



# **DISTRICT EDUCATION COUNCIL** **Superintendent's Monitoring Report**

Policy Name	Academic Excellence		
Policy Number	ASD-W-ER 2.1	Number of Reports per year	1
Policy	<i>Each student, in keeping with his or her individual abilities and gifts, will complete high school with a foundation of learning to function effectively in life, work and continued learning.</i>  <i>The priorities for academic excellence established by Council:</i> <ul style="list-style-type: none"><li>• <i>Literacy, Numeracy and Science</i></li><li>• <i>Critical Thinking Skills</i></li><li>• <i>Teaching Excellence</i></li><li>• <i>Extend Student Learning</i></li></ul>		
Date of Report	November 16, 2022		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	David McTimoney, Superintendent		
Report Supported by:	Dianne Kay, Director of Curriculum and Instruction Susan Young, Data and Accountability Supervisor		
<b><u>Interpretation:</u></b> <ul style="list-style-type: none"><li>• This policy calls for the superintendent to foster an inclusive student and teacher learning environment that empowers all students to be responsible for their learning so that they will thrive in their life-long learning and work pursuits.</li><li>• Academic excellence will be pursued through: continuous growth in literacy, numeracy and science, development of critical thinking skills, promotion of teaching excellence, and extended student learning opportunities. Professional learning and teacher coaching will be critical in this pursuit.</li></ul>			

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<p><b><u>Justification:</u></b></p> <ul style="list-style-type: none"> <li>• <b>“To best prepare young people for the future opportunities and challenges, New Brunswick public education must help students develop agency: the belief and capacity that a person requires to take meaningful and thoughtful action that will make their life and the lives of others better.” (<i>Portrait of a Learner in New Brunswick’s Anglophone School System</i>, p. 15, 2019)</b></li> <li>• <b>Critical thinking, as defined by the Atlantic Canada Essential Graduation Competencies (2015), states “learners are expected to analyze and evaluate ideas using various types of reasoning and systems thinking to inquire, make decisions and solve problems. They reflect critically on thinking processes”. This involves addressing complex issues and problems. As outlined in provincial curriculum documents, “teachers create environments for students to solve meaningful, real-life situations that require problem-solving, collaboration and communication skills.” (NB Global Competencies, 2018)</b></li> <li>• <b>For the 2022-23 school year, teachers are encouraged to continue to use the prioritized curriculum, K-12 by the Department of Education and Early Childhood Development (EECD) , with two exceptions : the implementation of the updated Personal Wellness 6 and 7 curriculum and the renewed Science 3 through 10 curriculum. Prioritized curriculum documents serve as a guide when decisions have to be made about what should be prioritized and assess.</b></li> <li>• <b>Students are motivated as they can articulate what they are learning and why, understand their own learning needs, and know what to do next by becoming assessment capable learners. (NB Global Competencies, 2018)</b></li> <li>• <b>Teachers’ skills and knowledge affect student achievement. Professor John Hattie’s research shows it is the way teachers teach and the way students see themselves as learners that matters the most. (Visible Learning for Teachers, 2012)</b></li> <li>• <b>Collective teacher efficacy is defined as the belief that, through collective actions, educators can influence student outcomes and improve student learning. By focusing on teacher efficacy, we can guide educators’ actions and behaviours to affect student outcomes. (Jenni Donohoo, 2017)</b></li> <li>• <b>Empowering students to pursue their passions is connected to success in school. Embedded classroom learning opportunities and experiences will improve student learning and foster both engagement and motivation. (Doug Wilms, 2011)</b></li> </ul>	

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<p><b><u>Compliance:</u></b></p> <ol style="list-style-type: none"> <li><b>1. ASD-W develops and monitors a District Plan (DP). (Education Act 48(2)(c)) The DP for 2022-2025 has three priority areas; Classroom Practices, Learning Environments, Leadership and Teaming. For 2022-2023 we have established three annual goals.</b></li> <li><b>2. Students will achieve at the meeting or excelling expectation levels with continued improvement above previous end of year performance, as noted on the K-8 report cards (April 2016, April 2017, April 2018, June 2020 (representative of learning until March 13<sup>th</sup>), June 2021, June 2022. For 2022-2023 the goal will be decrease the number of students achieving level 1 or 2 on the K-8 report card.</b></li> <li><b>3. Students in high school Language Arts courses, (both FI and Prime), Science courses and Numeracy courses will achieve above previous year's performance, with continued improvement.</b></li> <li><b>4. ASD-W encourages learning opportunities for students that extend experiences inside and outside of the regular learning environment. Educators and students are provided with experiential learning opportunities via the Provincial Centres of Excellence, CoE. This initiative aims to reimagine how K-12 students learn about New Brunswick career opportunities, increase career readiness, and connect with experts in the field. Currently there are 4 Centres: Energy, Health, Entrepreneurship and new this year, Digital Innovation.</b></li> <li><b>5. ASD-W has a designated District Experiential Learning Coordinator to work with schools and educators, K-12, on inclusive experiential learning opportunities. This position identifies community partners and initiatives in experiential learning across ASD-W</b></li> <li><b>6. As noted in curriculum documents, teachers provide extended learning opportunities to support curriculum expectations. These occur in the classroom and as co and extra-curricular. "EECD Student Survey" data will demonstrate an increase in students responding that there is choice in how they have shown what they have learned .</b></li> <li><b>7. ASD-W has 11 new sites participating in the provincial Language Learning Opportunities prototype initiative. We also have, in year 2, Angie's Little Peeps and Early Learning Centre, Woodstock; and Stanley Consolidated School. This initiative, provincially, has schools and early learning centres carrying out new and innovative programming intended to increase French language proficiency for Anglophone learners.</b></li> </ol>	

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	<p><b>8. ASD-W has implemented an initiative that will see First Nations history, language, culture, and worldviews as a focus in the English Language Arts curriculum, learning experiences and activities. This has been implemented at grades 9-12 this year. Work is underway for the development of resources at the middle level.</b></p> <p><b>9. EECD released an updated Grades 3 – 8 Science curricula for 2021-22. Full implementation is occurring in 2022-2023.</b></p> <p><b>New resources to support climate education have been unveiled. Many educators and Learners, from Early Learning Centres to secondary school, will be working with the Sustainable Development Goals and learning through local action projects. Climate education provides relevant educational opportunity across all curricular areas and possibilities for innovation and sustainability for New Brunswick.</b></p> <p><b>10. K – 2 English Prime teachers, are engaged in the second year of professional learning with the Building Blocks of Reading. This is representative of a change to the reading outcomes of the curriculum. Resource materials have been provided to educators.</b></p> <p><b>11. Essential Skills Achievement Pathway (ESAP) High School Graduation Program is an opportunity for students to earn a high school diploma that prepares them for a post-secondary education, apprenticeship, or the world of work through an experiential, problem and project-based learning environment. By the end of this school year, all ASD-W High School will be participating in the program.</b></p>

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<p><b><u>Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Appendix A: District Plan 2022-2025</b></li> <li>• <b>Appendix B: School Report Card Results</b></li> <li>• <b>Appendix C: Provincial Assessment Presentation</b></li> <li>• <b>Appendix D: One Page Provincial Assessment Snapshot</b></li> </ul>	
<p><b>Compliance: I report compliance with this policy.</b></p>	

<p><b>Superintendent's Signature:</b> _____</p> <p><b>DEC Chair Signature:</b> _____</p> <p><b>Date:</b> _____</p>
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