBD
% of students scoring at higher performance levels in mathematics on PCAP (national) and PISA (international) MEASURES Assessment (ELPA)	PCAP	32%* (level 3 and above)	47%
	PISA	22.9%**	59.5%
*Note, this is data from PCAP 2010 (math as a major domain that year)			
**Note, this is data from PISA 2015			

The education plan outlines **key areas of focus** for each objective. For numeracy, these are:

1. Increase early learners' access to quality learning environments that foster the development of foundational concepts in numeracy to position them for future success in this area.
2. Provide learners with quality experiences, instruction and assessments throughout the system to ensure they can readily apply mathematical concepts to real-world situations and develop an appreciation of the value of mathematics.
3. Provide training and coaching for teachers in high-yield teaching strategies to best serve learners' diverse needs.
4. Provide effective, timely and targeted numeracy interventions to ensure that the needs of the range of learners are met.

2018-2019 Initiatives to Achieve the Objective	Link to Key Areas of Focus
Maintain focus on the instructional coaching model for professional learning for K-2 classroom teachers; extend to leverage peer coaching to support and sustain implementation in K-3	2, 3
Maintain lead positions to support K-5 teachers with professional learning through coaching, using the New Brunswick model of instructional coaching and increase the availability of in-class student intervention	1, 3, 4
Pilot school-based Plan-Do-Check-Act (PDCA) approach to sustain math improvement	1, 2

Continue implementation of the teaching process map and intervention process map (with added interactive elements) to support effective instructional practice in remaining schools	2, 3, 4
Increase the availability of in-class student intervention by classroom teachers, with support from EST team members	3, 4
Engage principals, district leaders and other key partners in developing and implementing strategies to improve numeracy achievement	1, 2, 3, 4
Develop Grade 4 resources to support teachers in following the teaching process map and maintain an online site with access to the resources; timelines and implementation processes will be determined with districts	2, 4
Maintain communication with each team of K-2 leads, subject coordinators and other district partners	2, 3
Establish plan for long-term numeracy improvement strategy across early learning to Grade 12	1, 2, 3, 4

Whole System Collaborative Planning Priorities

Following consultations with students, educators, stakeholders, and partners, a recommendation to adopt the Pan-Canadian Global Competencies was approved by the Minister of Education and Early Childhood Development.

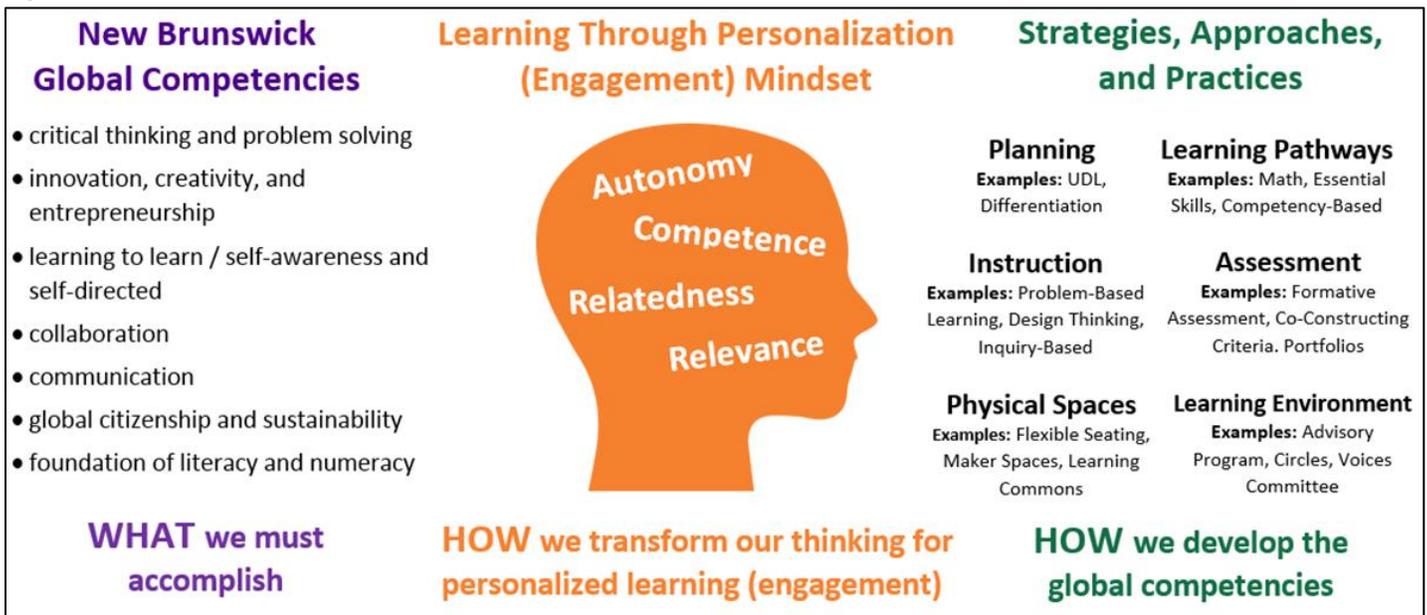
The New Brunswick Global Competencies are:

- Critical Thinking and Problem Solving
- Innovation, Creativity and Entrepreneurship
- Learning to Learn / Self-Aware / Self-Directed
- Collaboration
- Communication
- Global Citizenship and Sustainability

The Engaged and Globally Competent Learners strategic plan aligns with and supports the principles and objectives of the 10-year education plan, *Everyone at their best*. Focussing on developing engaged and globally competent learners builds on how the objectives and associated key areas of the education plan can be achieved collaboratively by EECD, districts, and schools. Therefore this collaborative planning section reflects unifying actions that align with key areas, including the system-wide focus on global competencies.

The global competencies are what we must accomplish in order for our learners to be at their best. Learning through personalization establishes how we will ensure that all learners (students and educators) are engaged in their learning and the learning process. Collectively understanding and enacting teaching the global competencies through personalized learning will ensure we are on the right track for everyone to be at their best. Figure 1, below, highlights the connections and actions to enact the global competencies in New Brunswick education.

Figure 1



As implementation continues, it has become evident that the work undertaken by educators addresses multiple objectives at the same time. Therefore, actions for the 2018-19 school year are clustered based on common themes, as described below. Clustering the objectives to reflect this interconnectedness is a recommendation from the Education Plan Implementation Planning Team.

Theme	Key Deliverables 2018-2019
<p>Strengthen instruction, assessment and intervention practices through innovative and personalized approaches (Objectives 2,3,4,5)</p>	<ul style="list-style-type: none"> • Begin to review subject-area curricula in the context of the global competencies • Develop explanations, with assessment indicators, for the global competencies • Redesign Indigenous Studies (formerly Native Studies) Curriculum • Develop Advanced High School Mi'kmaq and Wolastoqey language curriculum online and face to face • Develop First Nation Music modules Grades 9-12 • Offer a full-day school-based professional learning for educators in August focussing on opportunities within the curriculum and the supporting learning environments and choices of instructional strategies that build learner self-awareness and resiliency • Develop Post-Intensive French (PIF) 120 online • Offer a 5-day Assessment Institute for EST-R (Education Support Teachers-Resource) on intervention practices • Continue to develop the high school English as an Additional Language pilot curricula and implement across province • Continue the Essential Skills Achievement Pathway (ESAP) program for graduation • Continue to strengthen the Grade 1 French Immersion curriculum and implement
<p>Strengthen learner well-being through supports for resilience, physical and mental health and opportunities for leadership and belonging (Objectives 1,2,7,9)</p>	<ul style="list-style-type: none"> • Offer guidance counsellors, school psychologists, social workers, and Cultural Transition Coordinators a virtual professional learning day with a focus on intergenerational trauma • Begin course development for Fostering Leadership from an Indigenous Perspective • Offer core mental health training for educational personnel • Identify and offer essential annual training for school and district Education Support Services (ESS) personnel to meet the mental health needs of students • Identify a common measure across districts to determine current status and progress in student well-being. • Coordinate with the New Brunswick Multicultural Council (NBMC) to provide leadership and career development opportunities for immigrant youth – Imagine NB program. • Introduce Skills for Independence Resource Guide and Comprehensive Assessment for Learning and Independence Volume 2 (CALI Volume 2) • Collaborate with Post-secondary Education, Training and Labour to have regional employment counsellors work with Personal Development and Career Planning 9/10 teachers and students to increase knowledge of New Brunswick labour market information (LMI). • Develop a diversity/anti-racism policy

<p>Strengthen opportunities for language acquisition and cultural competency (Objectives 6 and 8)</p>	<ul style="list-style-type: none"> • Offer Cultural Immersion Camps through the partnership with the Mi'kmaq Wolastoqey Centre at University of New Brunswick, and First Nation community members • Launch the pilot of the new Mi'kmaq community language course in September 2018 • Implement a process to support French Second Language teachers to understand and develop their language proficiency • Offer Virtual French Co-op opportunities • Extend the pilots for the innovative solutions for schools that have limited access to French Second Language programs • Continue to extend opportunities for cultural awareness of newcomers
<p>Strengthen Conditions for Success</p>	<ul style="list-style-type: none"> • Develop a Student Exit Profile that explains the desired outcomes of education and how these relate to engagement and the global competencies • Support school districts in determining a provincial leadership strategy to guide future leadership approaches and opportunities • Work with district personnel to explore the application of the New Brunswick Global Competencies, the personalization mindset and schools as models of democracy • Fulfill EPP (Educational Partnership Program) obligations • Establish a process for review of the recommendations of the Objective 6/ TRC Fulfillment Committee and consider next steps • Pilot the Provincial Improvement Framework to ensure common expectations in implementing the Education Plan. This includes collaborative work with districts to support the improvement planning process and sharing of priorities from the schools, to the district, to the province; roles and responsibilities in the improvement planning process will be determined • Strengthen research partnerships through continued collaboration with universities, industry and other key partners. This includes the second annual New Brunswick Education Research Symposium. • Establish the Innovation Hub, which highlights innovation with a research focus. Ongoing opportunities for experiential learning and entrepreneurial thinking will be offered. • Research and select a format/platform for hosting and interacting with curriculum • Continue the enhancement of the professional learning model introduced in 2017-18; this will include actions to address feedback from the system, a continued attention to research on effective professional learning, and priority on school-led areas of focus • Design Training and Implementation of ESS-Connect. ESS-Connect will replace the current Personalized Learning Plan (PLP) system in the Anglophone sector; the new system will house pertinent information in one place and will be available on multiple platforms • Offer a Summer Learning Institute with a variety of professional learning offerings for educators • Improve infrastructure to support connected learning environments, including an enhanced Learning Management System. • Begin to review department policies and processes (e.g., PowerSchool) to determine alignment to educating engaged and globally competent learners

