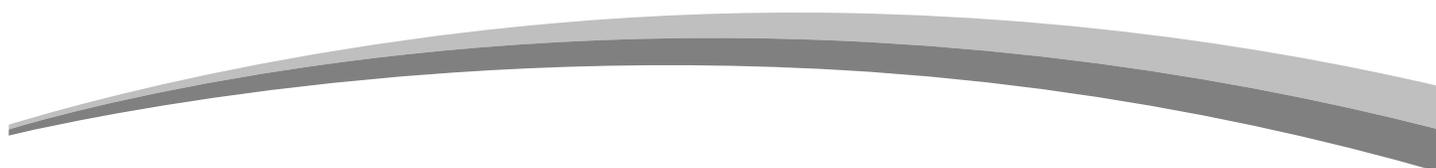


PROVINCIAL EDUCATION PLAN

Department of Education and Early Childhood Development

2013-2016



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Published by :
Province of New Brunswick

P.O. Box 6000
Fredericton NB E3B 5H1
CANADA

Printed in New Brunswick

ISBN 978-1-4605-0350-8 English print version
ISBN 978-1-4605-0351-5 English web version



Minister's Message

As New Brunswickers, we all want our children to have a quality education so they'll be able to grow up to have a bright future as active citizens who can contribute to the growth of our communities and our province. This is reflected in the mandate of the Department of Education and Early Childhood Development to promote inclusive learning environments, within safe and healthy schools, that will support each child and student in reaching his or her full potential.

In fulfilling its mandate, the department is working collaboratively with parents, educators, district staff, communities and others to expand the culture of excellence and inclusion in all New Brunswick schools. This partnership is an example of the ongoing commitment of the government of Premier David Alward to engage citizens and to put New Brunswickers first, with better education for our children and youth.

As a result of our government's work with stakeholders, we have a roadmap for the way forward in public education in New Brunswick: the *Provincial Education Plans*. This plan, for the Anglophone sector, features strategies for achieving the following core goals:

- improving achievement in language, mathematical and scientific literacies;
- improving inclusive learning environments and instructional practices to ensure equity;
- increasing opportunities for youth to develop entrepreneurial competencies and to engage in active citizenship; and
- integrating the early childhood and K-12 school sectors.

Our education plans will deliver positive results for children and students in New Brunswick. They set the stage for further success in our early childhood development and education system so our young New Brunswickers will continue to learn, achieve, excel and reach their full potential.

A handwritten signature in black ink, appearing to read 'Marie-Claude Blais', written in a cursive style.

Hon. Marie-Claude Blais, Q.C.
Minister of Education and Early Childhood Development

New Brunswick's Education Plan: A Strong Foundation

In 2010, with the dawn of a new government mandate, a period of robust citizen engagement began. Various consultation efforts became the lifeblood of a number of government priorities, including a new focus on inclusive education and a plan to strengthen early childhood practices and services in the province. As a result, two hallmark government documents were produced and have guided systemic operations since their official launch in June 2012.

Government's Response to the Recommendations of: Strengthening Inclusion, Strengthening Schools An Action Plan for 2012-2013 is a comprehensive plan to enhance the learning environment for *all* students in the school system. It builds on the successes of New Brunswick's inclusive education system that evolved for more than 25 years, by providing renewed clarity of vision, goals, roles and responsibilities. The plan was accompanied by significant new resources to support its implementation at the school, district and provincial levels.

Putting Children First: Positioning Early Childhood for the Future is a plan to provide a seamless learning continuum from birth to high school graduation, and is based on a child-centered approach and a common vision, and builds on existing strengths and leadership in our communities. The integration of early childhood services and the school system is enabling the provincial government to provide more timely and specialized transition and intervention services, running from birth to eight years of age. As with the inclusive education plan, *Putting Children First: Positioning Early Childhood for the Future* brought with it many new government investments to allow a robust implementation strategy that maximizes the system's potential.

These two pillar documents form the cradle for the *Provincial Education Plan* articulated in this document. All of this was achieved within the context of a reorganization of school districts, which reduced the number of districts from 14 to 7, and which was designed on a model of collaboration, community engagement and school-based leadership.

More information on the consultation process undertaken in the development of the department's pillar documents is available at:
<http://www.gnb.ca/0000/publications/comm/ConsultationProcess.pdf>

VISION

Excellence and Equity

MISSION

Working together, in inclusive learning environments, to support each child and student in reaching their fullest potential

New Brunswick's Anglophone School System Priorities 2013-2016

CORE IMPROVEMENT GOALS:

- 1. Improve achievement in language, mathematical and scientific literacies**
- 2. Improve inclusive learning environments and instructional practices to ensure equity**
- 3. Increase opportunities for learners to develop entrepreneurial competencies and to engage in active citizenship**
- 4. Integrate the early childhood and k – 12 school sectors**

Improve achievement in language literacy

Literacy is essential to understanding the world and to participating fully in it as citizens. Reading and writing are the foundations for learning; however, literacy goes beyond these foundational skills to include communicative, critical and high order thinking skills. It is essential that we support all students to acquire the knowledge, skills and stamina to understand, interpret, evaluate and produce a variety of aesthetic and functional texts in both official languages.

LANGUAGE LITERACY:

all students will acquire skills necessary to interpret, process, and use information from a variety of visual, print, digital and oral texts, and to communicate effectively in society.

The school system is committed to creating an appreciation for the cultural value of texts and to supporting all students to realize fully their potential to comprehend and communicate through a variety of media. **Initiatives will ensure First Nations, New Brunswick, and Canadian texts hold a special place in our classrooms, libraries, and schools; and that all educators use strategies to provide literacy instruction across curricular areas so each student benefits from a connected and collaborative approach.**

School staffs will take collaborative action to enable all students to become reflective, articulate, literate individuals who use language successfully for learning and communication in personal and public contexts. **Throughout the school day and across curricular areas, educators and support staff will identify and promote current and authentic opportunities to engage in meaningful literacy learning.**

Improve achievement in mathematical and scientific literacies

In a world in which citizens are expected to solve complex problems, to manage and process relevant information and to comprehend mathematical and scientific texts, it is important to ensure students have the knowledge, skills, and strategies to confidently apply mathematics and science to everyday life situations.

MATHEMATICAL and SCIENTIFIC LITERACIES:

all students will acquire essential mathematical, technological, and inquiry skills, and will understand core ideas to effectively apply knowledge and solve problems in real contexts, and communicate solutions

The school system is committed to promoting numeracy and scientific inquiry as part of daily life in a changing world. **Initiatives will build all educators' confidence and competence to promote and instruct numeracy and scientific literacy across the curriculum so students benefit from a strategic, connected and collaborative approach.**

School staffs will foster the development of mathematical and scientific literacies in students to enable them to fully participate in society. **Throughout the school day and across curricular areas, actions will be taken to identify and promote current, real-world, and hands-on opportunities to engage in numerical and scientific literacies.**

Improve inclusive learning environments and instructional practices

School success has a significant impact on quality of life and economic well-being. To this end, it is important to recognize the impact of designing environments and instruction to respect, engage, and support all students. High schools hold a particular responsibility to provide opportunities for personalized learning, and to help students establish and work toward career and life goals.

LEARNING ENVIRONMENTS and INSTRUCTIONAL PRACTICES:

all students will experience an environment in which their interests and strengths are recognized. They will be surrounded by adults who genuinely believe they are able to achieve and who will design the environment to enable this to happen and attend to the importance of transitions into, throughout, and out of school.

The school system is committed to reviewing and revising policies and practices pertaining to learning environments, instruction, organizational structures, and expected graduation requirements. **Initiatives will identify where changes are needed and build capacity to improve inclusive learning environments that strengthen each individual's potential.**

School staffs will work with all students, their families, and outside agencies to ensure transitions into, throughout, and out of school to support success. **The focus of this collaboration will be that students feel confident and secure, are supported to recognize their strengths, set personal learning and life goals, and follow a pathway that capitalizes on their interests and capabilities.**

Increase opportunities to develop entrepreneurial competencies and to engage in active citizenship

Increasingly complex environmental, economic, and social conditions influence the world within which our children are growing into adults. Therefore, we must cultivate a learning environment that educates conscientious, creative, critical, responsible citizens who are capable of learning on their own and with others, and who recognize their own capacity to shape the world.

ENTREPRENEURIAL and CITIZENSHIP GOAL:

all students, will acquire the knowledge, skills, and values needed to develop a “Can Do” spirit and to contribute to their community in meaningful ways.

The school system is committed to creating a sense of belonging and to supporting personal efficacy. **Initiatives will promote an understanding of our democratic system, reflect current issues in our communities and society, and engage students to take an active role in the classroom, and in the life of the school and community.**

Schools will establish an environment in which students are encouraged to participate fully in their own learning and the learning of others, and, are provided real opportunities to make choices, take action, pursue areas of interest, and initiate improvements. **Within this context students will be encouraged to develop entrepreneurial competencies and will realize a desire to participate in their community, both at the local level and in the broader context. In so doing, they will become citizens who can contribute to the vitality, sustainability, and advancement of the community.**

Integrate early childhood and k – 12 school sectors

For the past decade, experts have been calling for a unified approach to childcare and development, from birth through to the early school years. Research indicates a strong correlation between the quality of early years' experiences and school success. Integration of the many early childhood services with the education system will change the way we work on behalf of children.

INTEGRATION:

all partners who work with children from birth to eight years of age and their families will have a shared vision, formally accepted by all, that reflects shared outcomes. Children and their families will benefit from rethinking and reformulating service delivery within this learning continuum.

A strong continuum of services and supports will provide children with greater opportunity to reach their potential for success and, ultimately, become productive participants in society. **Initiatives will support successful integration of the two systems—early childhood and school sectors—through: examining and defining a common vision of learning; examining early years' practices; and structuring transitions to create a seamless continuum between pre-school services and school services and between nongovernmental and governmental services.**

Each school district territory will develop early childhood networks responsible for identifying the priority needs of that area. **Challenges will be addressed through joint planning, and service delivery will be measured and partners will be accountable to the public in how they address local needs.**

Targets to meet by 2016

Goal	Target
a) Foundations for Learning:	<p>From baseline measures, achievement on provincial assessments will increase at a rate of at least 2% per year toward the following targets:</p> <ul style="list-style-type: none"> • Elementary Level: 90% of the students, in their program of study, will achieve the expected level of language, mathematical and scientific literacies on provincial assessments • Middle Level: 85% of the students, in their program of study, will achieve or surpass the expected level of language, mathematical and scientific literacies on provincial assessments • High School: 85% of the students, in their program of study, will achieve or surpass the expected level language, mathematical and scientific literacies on provincial assessments • Achievement gaps between New Brunswick students and their Canadian peers will be reduced on National and International Assessments
b) Inclusive Learning Environments:	<p>From baseline measures, either established or to be determined, the following targets will be achieved by June 2016.</p> <ul style="list-style-type: none"> • Ensure professional learning for school administrators includes best inclusive environment practices. • Provide support, as outlined in the Focus on Inclusion project, to 100% of the educators in 100% of the daycares participating in the inclusion projects to improve capacity. • Increase the amount of in-class support teachers receive from Education Support Teachers (Resource, Literacy, and Numeracy) • All students from grades 6 to 12 will be engaged in the development of an active career portfolio • Increase by 5% the number of school-wide initiatives that promote First Nation cultural understanding; a baseline will be established in 2013-2014

**c) Entrepreneurial
Competencies and
Citizenship:**

From baseline measures, either established or to be determined, the following targets will be achieved by June 2016.

- Partner with appropriate groups, to encourage the development of entrepreneurial competencies through school- and community-based projects

**d) Integration of Early
Childhood and Education
K-12**

From baseline measures, either established or to be determined, the following long-term targets will be achieved by June 2016.

- Establish a baseline that reflects the integration of Early Childhood and Education K-12 for 2014-15, and then develop an improvement target for subsequent years

Government's Response to the Recommendations of:

