



10-year education plan

Everyone at their best

(Anglophone sector)

**10-year education plan – Everyone at their best
(Anglophone sector)**

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Message from the Premier

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, *Everyone at Their Best*, 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, educators, learners, parents, community and business leaders, school district personnel, district education councils and others through a series of open houses, one-on-one meetings, workshops and opportunities to comment online. To all of the participants: thank you for your passion towards education and New Brunswick.

One of the best gifts we can leave the next generation is a robust and forward-thinking education system. Together, this is exactly what we're getting done.



Brian Gallant

Message from the Minister

This 10-year education plan, *Everyone at Their Best*, forges a new path forward for early learning and 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 early learning and education system. As the title of this plan suggests, to achieve our goals we need everyone at their best. 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 also recognize the critical role of our educators and other professionals in the system in advancing the 10-year plan. 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.

The co-chairs, Karen Power and Gino LeBlanc, who put forth the excellent recommendations upon which this plan is built, expressed that when it comes to education, we are all stakeholders. Each of us has a role to play in furthering the objectives of this plan including learners, parents, educators, First Nations, community and business leaders, school district personnel, district education councils and others.

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 early learning and 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.

A handwritten signature in black ink that reads "Brian Kenny". The signature is written in a cursive, flowing style.

Minister of Education and Early Childhood Development,
Brian Kenny

Introduction

Everyone at their best

That is the vision of our early learning and public education system, and of this plan to improve during the next 10 years. Everyone at their best: four simple words, easy to remember, yet rich in meaning. As a vision, it is a rallying call to all members of the learning community, a call that will guide our plans and our actions for the next decade. It is both a means and an end, a model for a powerful early learning and education system that recognizes and nurtures personal excellence and continuous growth, hidden potential and burgeoning talents. As we embark on this 10-year adventure, let us imagine the vast potential of a system where everyone is contributing at their very best: children, youth and adults.

It is easy to say “Everyone at their best,” but what does it really mean? Since this plan relates to early childhood and K-12 education, it seems obvious that we want all children and youth to be learning at the level that is forever stretching their personal development. And this, indeed, is the case. Every child and young person has particular talents and skills that are unique and important, and these must be identified and nurtured.

Our goal as an early learning and education system must be to know each child’s strengths and challenges, and to adjust the learning environment to this end. Clearly, if tasks are too easy, they do not lend themselves to new learnings, but if they are too hard, they can lead to frustration and unnecessary stress. The goal is to find the spot that is just right for each learner, that magic place where children and youth experience continuous growth of understanding and discovery. In this way, we will help all learners find, construct and demonstrate their individual brands of brilliance.

While a laudable goal, this is no easy task. It requires that all educators appreciate the individual learning traits of every child in their care. For this to happen, every educator must be working at his or her best, tracking achievement, modifying levels of difficulty as appropriate, and encouraging each learner to continue to learn, moment by moment, day by day, year by year. It is acknowledged that the vast majority of educators want to achieve this goal, but the inherent challenges are so great, the learning environments so complex, and these make the goal easier said than done.

The need to be at their best even goes beyond learners and educators. Every adult working in the system owes it to our children and youth to be at the top of their game: everyone has a role to play in helping each learner succeed. All staff, all parents, all partners and all stakeholders bear an enormous responsibility. Therefore, each individual must make a conscious decision to do the best they can on behalf of the children and youth who are at the heart of our early learning and public education system.

Diversity and respect

For almost 30 years, New Brunswick has subscribed to the philosophy of inclusive education. In the beginning, our focus was on the physical integration of children with special needs in our schools. Over the course of time, this has evolved to a more broadly defined concept of inclusive education, a philosophy which includes educational practices that support all students in a common learning environment.

During the consultation process that led to the recommendations for this plan many educators, parents and stakeholders pointed to the inherent challenges in operating a truly inclusive education system. Classroom compositions are often challenging, given the wide range of academic achievement levels and a multitude of psychosocial challenges.

The education plan continues to embrace the principles of inclusion as they are the foundation for our society. Inclusive education is a fundamental component of respect for diversity as well as the principle that each child and youth has the inherent ability to learn. We need a system that respects differences and reaches out to those whose needs are exceptional in a multitude of ways. It is, therefore, important to provide a learning environment that is flexible, but rigorous, and one that includes a continuum of programs and services, the delivery of which is both universal and personalized.

During the next 10 years, we will help educators grow in their abilities to differentiate their instructional practices so they are better prepared to plan for and monitor learning. As an early learning and education system, we are committed to supporting our educators in their professional learning and to helping them grow so they truly can be operating at their best. We are committed to providing the most appropriate resources that they will need to facilitate this blossoming of learning. In this way, educators and learners will be at their best.

3 10-year education plan

Definition of education

Education is no longer limited to the classroom. The current definition of the education system values and integrates learning inside and outside of the system of schooling – from birth through public school and transitioning through post-secondary and into the workforce. This transitional principle is an integral component of the 10-year education plan. It recognizes that learning and personal development occur in many ways and through a multitude of opportunities. With access to new and emerging technologies and social media platforms, children and youth are finding ways to extend their learning in directions that speak to their interests and talents.

It can no longer be our goal to instil lifelong learning attributes in our graduates, for many children and young people already display these competencies, and at very early ages. Education has the potential to inspire greatness among our learners, but only if the early learning and education system remains relevant in their lives. We must, therefore, ensure that our early childhood services, and our schools are sources of inspiration, guidance and personal challenge, lest they simply become places to be endured while children wait to grow up.

Our children and youth live in a constantly evolving, knowledge-based society. To be successful in both the present and the future, learners require the global competencies necessary to be open and engaged citizens. The acquisition of these competencies occurs in an early learning and education system that evolves with them and that is responsive to their needs but is also valued by society all along the continuum, where young and old alike remain actively engaged in their learning.

Engagement

This plan is the product of a comprehensive consultation with youth, parents, educators and community partners from various cultural, social, professional and personal backgrounds. This endeavour, which spanned eight months, also involved representatives from various political parties. It provided all citizens the opportunity to voice their views on the future of education in New Brunswick.

This non-partisan and open approach validated that lifelong learning is fundamental to the citizens of New Brunswick and that there is a need for a clear vision and greater stability within the system. To achieve this constancy and to nurture the overall development of each child, the 10-year education plan represents a social contract that ensures all partners work together to achieve a common vision.

Expecting the best from Everyone – Recommendations for a 10-year education plan

The Anglophone sector report, *Expecting the Best from Everyone*, contains more than 200 recommendations about how to improve the system for the benefit of children and youth in New Brunswick. These recommendations have been considered in the development of this plan, and they will be evident in the annual implementation plans to be generated during the next decade. Clearly, we must focus on a few critically important priorities first, and undertake them with vigour, determination and confidence as well as in a spirit of collaboration. Over time, each of the priorities, which build up from the recommendations, will be addressed in a robust and carefully executed manner.

Priorities, determined through an examination and clustering of the report's findings and recommendations, are as follows:

- Establishing a culture of belonging and valuing diversity;
- Ensuring pre-school children develop the competencies they need;
- Improving literacy skills;
- Improving numeracy skills;
- Improving learning in, and application of, the arts, science, trades and technology;
- Meeting the needs of First Nation children and youth;
- Nurturing healthy values, attitudes and behaviours;
- Ensuring learners graduate with fundamental French language proficiencies; and
- Fostering learner leadership, citizenship and entrepreneurial spirit.

Successful implementation of these priorities will be dependent on a variety of factors. Nurtured appropriately, these are the underlying conditions that will ensure that we are successful in attaining our goals and objectives. They include:

- Successful execution through Formal Management;
- Equitable access to programs and services;
- Engagement of and support for families;
- Enhancement of educators' skills and competencies;
- Leadership;
- Integrated and seamless continuum of learning; and
- Access to appropriate infrastructure.

Together, these make up the foundation for the 10-year education plan.

New Brunswick's 10-year plan for early learning and education (Anglophone sector)

Vision

Everyone at their best.

The vision for early learning and public education in the Anglophone sector is simple: Everyone at their best. It is a vision that must be discussed, understood and championed by all participants in this important social imperative we call learning. If everyone is truly focused on these four words, and everyone strives to achieve this as an overall vision, then the system will truly be at its best.

Mission

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

The Anglophone sector's mission has been in place for the past four years. As we embark on this new 10-year journey, it remains relevant, capturing the key principles of diversity and respect, learner-centred educational experiences, and the importance of adults helping children and youth achieve today what was out of reach yesterday.

Principles for learning

The plan comprises four overarching principles that describe the desired outcomes for all learners from birth through graduation and beyond. To achieve our objectives, it will be essential to ensure the principles below are carefully interwoven during implementation. These statements describe what learners are expected to know, demonstrate and live; in essence, these are the competencies we want learners to acquire for their overall achievement and success.

- Learners make informed decisions about their overall wellness;
- Learners take initiative, persevere and embrace innovation and improvement;
- Learners understand global issues, value diversity and collaborate to improve their world; and
- Learners are curious, reflective problem-solvers and effective communicators.

System requisite

Research demonstrates that 70 per cent of organizational change initiatives fail, despite the best of intentions¹. In fact, many fail because organizations do not have a structured process in place to lead the desired change, prioritize efforts, monitor results and sustain improvements over time. A Formal Management system is a proven, structured approach that enables organizations to address these challenges. To this end, a Formal Management system will be deployed across the early learning and education system to enable system leaders and staff to execute the 10-year plan, drive improvement and achieve results, and to position New Brunswick as a world-class leader in early learning and education.

Objectives and conditions for success

Layout of the 10-year education plan

Based on the priorities determined above, the education plan is organized around nine key objectives that must be accomplished to realize our vision. These objectives are centred on the learner, who is at the heart of everything we do.

For each objective, the plan describes:

- What we want to achieve;
- How we will know if we have achieved the objective (what our measures of success are); and,
- What key areas will we focus on to achieve the objective and targets.

The plan intentionally does not go into "how" each objective and associated key areas should be achieved by districts, schools and early learning services, but rather it establishes clear expectations on standards and performance to be achieved collaboratively. The plan concludes by highlighting the conditions from a system's perspective that must be strengthened to achieve the learner-centred objectives.

The successful execution of the plan is dependent on striking the right balance between setting the standards and expectations for the early learning and education system

¹ *Mastering the art of change*. Training Journal. K. Blanchard, 2010

and empowering districts, schools and early childhood facilities and services to address the day-to-day challenges experienced by learners.

Implementation plan and accountability report

We recognize that the release of this plan is a starting point only. The real work is in the execution of it. This is what will

set this plan apart from others. Using Formal Management principles, tools and methods, the department will establish an implementation plan and accountability framework to enable successful execution of the 10-year education plan. The implementation plan will be created in collaboration with districts and early learning services and published annually. Progress toward achievement of the 10-year education plan and targets will also be published annually.

Objective 1: Ensure all learners value diversity and have a strong sense of belonging

What do we want to achieve?

Inherent to humanity is a universal desire to belong. Without feeling a sense of belonging, learners can experience difficulty interacting with others and relating to their surroundings. Learners must also understand the implications of their actions and behaviour and acknowledge the rights of others.

A recent survey² reveals that more than one-third of high school students in New Brunswick do not feel a positive sense of belonging in their school. Sense of belonging is an important component of student engagement. Data from the same survey indicate that engagement (interest and motivation) decreases during the course of a student’s education.

Learning is enhanced by respectful and responsive relationships. Children and youth have the right to experience recognition and acceptance as well as to see themselves reflected in their learning community. Intentional actions are required to engage students in their learning, school environment and community; efforts, therefore, must continue to promote diversity and inclusivity within these settings.

To this end, we will strive to increase awareness and appreciation for individuals and cultures, adapt to the needs of the learners, and create inviting environments. This will be enhanced through professional learning for staff, and increased interactions with key community partners that represent our diverse population in New Brunswick.

How will we measure progress?

Indicator	Actual		2025–2026
% of students who report being victims of moderate to severe bullying	Grades 4-5	29%	0%
	Grades 6-12	22%	
% of students who report feeling left out at school	Grade 4	Fall 2017	0%
	Grade 6	20.7%	0%
	Grade 10	Fall 2016	0%
% of students in Grades 6-12 who are absent from school	Fall 2018*		
% of students in Grades 6-12 who report valuing school outcomes	70%		100%
*Baseline data and target, where applicable, will be established by Fall 2018.			

What key areas will we focus on to achieve our objective and targets?

- Promote cultural identity, language options and understanding of diversity to strengthen learner appreciation of the differences and uniqueness of others.
- Enhance opportunities to connect learning to the larger world through real-life learning experiences (experiential learning) to promote and sustain engagement.
- Enhance opportunities for learners to contribute to the life and functioning of their learning environment to increase their sense of ownership and engagement.
- Ensure all learning environments are physically, socially and culturally inclusive and are responsive to the diversity of learners and their families.

² Tell Them From Me student perception survey, Department of Education and Early Childhood Development, 2015-16

Objective 2:

Ensure all pre-school children develop the competencies they need to be successful in school and in life

What do we want to achieve?

Learning in the early stages of life is relational and rapid. "The 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 the dispositions and skills for lifelong learning³."

Each stage of a child's early years, from birth to age five, has the potential to define his or her future. These early experiences can shape children's brain architecture in ways that have lasting consequences⁴. This point is particularly important for children who come from vulnerable environments and do not have the same opportunities to participate in experiences that support the development of their full potential. In this context, vulnerability refers to more than a family's economic status.

*"When social, physical, emotional and academic development is nurtured, children have the opportunity to reach their potential. When their development isn't nurtured, children are at risk of lower levels of literacy and numeracy, higher incidences of involvement with the justice system and reduced economic participation throughout life."*⁵

Further, it is easier to create the favourable conditions in the early years of life than to remediate unfavourable conditions later.

3 CMEC Early Learning and Development Framework, p.4, 2014

4 How the time and quality of early experiences influence the development of brain architecture. Sharon E. Fox, Pat Leavitt, Charles A Nelson III in Child Development, Jan-Feb 2010

5 Center on the Developing Child, Harvard University, "Brain Architecture", <http://developingchild.harvard.edu/science/key-concepts/brain-architecture/>

Effort and intervention are therefore required to close the learning gap, improve equity in achieving lifelong learning and achieve full developmental potential among young children. This means there must be a focus on expanding access to services and improving the quality of early childhood programs – especially for the vulnerable.

How will we measure progress?

Indicator	Actual	2025–2026
% of children who are identified at risk at kindergarten	Fall 2018*	Less than 10%
% of parents who report that their child demonstrates appropriate levels of development prior to school entry	Fall 2018*	
% of parents who indicate that their child regularly participated in at least one early childhood service prior to school entry	Fall 2018*	

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

What key areas will we focus on to achieve our objective and targets?

- Support parents to maximize their children's optimal development by proposing 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.
- Identify, as early as possible, children who are at risk for developmental delays and living with factors of vulnerability.
- Provide programs, services and intervention for children and families according to their needs.

Objective 3: Improve literacy skills for all learners

What do we want to achieve?

A literate population is the cornerstone of a cohesive, thriving and sustainable society. Literacy skills are built over time and individual achievement is reflective of personal experiences and engagement. From birth, the foundation for communication relies on the development of language and cognitive skills which cultivate the ability to understand and create the spoken word and symbol systems.

At the writing of this plan, provincial literacy achievement at middle and high school has shown growth; however, New Brunswick is not performing as well as other provinces on national and international comparisons. There has also been a downward trend in performance on the Grade 2 provincial literacy assessment.

Literacy is the foundation of all learning. New Brunswick’s literacy strategy report⁶ and the recommendations for the 10-year education plan⁷ both urge government to refocus efforts on literacy and to ensure that the focus of skill development aligns with an expanded definition of texts to recognize the multiple modalities (e.g., music, art, images) that learners must use, understand, and produce in the Digital Age.

A robust and consistent intervention framework is required to ensure learners get personalized support when a need is detected. If needs go unaddressed, literacy gaps widen and learners are limited in accessing complex materials; then successful interventions become significant challenges. Educators and school leaders need sufficient flexibility, resource support and targeted professional learning to develop confident, literate learners.

Literacy skills impact all areas of learning, including humanities, numeracy, technology and scientific inquiry, and they enable our participation in society and our transition into learning on the job; therefore, literacy is everyone’s responsibility.

6 *The Power of Literacy – Moving towards New Brunswick’s Comprehensive Literacy Strategy*, June 2016
 7 *Expecting the Best from Everyone: Recommendations for a 10-Year Education Plan*, June 2016

How will we measure progress?

Indicator	Actual		2025–2026
% of pre-school learners at appropriate development in language and communication	Fall 2018*		
% of students achieving appropriate and higher levels of performance on provincial reading assessments	Grade 2	76.9%	90%
	Grade 4	Fall 2017	90%
	Grade 6	Fall 2016	90%
% of students achieving appropriate or higher on the first attempt of the provincial English Language Proficiency Assessment (ELPA)	Grade 9	80.4%	90%
% of students scoring at higher performance levels in reading on PCAP (national) and PISA (international) measures	PCAP	2017	Fall 2018*
	PISA	42.5%	52.5%

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

What key areas will we focus on to achieve our objective and targets?

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

Objective 4: Improve numeracy skills for all learners

What do we want to achieve?

Numeracy skills are fundamental to a learner’s readiness for life in modern society and a key element in STEAM education (science, technology, engineering, arts, and mathematics). Increasingly, problems and situations encountered in daily life, including professional contexts, require a strong foundational understanding of mathematics. It is imperative that New Brunswick learners acquire the necessary mathematical competencies and confidence in their ability to be competitive in a national and international context.

At the writing of this plan, achievement in mathematics on national and international measures indicates that New Brunswick students, while meeting minimum standards, are not positioned to be successful with more complex mathematical concepts. This may impact personal financial decisions, future learning and occupational choices.

Numeracy skill development in the early years is recognized as critical to providing a strong foundation to prevent gaps in student learning. While ensuring a strong base of understanding of mathematical concepts, sustained efforts must continue throughout formal schooling and beyond. Timely interventions, professional learning and flexibility are required to support the development of confident learners in numeracy.

Educators need greater support to ensure that effective instructional practices and quality resources are consistently used in various learning environments, particularly in numeracy. Access to external partners will enable educators to provide learners with additional practical and “real world” application of mathematical principles and concepts.

How will we measure progress?

Indicator	Actual		2025–2026
% of pre-school learners at appropriate development in problem solving and communication	Fall 2018*		
% of students achieving appropriate and higher levels of performance on provincial mathematics assessments	Grade 4	Fall 2017	90%
	Grade 6	Fall 2016	90%
	Grade 10	Fall 2016	90%
% of students scoring at higher performance levels in mathematics on PCAP (national) and PISA (international) measures	PCAP	32%	47%
	PISA	31.2%	59.5%
% of students in Grade 12 who report that they are able to use their financial literacy skills	Fall 2018*		
*Baseline data and target, where applicable, will be established by Fall 2018.			

What key areas will we focus on to achieve our objective and targets?

- 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.
- 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.
- Provide training and coaching for teachers in high-yield teaching strategies to best serve learners’ diverse needs.
- Provide effective, timely and targeted numeracy interventions to ensure that the needs of the range of learners are met.

Objective 5: Improve learning in, and application of, the arts, science, trades and technology for all learners

What do we want to achieve?

Participation in the arts, science, trades and technology significantly impacts the development of competencies such as innovation, creativity and critical thinking. Learners skilled in these areas will contribute to a healthier, culturally rich and economically viable population.

From an early age, there are experiences that will support future development in the arts, science, trades and technology such as singing, dancing, creating, inventing and exploring. It is critical that learners are engaged in hands-on experiences that require them to investigate real-life needs and problems. Children have very positive attitudes toward learning during the pre-school years and supporting early development in these areas has implications for life.

At the writing of this plan, courses and learning experiences in the arts and trades are inconsistently offered throughout the province. It is important that learners with interests and ambitions in these areas are recognized and supported. Science achievement is also an area requiring attention as students underperform on national and international assessments. Additionally, technology leaders suggest graduates do not have the requisite skills to meet the needs of the province's Information and Communication Technology (ICT) industries.

Learners must have access to creative and intellectual learning pursuits such as coding and digital literacy, scientific inquiry, skilled trades, Makerspaces and fine arts. Specialized courses will also be needed at the high school to provide students a foundation in specific industry skills. Exploring broader partnerships (e.g., Arts Council, Brilliant Labs, Department of Post-Secondary Education, Training and Labour) will expose students to a range of entrepreneurial and work opportunities and internships in their communities. As learners possess the skills and knowledge to pursue future opportunities, this will position New Brunswick as a leader in these areas.

How will we measure progress?

Indicator	Actual		2025–2026
% of pre-school learners at appropriate development in problem solving and communication	Fall 2018*		
% of students achieving appropriate and higher levels on provincial science assessments	Grade 4	Fall 2017	90%
	Grade 6	Fall 2016	90%
	Grade 10	Fall 2016	90%
% of Grade 11 and 12 students enrolled in skilled trades and technology education courses (STTE)	75%		90%
% of students scoring at higher performance levels in science on PCAP (national) and PISA (international) measures	PCAP	34.5%	47%
	PISA	30.4%	42.5%
*Baseline data and target, where applicable, will be established by Fall 2018.			

What key areas will we focus on to achieve our objective and targets?

- Increase early learners' access to quality learning environments that foster the development of foundational concepts in science, the arts and technology to position them for future success in these areas.
- Provide additional learning experiences prior to high school in the arts, science, trades and technology in order to enhance student awareness of course choices in Grade 11 and Grade 12 that could lead to potential careers in these fields.
- Increase opportunities that require learners to apply knowledge and skills within and across disciplines to innovate and solve real-world problems.
- Review high school course selections in the arts, trades and technology, with a view to revising, developing and clustering courses to address labour market and industry requirements and explore ways to ensure they are accessible to students in all high schools.
- Provide targeted learning experiences to create interest in and increase competencies in coding and cybersecurity.
- Provide training and coaching for teachers in high yield teaching strategies to best serve learners' diverse needs.
- Provide effective, timely and targeted interventions to ensure that the needs of the range of learners are met.

Objective 6: Meet the needs of First Nation learners and ensure that provincial curriculum is reflective of First Nation history and culture

What do we want to achieve?

Education is pivotal as New Brunswick continues to build respectful relationships between First Nation and non-First Nation People. It is imperative that we acknowledge and affirm the historical and cultural contributions of First Nation communities and individuals. This goal is supported by ensuring that all curricula, pre-school to Grade 12, accurately reflect the history and culture of First Nation People. As we respond to the Truth and Reconciliation Commission of Canada: Calls to Action, it is our responsibility to ensure that all New Brunswick learners understand and appreciate the generational impact of Indian residential and day schooling. To this end, we will ensure that First Nation realities, experiences and contributions to Canadian society are embedded throughout the K-12 educational system, thereby becoming a foundational understanding for all New Brunswick learners.

Language and culture are intertwined and both are fundamental to identity. First Nation languages in New Brunswick and in Canada are disappearing at an alarming rate. To encourage the revitalization and preservation of First Nation languages in New Brunswick, every effort will be made to continue the development of provincial Mi'kmaq and Wolastoqey language curricula. Providing educators with curriculum and related resources will increase the availability of language instruction.

An important step to reconciliation is to address the achievement gap that exists between First Nation and non-First Nation students. Although numerous initiatives are underway, there is more to accomplish to ensure First Nation students graduate and are able to pursue post-secondary education and work opportunities. Key ways for making this happen include seamless transitions from Band-operated schools in First Nation communities to provincial schools that are culturally proficient, honouring First Nation ways of knowing and doing as well as providing timely support and intervention.

How will we measure progress?

Indicator	Actual	2025–2026
% of high schools who have students enrolled in Mi'kmaq or Wolastoqey language courses	18%	60%
% of grade levels in which students learn about treaties and residential schools	15%	100%
% of First Nation students who attain appropriate or higher on the first attempt of the provincial English Language Proficiency Assessment (ELPA)*	38.5%	90%
% of educators who have received training on First Nation history, traditions and cultures	7.8%	100%

*The data reflect the number of First Nation students living in a First Nation community and attending provincial schools.

What key areas will we focus on to achieve our objective and targets?

- Strengthen partnerships with First Nation communities to enhance support of First Nation learners.
- Ensure the needs of First Nation learners are identified in a timely manner to respond to individual needs and close the achievement gap.
- Create professional learning opportunities for educators and support staff to have an understanding of and appreciation for First Nation historical and cultural contributions.
- Ensure Treaty Education and Indian Residential and Day Schools are integral components of K-12 curricula.
- Ensure access to beginning, intermediate and advanced levels of Mi'kmaq and Wolastoqey language education to preserve and revitalize first languages.
- Provide seamless transitions for First Nation students within all learning environments to enhance their sense of belonging and to ensure success.

Objective 7: Ensure all learners develop the knowledge, skills and behaviours needed to continually adapt to, and thrive in, their environment

What do we want to achieve?

Learners face a variety of obstacles in their lives that have an impact on learning and the learning environment. These include socio-economic factors, personal challenges and mental and physical health issues. Evidence indicates that more New Brunswick youth deal with mental health issues than their peers across the country⁸ and are among the least physically healthy⁹.

Change can be effected when learners are empowered to become agents of their learning. When learners take initiative and responsibility, they develop a disposition that supports perseverance and resilience, and they are in a better position to make informed decisions that support their overall health and well-being. This includes every aspect of their life: physical, emotional, spiritual and intellectual.

Fostering health and well-being in our learners will be achieved by creating a model that supports the value of healthy minds and bodies as critical factors for learning and overall success in life. Targeted strategies and supports focused on social-emotional skills will be essential for accomplishing this objective.

8 *Fostering Resilience in New Brunswick Schools and Communities*, New Brunswick Health Council, January 2016
 9 *Recognizing and Focusing on Population Health Priorities*, New Brunswick Health Council, April 2016

How will we measure progress?

Indicator	Actual	2025–2026
% of pre-school learners demonstrating pro-social behaviours	Fall 2018*	
% of learners with a high degree of resilience	Fall 2018*	
% of students who indicate a high level of mental fitness	Fall 2018*	
% of children and youth who score high on a healthy lifestyle index (physical health)	Fall 2018*	
% of learners requiring and accessing services under the Integrated Service Delivery model	Fall 2018*	
*Baseline data and target, where applicable, will be established by Fall 2018.		

What key areas will we focus on to achieve our objective and targets?

- Support the development of learners’ resilience and social-emotional well-being to ensure they have the strategies needed to cope with a variety of challenges they will experience in life.
- Increase learners’ and families’ understanding of the importance of physical well-being with an emphasis on making positive choices regarding fitness, nutrition and sufficient rest.
- Support the cognitive, physical, social and emotional development of learners who are impacted by various factors of vulnerability.

Objective 8:

Improve levels of French language literacy to help all learners access a variety of bilingual opportunities and life experiences

What do we want to achieve?

As Canada's only officially bilingual province, New Brunswick has shown significant commitment to providing students a variety of French second language learning opportunities. Programs, including French Immersion and Intensive/Post-intensive French, along with other French learning opportunities (e.g., student exchanges, summer camps, field trips) are available to students. Although levels of French language literacy are improving, continued efforts are needed to ensure the majority of students graduate with an overall level of proficiency needed to function in the workforce and society.

Bilingualism, even speaking multiple languages, is becoming an essential competency in today's global society. For this reason, our system needs to promote understanding of and prepare learners for this reality.

It is critical to recognize that language learning is a lifelong pursuit rather than a performance level rating at high school graduation. As with other life skills, acquiring a second language requires multiple opportunities over time to practice and master proficiency. Post-secondary and employment opportunities, as well as the ability to engage with others are enhanced through being bilingual or multilingual.

Quality curricula and instruction, and authentic experiences to use French beyond the classroom will strengthen French second language learning for all students. These efforts will continue through partnerships with the larger community.

How will we measure progress?

Indicator	Actual		2025–2026
% of Grade 4 students achieving appropriate or higher levels on the provincial French Immersion reading assessment	Fall 2017		90%
% of Grade 6 students achieving appropriate or higher levels on the provincial French Immersion assessments (oral and reading)	Oral	Fall 2016	90%
	Reading	Fall 2016	
% of Grade 6 students achieving appropriate or higher levels on the provincial Post-intensive French assessments (oral and reading)	Oral	Fall 2016	90%
	Reading	Fall 2016	
% of Grade 12 students achieving appropriate or higher levels on the provincial French Second Language oral proficiency assessment	Fall 2016		90%
% of students who continue to participate in FSL language programs through to Grade 12	Fall 2018*		
*Baseline data and target, where applicable, will be established by Fall 2018.			

What key areas will we focus on to achieve our objective and targets?

- Support quality learning experiences, instruction and assessment to ensure foundational or higher levels of oral, reading and writing French language proficiency for all learners.
- Improve learner access to French Second Language opportunities at all grade levels during and outside instructional hours.
- Increase learners' motivation to learn French as a second language, particularly at middle and high school.
- Increase learner, parent and community understanding of the importance of learning more than one language in today's world and its relationship to culture.

Objective 9: Foster leadership, active citizenship and an entrepreneurial mindset

What do we want to achieve?

Active citizens step forward to provide leadership in their communities and facilitate solutions to challenges that are transformational, adaptive and sustainable. Recent New Brunswick student perception surveys¹⁰ indicate that many learners are not actively involved in leadership and citizenship in their school and communities.

Learners must also develop a “can do” attitude and engage their entrepreneurial spirit to seek out opportunities, take action and contribute to society. It is a mindset that embraces critical thinking, creativity, and innovation; these are competencies that are a part of the *Atlantic Canada Framework for Essential Graduation Competencies* as well as the pan-Canadian global competencies being developed at the national level. Local opportunities, such as Makerspaces, provide students with experiences to develop these competencies.

Curriculum and instructional practices must be flexible to enable learners to make choices, to be actively engaged in their learning and to foster ongoing reflection and self-assessment. This allows them to take a more active role in determining potential career choices and pathways. Learners must be given the time, skills and opportunities to maximize their potential as active citizens, leaders and entrepreneurs.

New Brunswick needs individuals who demonstrate these competencies and can work toward improved outcomes for the province.

How will we measure progress?

Indicator	Actual	2025–2026
% of students who participate in leadership opportunities (e.g., peer helpers, student council, community groups)	Fall 2018*	
% of students who indicate that they intend to vote in municipal, provincial or federal elections	69%	100%
% of students who report participating in a social action group	19.3%	Fall 2018*
% of students who indicate that they volunteer in their community (between 1 and 10+ hours)	54.3%	90%
% of students completing career portfolios as per completion standards	Fall 2018*	
*Baseline data and target, where applicable, will be established by Fall 2018.		

What key areas will we focus on to achieve our objective and targets?

- Provide a variety of opportunities for learners to assume more ownership of their learning by requiring them to establish personal goals, self-reflect and make informed decisions, all of which develop their confidence and resourcefulness.
- Help learners develop the mindset to take a more active role in making informed career choices and the competencies required to realize their personal and professional goals.
- Create additional opportunities for learners to demonstrate initiative and show leadership.
- Ensure learners at all levels (K-12) participate in engaging projects that build an entrepreneurial mindset, spark curiosity, nurture creativity, and address real world problems.
- Engage learners in problem-based contexts to help them become socially responsible citizens.

¹⁰ Grade 12 Exit Survey, Tell Them From Me

Conditions for success

The successful execution of the 10-year education plan and attainment of its overarching objectives are subject to the conditions enumerated below. These conditions are the system-based objectives that will support the learner indirectly and serve as a catalyst for change. In other words, they are the key elements that enable learning at all levels: equity in services, family engagement, educator skills, infrastructure, etc. Initiatives and measures for these important elements will be established in consultation with key stakeholders during the development of the annual implementation plan.

1 Deployment of the principles of Formal Management

While the 10-year plan is a critical step towards achievement of the 10-year vision for our early learning and education system, it is only the first step. The success of the plan will be judged on its execution, and more importantly on its results. Successful execution will be achieved by deploying the principles of Formal Management throughout the entire system.



The Formal Management System model is made-up of five components which are interconnected and critical to organizational success:

- Strategy Management
- Initiative Management
- Process Management
- Daily Management
- Performance Management

Implementation of the Formal Management system will require a culture shift to enable shared leadership, collective

capacity, collaboration and accountability at all levels of the organization.

2 Equitable access to quality programs and services from birth

All children have clearly identified rights as defined in the United Nations *Convention on the Rights of the Child*, the *Canadian Charter of Rights and Freedoms* and the *New Brunswick Human Rights Act*. The underlying principles of these rights are that children are treated with dignity and respect, and have a sense of self-worth. A central concept to respecting children is to maximize participation within the common learning environment with age-appropriate peers and through "duty to accommodate."

To help children realize their full potential and become contributing members of their community, they must have access to available and consistent services, no matter where they live. The establishment of an integrated network of services from birth could facilitate access to diverse programs and services for families. This network will help meet the needs of families in a comprehensive manner, delivered by experts in the field of early childhood intervention.

As each learner's needs are unique, they require different approaches and services that are timely, flexible and learner-centred. All learners are entitled to guidance and support as they develop the knowledge, skills and competencies they need for a bright future. To this end, we must provide educators the tools, strategies and resources required to personalize and enhance learning for all. We will also explore mechanisms to help resolve disputes between parents and the education system in the area of supports for students with exceptional learning needs.

3 Engagement of and support for families to foster healthy development and success

Parents play a crucial role in a child's optimal development. The relationship between parents and children is strengthened by providing support, coaching, quality resources and information pertaining to their rights. Parental engagement and active participation in every aspect of a child's life will have a long-lasting impact on his or her development.

Extensive evidence¹¹ links the home learning environment, including parenting behaviours and attitudes, to children's learning. Strong, respectful partnerships between parents and educators are critical. This includes sharing of ideas, information, and practices with the goal of creating positive learning experiences. While parents are the primary caregivers, links must also be made with the community groups as they play an important role in providing ongoing support for families. These positive relationships will foster a stronger sense of belonging in and address the unique needs of children and youth.

Everyone has a shared responsibility to promote high expectations and a strong work ethic in all learners. Educators will be provided with a range of strategies to directly engage with families and to build meaningful relationships that will best support children's learning and development.

4 Enhanced skills and competencies of engaged and valued educators

New Brunswick's most important resource is its people. To ensure that every child reaches his or her full potential, at the intellectual, social and emotional levels, educators must use high yield practices that modern learning demands. Moreover, educators, and all professionals in the system, must be prepared to overcome the barriers of structure and mindsets that prevent the personalized instruction that will release each child's potential.

In short, we must ensure the highest quality of teaching and instruction is in place in order for our children and youth to glean the greatest benefit from our early learning and education system. Our staff must be supported as they develop the professional skills in order to ensure this occurs. By doing so, every child will be given a gift that will enable them to pursue their goals to the best of their ability.

A first step in this endeavour is recognizing the importance of ongoing professional learning for educators to ensure they are well supported in their practices.

Providing ongoing professional development, in addition to improving educational requirements and educator qualifications, are crucial in the delivery of high quality programs. Professional learning must also focus on evidence-based practices and address the skills of educators in accordance with their job description. To this end,

professional learning will be monitored throughout the province to ensure it is improving practices to develop a culture of rigorous and relevant learning.

To ensure that professional learning and competencies are aligned and that appropriate mechanisms exist for long-term, sustainable and current effective practices, we will explore ways to support, monitor and nurture the highest of standards for these important professions. We have an obligation to ensure that the required services standards, skills and ethics of educators and support education staff are well defined and enforced.

5 Leadership

Effective leadership is crucial to the success of early learning and education settings. To create and sustain high-quality learning environments, we need to engage skilled and committed leaders who will shape teaching and learning.

Research suggests that school leadership "plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment"¹². Strong leadership at the school level is the key to enhanced student achievement and well-being. School administrators strive to provide positive learning and working environments and ensure guidance to build competencies in the classroom.

System leaders also play an essential role by putting in place procedures and standards, and providing system-wide leadership. Districts provide support through strong management practices. Decisions made at this level have an impact on schools and ultimately students.

The premise for early childhood is the same: learners can only benefit from strong leaders and educators have leadership potential. Through ongoing learning, engagement, networking, mentoring and collaboration, the leadership skills of every early childhood educator can be strengthened.

Leadership is broader than the concept of authority residing uniquely in one individual. Leadership can be distributed among different people within and beyond early learning and school settings. It can encompass various roles and functions such as principals, vice-principals, educators, leadership teams, and school-level staff involved in leadership tasks.

11 <http://icdi.nl/media/uploads/publications/parental-involvement-in-early-learning.pdf>

12 Improving School Leadership Volume 1: Policy and Practice, Beatriz Pont, Deborah Nusche, Hunter Moorman, OECD 2008

6 Integrated and seamless continuum of learning to support children and youth from birth to post-secondary

In order to ensure access to programs and services required for each learner's optimal development, we must implement an integrated and seamless continuum of learning that provides for coordinated and aligned processes, systems and services from birth through adulthood. These are essential to support all learners and their families.

Early childhood facilities, elementary, middle and high schools, as well as post-secondary institutions, have developed and changed at different times, and typically function as separate entities. Challenges arise as children and youth transition from one level to another and move through the system. This can create confusion regarding expectations, procedures and approaches to communication. Data from five years of school reviews¹³ indicate that improvements in such transitions are needed. Therefore, we will review, define and communicate transition processes between and within different learning environments to better support children and youth in their learning, clarify expectations and help alleviate anxiety during these changes.

The amalgamation of the early childhood and education sectors provides an opportunity to both restructure and develop a consistent approach to help each child and youth develop to his or her full potential. This will ensure continuity without interruption between pre-school and school services and between community and government services. An integrated system must be responsive to the needs of all children where partners collaborate to align early learning, K-12 and post-secondary education program and service delivery to maximise the overall development of the learner and contribute to successful transitions.

In keeping with government's commitment to make higher education more accessible for students, the Department of Post-Secondary Education, Training and Labour (PETL) removed the parental/spousal contribution from the assessment of student loans, and introduced the Tuition Access Bursary (TAB) program. The primary objective of TAB is to make higher education more affordable for those who need support in their transition into the post-secondary sector. This initiative, along with on-going work to make public post-secondary institutions more sustainable, will ensure stability and predictability for students, and enhance synergies between k-12 and post-secondary institutions.

13 School Improvement Indicators, New Brunswick School Improvement Service, 2010-2015

To further strengthen the alignment of our education systems PETL has, in collaboration with EECD, undertaken a wide spectrum of initiatives to deliver quality labour market information to youth and their families, which incorporate forecasted occupational demand, education pathways within New Brunswick and reinforce the milestones of career planning. These initiatives directly involve students, their families, and guidance counsellors and educators in preparing our future work force. PETL and EECD will continue building on and making these initiatives a priority moving forward. PETL is also working with the province's universities to increase experiential education opportunities for students and is funding programs at public universities and colleges aimed at increasing enrolment from underrepresented groups, and that provide education about education, especially to low-income learners, Indigenous learners and students who have disabilities.

It is essential to assess these challenges and work toward developing a cohesive system that is effective and efficient. We must align programs and services, and promote collaborative planning and professional learning. Existing structures, practices and policies must be examined to ensure they are effectively supporting the needs and strengths of our learners. The high school system, in particular, has been identified as an area of need. To this end, we will review the K-12 structure, including, programs, practices and policies to ensure a more child-centred and personalized approach.

7 Access to appropriate infrastructure

A necessary consideration in the provision of quality education is the establishment of the infrastructure to support such instruction. Planning for the practical application of knowledge involves not only the appropriate facilities, but also the technological, human, financial and administrative resources that are the cornerstone of the early learning and education system.

To be successful in their studies, learners must have access to Information and Communication Technology (ICT) to support learning, and to create, collaborate and innovate so that they are able to grow and thrive in environments beyond the classroom. It is critical for learning environments, schools and educators to embrace ICT as an integral and indispensable component of our world.

Learning is supported by the physical condition, design and management of facilities, effective human resource practices, sound budgeting and accounting processes, and all within the appropriate provincial parameters. Reviewing

19 10-year education plan

national and global data on differential funding models could help determine if this approach could benefit New Brunswick students. To this end, we will ensure that there is a strategic focus on the use of resources at all levels of the system to provide equitable opportunities for all.