



Implementation 2017-2018 (Anglophone Sector)

Everyone at their best



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Introduction

Since the release of the 10-Year Education Plan, there have been many successes.

These include:

- Dedicated focus on strengthening literacy and numeracy practices at the K-2 level, with an additional 56 support positions provided to assist teachers and students in their classrooms
- Ten lead positions in districts to support and strengthen student resilience and mental health
- Signing of a Treaty Education Memorandum of Understanding (MOU) between Education and Early Childhood Development and First Nation communities; a first of its kind in that it is specific to addressing the treaties that were signed between government and First Nation people
- School district and early learning and childcare centre educators have established processes for sharing best practices for early learners
- Release of a research monograph, written by New Brunswick teachers, capturing classroom research in Universal Design for Learning; findings have been shared at Harvard University
- Introduction of the *Learning through Personalization* initiative in select schools across New Brunswick; these schools will share and learn about best practices in personalized learning
- All Educational Assistants and School Intervention Workers have completed or are enrolled in ASD (Autism Spectrum Disorder) and Behavioural Interventions Level 1 on-line training.

These accomplishments, among many others, are a reason to celebrate. The Education Plan has had a successful introductory year; improvement continues to grow as the system aligns priorities with the objectives of the plan.

The main focus of 2016-2017 was Kindergarten to Grade 2 literacy and numeracy improvement (Objectives 3 and 4) and Early Childhood (Objective 2).

These areas will remain key priority areas for 2017-18; however, it is necessary to begin planning for the next phase of implementation, which includes all grade levels.

To address the plan going forward, an Implementation Planning Team was established to consider next steps. This team of teachers, principals, parents, early childhood educators, First Nations educators and the NBTA met to review feedback, student data, survey findings, and several presentations. The role of the committee was to submit recommendations to senior leaders in the school districts and Education and Early Childhood Development (EECD) so that further implementation of the 10-Year Education Plan could be determined.

The next wave of implementation planning is less about determining which of the nine priorities should be our next provincial focus, but more about supporting school autonomy in addressing the diverse needs within the school community. To support this continuous self-reflection and growth, a Provincial Improvement Framework with clear expectations for implementation of the Education Plan objectives will be co-created with schools and districts. This will ensure the successful implementation of all nine priorities across the province, while maintaining autonomy at the district and school level.

For 2017-18, all schools are encouraged to incorporate the Education Plan objectives that align with their current School Improvement Plans to begin the expansion of priorities across K-12.

Priority Areas - 2017–2018

Priority: Literacy K-2 – Improve literacy skills for all learners.

This year's focus will be specific to the Kindergarten to Grade 2 levels. Therefore the grade 2 level is the first measure we anticipate will be impacted, as highlighted below.

Indicator	Actual		Target 2026
% of pre-school learners at appropriate development in language and communication	TBD		TBD
% of students achieving appropriate and higher levels of performance on provincial reading assessments	Grade 2	73.8%*	90%
	Grade 4	TBD Under development	90%
	Grade 6	54..0%	90%
% of students achieving appropriate or higher on the provincial English Language Proficiency	Grade 9	80.4%	90%
% of students scoring at higher performance levels in reading on PCAP (national) and PISA (international) measures	PCAP	2017	TBD
	PISA	37.4%**	52.5%

*Note, this number is different than the number published in the Education Plan as it has been updated to reflect 2016 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 2017-18 initiatives that will address this objective and shows the link between the initiative and the key areas of focus.

2017-2018 Initiatives to Achieve the Objective	Link to Key Areas of Focus
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
Continue implementation of formative assessment as a tool for instructional practice, with teacher self-assessment	2, 3, 4
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-2	2
Maintain lead positions to support K-2 teachers with professional learning through coaching, using the New Brunswick model of instructional coaching	3, 4
Increase the availability of in-class student intervention by classroom teachers, with support from literacy lead teachers	3, 4

Engage principals, district leaders and other key partners in developing and implementing strategies to improve literacy achievement	1, 2, 3, 4
Maintain communication with each team of K-2 leads, subject coordinators and other district partners	2, 3
Establish plan for long-term literacy improvement strategy across early learning to Grade 12	1, 2, 3, 4
Pilot school-based Plan-Do-Check-Act (PDCA) approach to sustain literacy improvement	2
Implement a K-2 common literacy benchmark to track progress	2

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	TBD	Less than 10%
% of parents who report that their child demonstrates appropriate levels of development prior to school entry	TBD	TBD
% of parents who indicate that their child regularly participated in at least one early childhood service prior to school entry	TBD	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 2017-18 initiatives that will address this objective and shows the link between the initiative and the key areas of focus.

2017-2018 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
Establish a process for assessing children’s developmental trajectory throughout the early years.	2

Priority: Numeracy K-2 – 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	20.2%	90%
	Grade 10	TBD Under development	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%	47%
	PISA	22.9%*	59.5%
*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.

2017-2018 Initiatives to Achieve the Objective	Link to Key Areas of Focus
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
Continue implementation of formative assessment as a tool for instructional practice, with teacher self-assessment in remaining schools	2, 3, 4
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-2	2
Maintain lead positions to support K-2 teachers with professional learning through coaching, using the New Brunswick model of instructional coaching	3, 4
Increase the availability of in-class student intervention by classroom teachers, with support from numeracy lead teachers	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 3 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
Pilot school-based Plan-Do-Check-Act (PDCA) approach to sustain math improvement	2
Develop and implement a K-2 common numeracy benchmark assessment tool	2

Foundational Work in Other Objectives of Focus

The Implementation Planning Team recommended the work of Objective 6 and 7 committees be aligned with provincial implementation of the Education Plan. Grade One French Immersion Implementation is included as a significant project.

Objective	Key Deliverables 2017-2018
<p>6. Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture</p>	<ul style="list-style-type: none"> • Provide a full professional development (PD) day on a variety of First Nation topics that relate to the Truth and Reconciliation Calls to Action • Incorporate Treaty Education in provincial Social Studies curriculum at Grades 3,4 8,9 • Offer PD in First Nation art for high school teachers • Develop First Nation music lesson plans and offer PD for K-5 teachers • Complete Mi'kmaq and Wolastoqey Advanced Language curriculum • Pilot online Wolastoqey Language course, open to community members in two First Nation communities • Fulfill EPP Obligations • Establish a working committee, including First Nation Athletic Directors, to incorporate First Nations into physical education /health curriculum • Continue the Objective 6/TRC Fulfillment committee, including a variety of First Nation and non-First Nation educators; meet bi-monthly to collaboratively review information and recommended practices for First Nation learners
<p>7. Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment</p>	<ul style="list-style-type: none"> • Develop a continuum of social-emotional learning for classroom teachers, resource, guidance and administrators to build awareness of strategies and resources • Develop an accountability framework for Policy 703 and Positive Learning and Work Environment Plans (PLWEP) • Identify multiple methods to measure resiliency of students • Develop a response to intervention (RTI) look-for connected to social-emotional learning • Create a scope and sequence to identify social-emotional learning opportunities in K-12 Curriculum • Develop a tool box for social-emotional learning resources
<p>8. Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences.</p>	<ul style="list-style-type: none"> • Implement Grade One French Immersion, including <ul style="list-style-type: none"> ○ New Grade One curriculum, with professional learning offered in the spring and fall ○ New lead teachers to support teachers and students ○ New subject coordinator positions in each district to support Grade One ○ New classroom resources for each Gr.1French Immersion class • Offer French Language Training through a variety of options; include language proficiency testing • Pilot French Language Opportunities in Rural Areas (FLORA) for four rural schools • Provide Bilingual Learning Environment Policy funding for each district • Develop French language cultural kits K – 3 • Offer Parent Information sessions for French Language opportunities • Offer French Language Summer Camps • Update high school French Immersion curricula • Provide new curricular resources for French Second Language programs at high school

Whole System Collaborative Planning

The following recommendations were submitted by the Education Plan Implementation Planning Team, and will be a planning and development focus for 2017-18. Teams from schools, districts, key partners and EECD will work collaboratively on key deliverables for each recommendation.

Other key collaborative projects, including personalized learning, competency development and research partnerships will also be captured in this section.

Key Recommendation	Collaborative Planning Focus
<p>Support school autonomy in setting priorities for the Education Plan objectives through development of a Provincial Improvement Framework</p>	<ul style="list-style-type: none"> Define clear expectations for enacting the Education Plan in all schools through the development of a Provincial Improvement Framework. Create a collaborative working team of school, district and EECD leaders to co-construct the common provincial expectations. These expectations will build on existing processes (e.g., Ed Act, Policies, School Improvement Indicators) and highlight the connections to the nine objectives in the Education Plan.
<p>Create a consistent process for continuous school improvement, including a school self-assessment tool to define strengths and needs</p>	<ul style="list-style-type: none"> Design a school self-assessment tool, based on the Provincial Improvement Framework, Identify strengths and needs at the school level (based on the school self-assessment), and determine which Education Plan objectives best align with these needs; this will be integrated into the School Improvement Planning (SIP) and Positive Learning and Working Environment Planning (PLWEP) processes Clarify roles and responsibilities regarding the implementation of this process across the system
<p>Examine how the nine objectives are interconnected and define ways in which the system may engage in strategies to address more than one objective at a time</p>	<ul style="list-style-type: none"> Create a collaborative process for school, district and EECD leaders to examine the connections/themes among objectives Consider how these connections may facilitate the integration of the objectives into SIPs and PLWEPs
<p>Design a professional development process that recognizes both the personalized learning needs of each educator and the strength of collective capacity building to create system coherence</p>	<ul style="list-style-type: none"> Complete a research review of the most effective professional learning practices for teachers Support the school system with more frequent opportunities to plan and learn together; consider new models for educator professional learning based on research Establish a working team to define a leadership development process to support school administrators and leadership staff in schools, districts and Education and Early Childhood Development

Additional Collaborative Projects	
Pilot Learning through Personalization with select schools across the province	<ul style="list-style-type: none"> • Establish an advisory team to guide the work of the pilot, employing formal management and change leadership practices • Define a clear vision of the desired outcomes for this project; define success indicators and establish an implementation process that includes a plan for expanding these practices into more schools • Provide professional development in personalized learning to educators in involved schools
Incorporate competencies in curriculum and instruction	<ul style="list-style-type: none"> • Determine common competencies to be used in New Brunswick • Establish a collaborative team to design key goals in the implementation of competencies across the school system
Strengthen research partnerships with local universities	<ul style="list-style-type: none"> • Hold a research symposium for district and provincial leaders with New Brunswick researchers highlighting their findings in New Brunswick schools and early learning and childcare centres • Through an established EECD and UNB partnership, begin a new cohort of educators (K-12 and early learning and childcare educators) in action research, examining Universal Design for Learning
Improve infrastructure to support connected learning environments for students	<ul style="list-style-type: none"> • Install thick wireless access in all schools with Grade 12 to support learners in a bring your own device (BYOD) environment

Continuing Provincial Best Practices

The deliverables below capture work in other objectives and grade levels. Bolded items are new for this year.

Objective:	Ongoing work
<p>1. Ensure all learners value diversity and have a strong sense of belonging</p>	<ul style="list-style-type: none"> • Updates to provincial curriculum have been made to ensure a strong sense of belonging for all students, including First Nations and newcomers • Reflect First Nations perspectives and contributions in new curriculum • Support LGBTQ Inclusive Education (includes a growing network of Gay Straight Alliances (GSAs), host an annual provincial GSA conference, provide professional learning for educators, support the District Education Councils (DEC) as they pass and implement anti-homophobia/transphobia policies, modify the Student Information System to respect gender creative and transgender students, create and maintain gender inclusive washrooms and change rooms • Begin preparations to host the national Gay Straight Alliance conference (OUTShine) in May, 2019 • Develop and pilot four English as Another Language (EAL) curricula (EAL Essentials 110 A and B, EAL Connections 120 A and B) • Provide additional support for mental health initiatives across the province • Engage newcomer youth for the leadership programming at the Atlantic Summer Institute's Symposium on Child and Youth Mental Health (August 2017)
<p>2. Ensure all pre-school children develop the competencies they need to be successful in school and in life</p>	<ul style="list-style-type: none"> • Continue bridging projects, supporting the exchange of practices and information between kindergarten teachers and early learning and childcare centre educators • Administer the Early Learning Assessment (EYE-DA) for students prior to entering Kindergarten to determine needs • Offer Welcome to Kindergarten program • Establish new early learning consultant positions to support early childhood educators in the implementation of the Early Learning and Childcare Curriculum
<p>3. Improve literacy skills for all learners</p>	<ul style="list-style-type: none"> • Support teachers with Adolescent Readers professional learning, available to all educators • Increase support for English As an Additional Language • Hold <i>Speak Out</i> competition for students to strengthen literacy skills • Offer Learning Partnership Turning Points writing event • Expand Learning Commons in school Libraries • Establish plan to expand the K-2 literacy improvement work to Grades 3-12 • Develop and implement a professional learning literacy strategy for early childhood educators • Apply recommendations from a process improvement project for the <i>Talk With Me</i> program • Develop an online literacy module for early childhood

<p>4. Improve numeracy skills for all learners</p>	<ul style="list-style-type: none"> • Offer Grade 6 classroom intervention pilots to support numeracy improvement, resources and professional learning • Focus on improved formative assessment practices through balanced assessment work at K – 2 • Provide resources and professional learning for the Grade 9 Screener and classroom intervention pilot • Offer professional learning for math teachers through instructional coaching • Provide professional learning for new grading scale on report card • Support the use of the Teaching Process Map through grades K – 2, 5 and 8 math resources
<p>5. Improve learning in, and application of, the arts, science, trades and technology for all learners</p>	<ul style="list-style-type: none"> • Develop <i>Spotlight on Skills</i> documents to strengthen science instruction for Grades 3-8 • Guide science curriculum development through new approved curriculum framework for Grades K-10 • Encourage ongoing welding partnerships with Canadian Welding Association and New Brunswick schools and First Nation communities • Support student engagement with the <i>Canada Learning Code Week</i> and <i>Hour of Code</i> events • Embed coding in Middle School Technology and Grade 9-10 Broad-based Technology curriculum • Introduce new Grade 11 Computer Science curriculum • Pilot Cyber Security and Technical Support 110 curriculum • Support Cyber Titan- international competition and other technology competitions • Support Art Smarts grants for learning in other curricular areas through the arts • Continue Partnership with Maker Spaces / Brilliant Labs to support coding and innovation • Consult with key stakeholders on the proposed provincial technology plan • Offer Artists in the Schools residency • Continue Mount Allison summer camps for Art • Offer Van Go travelling art show • Increase involvement in New Brunswick Arts through Canada 150 initiatives
<p>7. Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment</p>	<ul style="list-style-type: none"> • Implement a new physical education curriculum for Grades K-5 • Provide resources and professional learning to elementary educators to support the new curriculum • Implement Outdoor Education 110 and provide professional learning for educators • Support opportunities in social- emotional learning in Grades 3 – 5 Personal Wellness curriculum and Grade 9 / 10 Personal Development and Career Planning • Finalize and introduce the updated Nutrition Policy

9. Foster leadership, active citizenship and an entrepreneurial mindset

- Hold an Entrepreneurial Roundtable to encourage planning for entrepreneurial opportunities
- **Develop Essential Skills to Post-Secondary Education program**
- **Partner with the New Brunswick Multicultural Council (NB-MC) to offer ImagineNB (a leadership program for newcomer youth)**
- **Bolster global citizenship through the development of new curricula (EAL Essentials 110 A and B, EAL Connections 120 A and B)**
- **Plan for expanding the Social Emotional Learning (SEL) resources**
- Continue Heritage Fairs
- Offer established High School Leadership Courses
- Support ongoing opportunities for cross-curricular project-based learning in schools
- **Implement Canada 150 projects, including Entrepreneurs in the Schools and the high school student Legacy Project**