



10-year education plan

Donnons à nos enfants une longueur d'avance

(Giving our children an edge)
(Francophone sector)

**10-Year Education Plan – Donnons à nos enfants une longueur
d’avance (giving our children an edge)
(Francophone Sector)**

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Premier's message

Education is key to New Brunswick's economic future and social fabric.

It is for this reason that education is such a priority of New Brunswickers. Strengthening our economy starts by strengthening our education system. This is why we embarked together on a journey to develop a strong and innovative long-term education plan.

New Brunswickers have told us that we need to change the way we deliver early learning and education to improve our performance and better prepare our young people for success. We're listening. The plan, *Donnons à nos enfants une longueur d'avance* (giving our children an edge) focuses on setting objectives in key priority areas using a performance management system so that we can create lifelong learners and bring stability to our system.

This plan is different in that it is non-partisan, long-term, and focuses on defining our challenges and the outcomes needed to overcome them. The plan establishes clear expectations on standards and performance, with outcome measures that will be tracked and reported. Measurement of key outcomes allows us to monitor our progress across the next ten years.

We should be proud that for the first time, an education plan has been built on an extensive public consultation. Many participated including experts, First Nations, school and school district personnel, early learning educators, youth, parents, community and business leaders, district education councils and other key partners through a series of open houses, one-on-one meetings, workshops and opportunities to comment online.

It is also important to mention the considerable influence of the *Linguistic and Cultural Development Policy* on the 10-year education plan. Various strategies put forward in the policy are reflected in this plan.

We want to thank all of the participants who participated in this process. Thank you for your passion towards education and New Brunswick.

We are all invested in the implementation of the plan, *Donnons à nos enfants une longueur d'avance*, and it is by working together that we can leave the next generation the precious gift of a robust and forward-thinking education system.



Brian Gallant

Minister's message

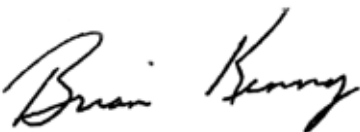
This 10-year education plan, *Donnons à nos enfants une longueur d'avance* (giving our children an edge), forges a new path forward for education in New Brunswick. We want New Brunswickers to begin learning at birth and to continue learning throughout their lives. This will be achieved through the priorities and conditions for success identified in the following pages.

We are committed to a rising tide of excellence in New Brunswick's education system. As the title of this plan suggests, to achieve our objectives we must give our children an edge. It's what New Brunswickers expect and it's what our children deserve. That means children and parents need to value and be engaged in learning. We are also aware of the crucial role of teachers, educators, and other professionals in achieving the 10-year education plan and in the educational success and identity building of children. Learners are not at their best unless educators are at their best. That's why we are committed to supporting those working in our system so they can nurture their own personal excellence and continuous growth.

Donnons à nos enfants une longueur d'avance would not be what it is without the considerable contribution of the *Linguistic and Cultural Development Policy*, which is founded on a massive collective effort during the past few years, and is one of its main pillars. The plan is also the result of a wide public consultation led by co-chairs Gino LeBlanc and Karen Power, who put forth the excellent recommendations upon which this plan is built, and who confirmed that we are all key stakeholders in education. Each of us has a role to play in furthering the objectives of this plan including youth, parents, school and school district personnel, educators, First Nations, community and business leaders, district education councils and other key partners.

I want to take this opportunity to thank the co-chairs for their work and also to thank all the members of the public who participated in the extensive consultation process, showing that education is not only a priority for our education system, but also for the entire population.

This is a very exciting time in early learning and education and I look forward to working with our partners to put this plan into action beginning with the upcoming school year.



Minister of Education and Early Childhood Development
Brian Kenny

Introduction

New Brunswick's children and youth live in a continually evolving knowledge-based society. To have a rewarding and successful life, young people need skills that will help them be fulfilled, engaged citizens. To develop these skills, they need an education system that evolves at their own pace and meets their needs, while adapting to changes in society, and a learning culture valued by everyone where children and adults remain active learners.

It is important to note that we understand an education system to mean a system that unifies learning for children from birth, as well as education for students in public schools who then make the transition to post-secondary education or the labour market. This learning continuum principle is an integral part of the 10-year plan.

The development of this 10-year education plan is the result of extensive consultations involving youth, parents, teachers, early childhood educators, as well as community partners in various linguistic and cultural communities. This exercise, in which representatives of various political parties also participated, gave all citizens an opportunity to provide input on the future of education in New Brunswick. Through this transparent, nonpartisan approach, participants reached a common conclusion: lifelong learning is vitally important for New Brunswick society.

Another finding that emerged during this engagement process was that the education system requires a clear vision and greater stability to ensure the optimum overall development of every child, starting in early childhood all along the pathway through school and post-secondary education.

The 10-year education plan is intended to be a social contract that will ensure all partners in the system are heading in the same direction and working closely together to achieve the objectives stemming from a shared vision.

Lastly, for the plan to be successfully implemented, it will be necessary to strike a balance between flexibility and empowerment, which encourage innovation and generate renewed energy within the system, and accountability reporting and continuous improvement. To achieve that balance, a structured management approach will make it possible to carry out and monitor various initiatives arising from the plan.

It will also be necessary to create conditions that foster a stimulating and rewarding learning environment where everyone can continually grow each and every day. We must support these environments so that best practices and successful methods can be easily developed and shared.

Background

Linguistic and Cultural Development Policy (LCDP)

The *Linguistic and Cultural Development Policy* (LCDP), published by the Department of Education and Early Childhood Development in 2014, is undoubtedly one of the fundamental components of the 10-year education plan. It is impossible to overlook and not acknowledge the immense effort devoted to engaging the many partners of the Acadian education system in order to identify concrete solutions for addressing the many challenges associated with French education in linguistic minority communities. There is no denying that the achievement of the dual mission of the Acadian and Francophone education system largely depends on the implementation of all the strategies outlined in the *LCDP*.

If the major objectives of the education plan derive directly from the recommendations in the report *Miser sur l'éducation : apprenante et apprenant pour la vie* (Focus on education: learners for life) (2016), it is important to stress that the objectives were widely drafted taking into account the strategies and courses of action already identified in the LCDP. Therefore, the majority of strategies are directly or indirectly touched on in this education plan, either in terms of the key objectives or the conditions for success.

The work involved in engaging the many partners of the Acadian and Francophone education system, which resulted in the LCDP, must continue to help the system achieve the objectives in the education plan. The individual and group action plans that were developed and continue to be developed by education partners to implement the LCDP will certainly support personnel in their efforts to foster the success of all learners. Therefore, the LCDP serves as the backdrop for the provincial education plan, and together they form a whole and complement one another.

Graduate profile

The *Profil de sortie d'un élève du système acadien et francophone du Nouveau-Brunswick* (New Brunswick Acadian and Francophone school system graduate profile), which was developed following a series of consultations with key partners, is another fundamental component of the provincial education plan. The plan's eight key objectives are grouped under three major educational goals, as set out in the profile:

- Living a balanced life;
- Living as engaged and ethical citizens;
- Developing a desire for lifelong learning.

The three major goals set by the Department of Education and Early Childhood Development serve as a foundation for the inclusive vision of the Francophone education system in New Brunswick. They also reflect the dual mission and take into account all of the complexity and interdependence of the environments in which learners thrive.

The graduate profile promotes a competency-based approach that allows students to operate in various learning and life contexts. The following three competencies, which will develop interdependently throughout the educational journey, have been identified:

- socio-emotional competency;
- cognitive competency;
- communication competency.

The main objectives of the plan were developed by taking into account these three competencies and the changes needed within the education system to ensure that learners are more engaged in their learning all along the continuum and have truly acquired these competencies when they leave high school.

Diversity and respect

For nearly 30 years, the New Brunswick education system has adhered to the philosophy of inclusive education. In the beginning, the emphasis was on integration, which primarily consists of placing children with special needs in schools. Over the years, this has evolved into inclusive education, a philosophy involving teaching practices that support all students within a common learning environment.

The 10-year education plan still embraces the principles of inclusion as they are the foundation for New Brunswick's society. Nowadays, inclusive education is based on respect for diversity, as well as on the principle that every child and student is able to learn. Inclusive education takes place in learning environments that ensure the wellbeing of and provide quality teaching for all participants.

The goals of the education system take respect and diversity into account and apply to all students. It is therefore important to provide them with a flexible but challenging learning environment that includes a continuum of programs and services that are provided in both a universal and personalized way. Therefore, the teaching of curricula, support services and extracurricular activities are provided equitably to all learners. It is in that sense that all of the objectives set out in the plan take inclusive principles into account.

4 Everyone at their best

Vision

Each person, from early childhood to adulthood, develops and realizes his or her full potential. As an engaged citizen who is open to the world, she or he contributes to the vitality, the development and the influence of the Acadian and Francophone community and New Brunswick society. (LCDP, p. 22)

Mission

The Acadian and Francophone education system provides each person, from early childhood to adulthood, with quality education contributing to his or her educational success and to the development of his or her linguistic and cultural identity. (LCDP, p. 23)

Systemic condition for change

Research shows that 70 per cent of organizational change initiatives fail despite the best intentions (Blanchard, 2010). In fact, many fail because organizations do not establish structured processes to lead the desired changes, and do not prioritize activities, monitor outcomes or support improvements made over time. Setting up a formal management system is a proven structured approach that enables organizations to address these challenges.

In that regard, a Formal Management system will be used throughout the education system to enable leaders and staff to implement the 10-year plan, drive improvements and achieve desired outcomes to enable New Brunswick to become a world leader in education and early childhood development.

Objectives and conditions for success

Organization of the 10-year plan

Given that learners are the focal point of the Acadian and Francophone education system, the key objectives of the education plan are centred on activity areas that are directly related to those objectives. Consequently, the outcome of all activities and initiatives stemming from the education plan will continue to be the success of all learners in the following eight areas:

- Career and life readiness;
- Wellness;
- Identity building;
- Citizenship education and diversity;
- First Nations;
- School and life readiness;
- Literacy;
- Numeracy and science, engineering and technology.

For each objective, the plan describes the following:

- Reasons why the objective is important for learner success;
- Indicators of success to ascertain whether the objective has been met;
- Key areas where we must take action to achieve the objective and targets.

The education plan intentionally does not outline how each objective is to be achieved and how each associated key area is to be implemented by school districts, schools

and early learning services. Instead, it clearly sets out expectations with respect to the objectives to be achieved collaboratively. The plan concludes by highlighting the conditions for success based on a system perspective that must be strengthened to achieve the learnercentred objectives. The conditions for success are:

- application of Formal Management principles;
- equal access to programs and services;
- recognition of parents as first educators;
- training and coaching for staff;
- establishment of an integrated learning continuum;
- access to appropriate infrastructure and information and communication technologies.

Implementation plan and accountability report

We acknowledge that the publication of this plan is just the beginning of the work to be done. In this context, it is clear that the real work consists in determining how the plan will be implemented. In fact, this will enable the plan to stand out from its predecessors. By using Formal Management principles, tools and methods, the department will draw up an implementation plan and a reporting framework to ensure the successful implementation of the 10-year education plan. The implementation plan will be developed with school districts and early learning services, and published each year. Progress toward achievement of the targets will also be made public every year.

Living a balanced life

Objective 1

Career and life readiness—Ensure that all students develop the competencies they need to achieve their career and life readiness plan

Reason for this objective

In the 2015 Grade 12 Exit Survey (Department of Education and Early Childhood Development, 2015), 56.7 per cent of graduates stated that their uncertainty about a choice of career was an obstacle to pursuing their post-secondary studies. This same survey also found that only 59 per cent of students had had an opportunity to participate in career exploration activities and that 61 per cent of students had had an opportunity to participate in career-focused activities while they were in school. Schools must therefore take action to better prepare students for their future. As stated in the LCDP:

“To be equipped to deal with all these changes, students must be able to acquire the knowledge, skills and attitudes necessary to carry through with their life/career project and their civic engagement, so as to advance their personal and vocational development.” (p. 128)

The LCDP reminds us equally that “schools must continue to transform teaching and learning so as to support the development of sustainable skills as explicit learning objectives.” (p. 129) Consequently, in addition to helping students discover their strengths and talents and to explore various career options, it is necessary to ensure they are engaged in school so they can develop their entrepreneurial spirit, as well as the competencies they will need to adapt to the world around them on both a personal and professional level.

Student engagement at school certainly has an impact not only on their future, but also on the quality of their everyday life, because school is the most prevalent part of their daily routine. A survey conducted with more than 90 middle schools and high schools across Canada found that only 37 per cent of students surveyed felt intellectually engaged in their language and mathematics courses (Willms, Friesen & Milton, 2009). This figure is alarming because it reveals that the majority of students do not feel that their courses meet their needs. In response to this finding, it is imperative to take a look at teaching practices and the current school structure in order to ensure that all students, regardless of their strengths and their challenges, have an opportunity to engage in long-term learning they can use throughout their lives.

How will we measure our progress?

Indicator	Actual	2025-2026
% of Grade 12 students who indicate they are confident in their decisions regarding their transition to post-secondary education or the labour market	Fall 2018*	90%
% of Grade 12 students who indicate they have developed the necessary skills to carry out their career and life readiness plan	Fall 2018*	90%
% of Grade 8 students who indicate that their time in elementary school helped them identify their strengths and areas of interest	Fall 2018*	90%
*Baseline data and target, where applicable, will be established by Fall 2018.		

Key areas

- **Self-discovery:** Provide all students, starting in elementary school, the tools to discover their strengths, the challenges they face, what they feel passionate about, and their interests, so they are better equipped to make informed decisions about their future both on a personal and professional level.
- **Competency-based approach:** Provide all students opportunities to develop, all along their schooling, in learning environments that foster a competency-based approach and allow students to carry out complex, meaningful and context-specific tasks.
- **Varied range of courses:** Provide all high school students opportunities to take compulsory and elective courses that meet their needs and are related to their career and life readiness plan.
- **Career exploration:** Provide all students opportunities to regularly participate in activities where they can explore various careers in different areas, including careers in trades, computer programming and the arts.

Living a balanced life

Objective 2

Wellness—Ensure all learners develop the skills that will help them live fulfilling and healthy lives

Reason for this objective

Nurturing secure and stable emotional bonds in young children provides a permanent foundation with positive, longterm consequences. These bonds foster the development of selfconfidence, the ability to manage emotions, the ability to adjust, as well as motivation to explore the world around them. A healthy lifestyle (physical exercise, proper nutrition and good sleep habits), the four components of mental health (autonomy, competence, relatedness and generosity), and prosocial behaviours are some of the key elements for good physical and mental health.

However, statistics show that there are significant deficiencies in this area. The New Brunswick Health Council states in its report *Recognizing and Focusing on Population Health Priorities* (2016) that New Brunswick is one of Canada's least healthy provinces. The Council also states that 16 per cent of students in Grades 4 and 5 are at risk of developing mental health problems (2014).

It is therefore important to establish conditions which will develop the skills required for good physical and mental health.

“When mental fitness needs are sufficiently met, people become more resilient and selfdetermined in adopting attitudes and behaviours that contribute to their personal wellness and that of others.” (New Brunswick Health Council, 2013, p. 1)

How will we measure our progress?

Indicator	Actual	2025-2026
% of preschoolers exhibiting a high level of overall health according to educators in licensed Francophone early learning and child care centres	Fall 2018*	
% of preschoolers exhibiting prosocial behaviours	Fall 2018*	
% of students in Grades 6 to 12 reporting a high level of mental fitness at school	67%	90%
% of students in Grades 6 to 12 reporting very good or excellent physical health	Fall 2018*	90%
% of students in grades 6 to 12 reporting a medium or high level of resilience	74%	90%
*Baseline data and target, where applicable, will be established by Fall 2018.		

Key areas

- **Active healthy lives:** Provide all learners opportunities to participate in learning and life experiences that will help them adopt behaviours and develop the necessary skills to lead active healthy lives.
- **Mental health in the learning environment:** Provide all learners the opportunity to participate in learning and life experiences that will help them develop mental health components at school: autonomy, competence, relatedness and generosity.
- **Healthy relationships:** Provide all learners the opportunity to participate in learning and life experiences that will help them develop the necessary interpersonal skills to adapt to various social situations.

Living a balanced life

Objective 3

Identity-building—Incite all learners to build their identities and develop a sense of belonging to the Acadian and Francophone community

Reason for this objective

Identity building for every learner is the focal point of the Acadian and Francophone school system's mission. It is also a priority of the LCDP which devotes an entire section to it. In minority settings, it is vitally important to ensure that all learners develop a strong sense of belonging to the Acadian and Francophone community, as well as confidence in expressing themselves in French. According to the *2015 Grade 12 Exit Survey* (Department of Education and Early Childhood Development, 2015), 33 per cent of Grade 12 students found it easier to speak English than French, which means that efforts must continue to strengthen learners' positive relationships with the French language, especially in Anglo-dominant environments.

"Identity building is in a way the cornerstone for any actions to be taken to help "make a society," and to ensure the sustainability of the French language and the transmission, enrichment and renewal of Acadian and Francophone culture. That is why it is vital that it be treated with great importance from early childhood all through the educational process." (LCDP, p. 69)

How will we measure our progress?

Indicator	Actual	2025-2026
% of children in licensed Francophone early learning and child care centres who actively participate in activities associated with the French language and with Acadian and Francophone culture, arts and traditions in line with the curriculum	Fall 2018*	95%
% of Grade 8 students reporting a positive relationship with the French language	Fall 2018*	90%
% of Grade 12 students reporting a positive relationship with the French language	Fall 2018*	90%
% of Grade 8 students reporting a strong sense of belonging to the Acadian and Francophone culture	Fall 2018*	90%
% of Grade 12 students reporting a strong sense of belonging to the Acadian and Francophone culture	Fall 2018*	90%
*Baseline data and target, where applicable, will be established by Fall 2018.		

Key areas

- **Positive relationships with language and culture:** Provide opportunities for all learners to participate in learning and recreational activities that foster the development of a positive relationship with the French language and with Acadian and Francophone culture.
- **Expression of identity through the arts:** Provide opportunities for all learners to use various art forms as an expression of their identity.
- **Past and present contributions of the Acadian and Francophone community:** Provide opportunities for all learners to acquire an understanding and appreciation of past and present contributions of New Brunswick's Acadian and Francophone community to the province and the country.

Living as engaged and ethical citizens

Objective 4

Citizenship education and diversity–Encourage learners to be open to diversity and to participate in the growth of their community

Reason for this objective

Learners are in daily contact with other children and young people who are different from them physically, culturally and socially, for religious reasons, or because of their ability and school. In addition, they are exposed to opinions, values and visions of the world that are different from their own. In an inclusive education system, it is important that all learners are welcoming and respectful. To this end, they must learn in environments where diversity is recognized and valued. They must also have learning experiences that encourage them to use their critical thinking skills and be aware of the diversity around them, in all its forms. By understanding values and beliefs that are different from their own, learners will be able to interact and collaborate with others, as well as become involved socially to build a stronger, more dynamic society. The LCDP states:

“It is essential for the education system and the Acadian and Francophone community to ensure that students acquire skills that allow them not only to make a judgment with a minimum of prejudice or preconceived ideas about various situations, but also to propose solutions that are relevant, effective and respectful of all parties involved in the course of remedying situations they view as problematic.” (LCDP, p. 130)

Developing citizenship in learners will give them a better understanding of the role of the individual as a member of a social group, as well as interpersonal relationships, and relationships between individuals, the area where they live and their social institutions.

How will we measure our progress?

Indicator	Actual	2025-2026
% of high school students reporting being able to influence decisions within their school	Fall 2018*	80%
% of Grade 8 students reporting being open to diversity in all its forms	Fall 2018*	100%
% of Grade 12 students reporting being open to diversity in all its forms	Fall 2018*	100%
*Baseline data and target, where applicable, will be established by Fall 2018.		

Key areas

- **Critical and creative thinking:** Provide all learners opportunities to grow in a learning environment that fosters the development of critical and creative thinking.
- **Diversity:** Encourage all learners to be open to others and the world in a learning environment where diversity is recognized in all its forms as being essential to personal development and the growth of the community.
- **Engagement in school life:** Provide all students opportunities, during their schooling, to experience citizenship in all its forms by contributing to school life and to school operations.
- **Citizen engagement:** Provide all students, during their schooling, opportunities to look at various issues so that they can initiate, carry out and manage projects that will fulfil real needs in their community and in society.

Living as engaged and ethical citizens

Objective 5

First Nations—Ensure all students value and understand the culture and history of First Nation People and support First Nation students' identity building

Reason for this objective

Intercultural understanding, empathy and mutual respect between Francophones, Anglophones and First Nation People can contribute to the well-being of the New Brunswick community. Clearly, it is vitally important to implement strategies to highlight the culture and history of First Nations.

Justice Murray Sinclair, who headed the Truth and Reconciliation Commission of Canada, stated that reconciliation is a question of training and respectful relations. It is therefore essential to implement strategies and measures to promote reconciliation.

“Reconciliation [...] as they heal from the destructive legacies of colonization [...] must inspire Aboriginal and non-Aboriginal peoples to transform Canadian society so that our children and grandchildren can live together in dignity, peace, and prosperity on these lands we now share. [...] Expanding public dialogue and action on reconciliation beyond residential schools will be critical in the coming years. Although some progress has been made, significant barriers to reconciliation remain.” (Truth and Reconciliation Commission of Canada, 2015, p. 8)

How will we measure our progress?

Indicator	Actual	2025-2026
% of Grade 12 students reporting having an opportunity to study the history of Canada's First Nation People in class during their schooling	Fall 2018*	90%
% of First Nation students reporting a strong sense of belonging to First Nation culture	Fall 2018*	90%

*Baseline data and target, where applicable, will be established by Fall 2018.

Key areas

- **History of First Nation People:** Provide opportunities for all students to learn about the history of Canada's First Nation People, particularly with respect to treaties and residential and day schools.
- **Past and present contributions of First Nation People:** Provide opportunities for all students to learn about and develop an appreciation of First Nation cultures, as well as past and present contributions to the growth of New Brunswick and Canada.
- **Identity building:** Support First Nation students in building their identity and achieving success during their time in school.

Developing a desire for lifelong learning

Objective 6

School and life readiness–Maximize the school readiness of all children in order to close the achievement gap

Reason for this objective

“A child’s early years are a period of intense learning and development, when tremendous changes occur in the brain over a short period of time. [...] This influential period is also characterized by the unprecedented growth of physical, social, emotional, cognitive and communication capacities. During the early years, children develop dispositions and skills for lifelong learning.” (Council of Ministers of Education, Canada, 2014, p. 4).

Children’s successes in school and in life are strongly shaped by the experiences they have before they begin school. Supporting and building advantage early in life is far easier and more effective than seeking to remedy disadvantage later. Important dimensions of school readiness include physical, motor, linguistic, cognitive, social and emotional development, as well as attitudes toward learning and general knowledge.

For children to be equally successful in school and in life, we must ensure that all learners have quality educational experiences before they start kindergarten. This is especially important for children from underprivileged environments who do not always have the opportunities to develop to their full potential.

“Reaching out to offer early childhood education to all children catches the substantial numbers of children across the socioeconomic spectrum displaying behavioural and learning vulnerabilities at school entry.” (McCain, Mustard and McCuaig, 2011, p. 72)

How will we measure our progress?

Indicator	Actual	2025-2026
% of at-risk children identified in kindergarten	Fall 2018*	
% of parents reporting that their child exhibits an appropriate level of development before going into kindergarten	Fall 2018*	
% of parents reporting that their child participated in at least one early learning service on a regular basis before starting school	Fall 2018*	

*Baseline data and target, where applicable, will be established by Fall 2018.

Key areas

- **Prevention:** Support parents to help their child achieve optimum development by proposing a single point of access to promote and facilitate access to services, programs and resources.
- **Detection:** Identify early the risks of delayed development in children and vulnerability factors in families.
- **Intervention:** Intervene early with children and parents, depending on the intensity required, to meet their needs within their environment.

Developing a desire for lifelong learning

Objective 7

Literacy—Improve learners’ literacy skills

Reason for this objective

The acquisition of solid reading, writing and oral communication skills continues to be a priority and a major challenge for New Brunswick society. The LCDP states:

“Literacy has an impact on the academic path of all students, as well as on their general quality of life. Acquisition of solid skills in reading, writing and oral communication allows individuals to realize their full potential and achieve their goals – in short, to succeed in every area, and long past the years they spend in school.” (p. 133)

In *The Power of Literacy* report published by the provincial government in 2016, several recommendations are proposed to remedy the deficiencies identified by many stakeholders. The report explains that:

“Literacy must be a priority as New Brunswick charts its course toward greater prosperity and greater fulfilment for its residents. This will require a commitment to creating opportunities to engage in literacy-rich environments across the lifespan. Each child should be ready and eager to learn before kindergarten. Every student should receive the support and encouragement needed to attain the appropriate level of literacy. No one should graduate without meeting his or her expected literacy achievement. Every adult should have opportunities to engage in learning through a variety of ways.” (p. 3)

How will we measure our progress?

Indicator	Actual		2025-2026
% of preschoolers who attain an appropriate level of development of language and communication skills	Fall 2018*		
% of students who attain at least the expected level in provincial Grades 2 and 3 reading assessments	2	79%	90%
	3	Fall 2018*	
% of students who attain an appropriate level on provincial reading and writing assessments at the elementary school level	4	Fall 2018*	85%
	7	Fall 2018*	
% of students who attain an appropriate level on provincial reading and writing assessments at the high school level	11	60%	80%
*Baseline data and target, where applicable, will be established by Fall 2018.			

Key areas

- **Preschool and family literacy:** Ensure that all preschool age children benefit from rich learning experiences that focus on early reading and writing, as well as the optimum development of oral communication skills.
- **Formal learning of reading and writing:** Provide opportunities for all students to receive quality intervention supported by research that promotes the development of oral language skills and formal learning of reading and writing.
- **Critical and media literacy:** Provide opportunities for all students to develop critical and media literacy skills so they can apply them in various learning and life settings.
- **Literacy in various settings:** Provide opportunities for all students to develop reading, writing and oral communication skills so they can apply them in various learning and life settings.

Developing a desire for lifelong learning

Objective 8

Numeracy and science, engineering and technology—Improve all learners’ numeracy and science, engineering and technology skills

Reason for this objective

In a knowledge-based society, it is essential to have solid basic numeracy, science, engineering and technology skills. New Brunswickers face complex situations every day that require them to use financial literacy concepts, as well as various creativity and problem-solving skills. The LCDP states:

“In light of these facts, special importance should be placed on numeracy throughout the students’ time in school, to ensure they have a better understanding of the vital role played by mathematics in their daily lives and for their future.” (p. 138)

It is also essential to capitalize on science, engineering and technology because they help students not only obtain a better understanding of their world, but also develop their reasoning skills, hone their problem-solving skills and always ask questions.

It goes without saying that the development of numeracy, science, engineering and technology skills begins well before children start school. Early learning pedagogical approaches, as well as curriculum and programs must therefore devote special attention to reasoning and problem-solving skills, as well as to nurturing children’s creativity.

How will we measure our progress?

Indicator	Actual		2025-2026
% of preschoolers who attain an appropriate level of development in problem-solving and communication	Fall 2018*		
% of students who attain an appropriate level on provincial mathematics assessments at the elementary school level	3	80%	85%
	6	Fall 2018*	
	8	75%	
% of students who attain an appropriate level on provincial science and technology assessments at the elementary school level	8	74%	85%
% of students who attain an appropriate level on provincial mathematics assessments at the high school level	10 A	49%	80%
	10 BC	64%	
% of Grade 12 students reporting that they feel confident using their financial literacy skills	Fall 2018*		90%
*Baseline data and target, where applicable, will be established by Fall 2018.			

Key areas

- **Preschool numeracy:** Ensure that all preschoolers benefit from rich learning experiences that focus on early numeracy skills.
- **Numeracy in various settings:** Provide opportunities for all students to develop their numeracy skills, including financial literacy skills, so they can apply them in various learning and life settings.
- **Science in various settings:** Provide opportunities for all learners to develop science and technology skills so they can apply them in various learning and life settings.

Conditions for success

The implementation of the education plan and attainment of its key objectives can only be achieved if certain conditions are in place. In fact, because the ultimate objectives for the next 10 years are centred on children and students, a sustainable support structure is required to help learners in the attainment of these objectives.

The conditions listed below are key elements that are catalysts for change. They support lifelong learning indirectly. Initiatives and measures in line with these conditions will be developed in consultation with partners when implementation plans are developed.

1 Application of Formal Management principles

Although the launch of the 10-year education plan is a crucial step in realizing our vision of the Acadian and Francophone education system, it is just the first step. The plan's success will be judged by the quality of its execution, and more importantly on its results. To be successful, it is important to apply Formal Management principles throughout the entire education system.

The Formal Management system model consists of five components that are interrelated and critical for organizational success:

- Strategy Management;
- Initiative Management;
- Process Management;
- Daily Management; and
- Performance Management.

Implementation of the Formal Management system involves a culture shift that values leadership, collective capacity, collaboration and accountability reporting at all levels of the organization.

2 Equal access to quality services from early childhood onwards

Each learner's needs are unique and require various approaches and services at the right time that are flexible and learner-centred. All learners have the right to receive ongoing support in order to develop the knowledge, aptitudes and skills they need for a promising future. To this end, we must provide early childhood educators and

teachers with tools, strategies and resources they need to personalize and foster learning for everyone.

To ensure the vitality and development of New Brunswick's Acadian and Francophone community, it is vitally important that Francophones, regardless of where they live, have access to affordable, standard services in French.

The establishment of an integrated network of services from early childhood onwards could facilitate access to various programs and services for parents and families. This integrated network

"...gives children and their parents access to services in French that meet all of their needs, delivered in a consistent and integrated manner by qualified individuals who are aware of and trained in the specific characteristics of early childhood intervention in a Francophone minority setting." (LCDP, p. 100)

3 Parents as first educators

The family home is a child's first learning environment. This is where he or she acquires the first vestiges of knowledge and develops initial skills. The parent plays a crucial role in his or her child's optimum development by welcoming, supporting and providing quality resources and information on the child's rights and responsibilities, which encourages parent-child interactions. The involvement and active participation of the parent in the child's learning will have a sustainable impact on the child's development. Early learning services and the Francophone school must nurture the links between early childhood, school and family in a positive way in order to foster a sense of belonging and identity building. "The parents are the first educators of their child, a fact that gives them a select place throughout the child's educational path." (LCDP, p. 155)

4 Necessary training and supervision

Our education system needs early childhood educators and teachers, as well as highly qualified senior school officials who have current knowledge of the best teaching and management practices. To ensure the intellectual, social and emotional development of all learners, staff must use proven practices. Training and coaching play a crucial role in developing this capacity. Therefore, we must recognize

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the importance of having a solid support system in place for all staff in both the school system and early childhood.

It is also important to provide managers at all levels with training and support so they can provide leadership that will have a significant impact on the quality of early childhood and school learning. Coaching mechanisms and measures need to be implemented to help school administrators and providers of early learning services fully exercise their role as educational leaders in minority communities.

It is important to improve initial and ongoing training and to develop an autonomous professional learning culture to help staff adjust to the changing needs of learners.

Lastly, it is important that the teaching profession and occupations related to early childhood education be more valued by setting up mechanisms that will help improve the quality of services and maintain the highest standards for these important occupations.

5 Establishment of an integrated continuum of learning from birth to post-secondary

To ensure access to the programs and services necessary for the optimum development of every learner, it is important to establish a seamless and integrated continuum of learning that will ensure all processes and services are coordinated and aligned from birth to adulthood.

Early childhood organizations, elementary and high schools, and post-secondary institutions have evolved and changed at various times, and they usually operate as separate entities. Challenges arise when children and youth transition both within and between various learning environments, and it creates confusion for everyone concerned in terms of expectations, procedures and communication. The experience of the past few years shows that improvements are needed. It will therefore be important to review, define and communicate transition processes in order to better support children and youth in their learning and reduce the anxiety that is generated during these transitions.

The amalgamation of the early childhood and education sectors provides an opportunity to develop a consistent approach that will ensure uninterrupted continuity between preschool and school services and between community and government services. An integrated system must address the needs of all learners and promote successful transitions through the collaboration of all partners from early childhood to post-secondary education.

In accordance with the government's commitment to make post-secondary education more accessible to students, the Department of Post-Secondary Education, Training and Labour has eliminated the parental/spousal contribution from the assessment of student loans, and has introduced the Tuition Access Bursary (TAB). The main objective of this program is to make post-secondary education more affordable for students who need financial support during their transition to college or university. This initiative, as well as ongoing efforts to make post-secondary institutions more viable, will provide greater stability and promote the establishment of linkages between schools from kindergarten to Grade 12 and post-secondary institutions.

The Department of Post-Secondary Education, Training and Labour, in collaboration with the Department of Education and Early Childhood Development, has also implemented a wide variety of initiatives to provide labour market information for young people and their families, which facilitates career planning. Students and their families, guidance counsellors and teaching staff participate directly in these initiatives to prepare the labour force of the future. The departments of Education and Early Childhood Development and of Post-Secondary Education, Training and Labour must continue to prioritize and take advantage of these initiatives in the future.

Lastly, the Department of Post-Secondary Education, Training and Labour will continue to work in collaboration with the province's universities to increase the number of experiential learning opportunities for young people. It will also continue funding programs at universities and colleges aimed at increasing enrolment from underrepresented groups and provide students with information on post-secondary education, particularly those from low-income families, as well as Indigenous students and students with disabilities.

6 Access to appropriate infrastructure and information and communication technologies

To provide quality education, it is important to have appropriate infrastructure in place. Learning is supported by the physical condition, design and management of facilities, by effective human resource practices and by budgetary and accounting procedures that meet appropriate provincial criteria. Reviewing national and global data on differential funding models could help determine if this approach could benefit New Brunswick students. To this end, it is necessary to develop a strategic direction for the equitable allocation and use of resources at all levels of the system.

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In addition, information and communication technologies are an integral part of the world around us, and they must be transferred to schools. Whether it is for learning, communication with parents and partners, or to carry out administrative tasks more quickly and efficiently, information and communication technologies have become indispensable for both staff and students. Students must therefore have access to them in order to learn, communicate, create and work together so that they can operate in learning environments that are more similar to the world they live in outside school. To this end, it is necessary to rethink the way in which technological and digital tools are made available and managed in schools. Staff members must also have access to current tools and be supported to use information and communication technologies appropriately.

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