

A scenic photograph of a coastline with several large, reddish-brown rock formations jutting out into the water. The rocks are illuminated by warm, golden light, likely from the setting or rising sun. The sky is a mix of blue and white clouds, and the water is calm.

Holistic Curriculum

Anglophone Sector – Future Implementation

October 2023

A decorative horizontal bar at the bottom of the page, composed of several colored segments: red, green, brown, and olive green.

Implementing in 2023

ASD-S	41
ASD-W	34
ASD-N	6
ASD-E	9
Total	89



Provincial
Implementation
Planning Team –

Derrick Grant
Jon Hoyt-Hallet
Ann Manderson

Modernizing the Curriculum

- How did this evolve?
- Review of other jurisdictions;
- Consulted educators, learners and Elders;
- Worked with partners to generate ideas about desired and required elements, and;
- Developed elements with educators and staff across branches and districts

Modernizing the Curriculum

Development priorities

- reduce duplication
- clarify expectations
- align the learning with the global competencies
- create one space for all prescribed curriculum
- Add/change only to modernize



What does
this look like

- Curriculum elements
- Shared Tenets
- Image of the Learner
- Pedagogies
- Dispositions
- Global Competencies

NB CURRICULUM



SCOPE AND PURPOSE

The curriculum includes the framework; the decisions, intentions, and skills of educators; the learning environment, relationships and instructional methods; and the interests, motivations, and contributions of learners.



FOUNDATIONAL TO HOW AND WHAT WE TEACH

VISION: All learners will develop learner agency

SHARED TENETS: Wabanaki History and Culture, Identities, Inclusion and Equity, Lifelong Learning, Relationships and Connections, Sustainable Futures, Well-Being.



HOW WE TEACH

PEDAGOGIES: Holding Each Learner in the Highest Regard, Safe and Positive Spaces for Learning, Direct Instruction, Experiential Learning, Play and Inquiry-Based Learning, Relevant Learning.

PROGRAM BLOCKS: Early Learning and Childcare; Primary; Elementary; Middle; High School



WHAT WE TEACH

DISPOSITIONS: Welcoming; Believing; Being Present; Having Courage; Being Grateful

BEING AND BECOMING GLOBALLY COMPETENT: Collaboration; Communication; Critical Thinking and Problem Solving; Innovation, Creativity and Entrepreneurship; Self-awareness and Self-management; Sustainability and Global Citizenship

LEARNING AREAS: The organization of learning by goals in Early Learning and Subjects in K -12



SCOPE AND PURPOSE

The curriculum framework supports the enacted curriculum by setting standards that help educators adapt and respond to their context and the needs of their learners. The enacted curriculum encompasses the framework; the decisions, intentions, and skills of educators; the learning environment, relationships and instructional methods; and the interests, motivations, and contributions of learners.

[MORE INFO](#)



FOUNDATIONAL TO HOW AND WHAT WE TEACH

VISION

[MORE INFO](#)

All learners will develop learner agency so they can take action to make life better for themselves and others, now and for future generations. - Portrait of a Learner (2019)

SHARED TENETS

[MORE INFO](#)

Wabanaki History and Culture; Identities; Inclusion and Equity; Lifelong Learning; Relationships and Connections; Sustainable Futures; Well-being



HOW WE TEACH

PEDAGOGIES

[MORE INFO](#)

Holding Each Learner in the Highest Regard; Safe and Positive Spaces for Learning; Direct Instruction; Experiential Learning; Play and Inquiry-based Learning; Relevant Learning

PROGRAM BLOCKS

[MORE INFO](#)

Early Learning and Childcare; Primary; Elementary; Middle; High School



WHAT WE TEACH

DISPOSITIONS

[MORE INFO](#)

Welcoming; Believing; Being Present; Having Courage; Being Grateful

BEING AND BECOMING GLOBALLY COMPETENT

[MORE INFO](#)

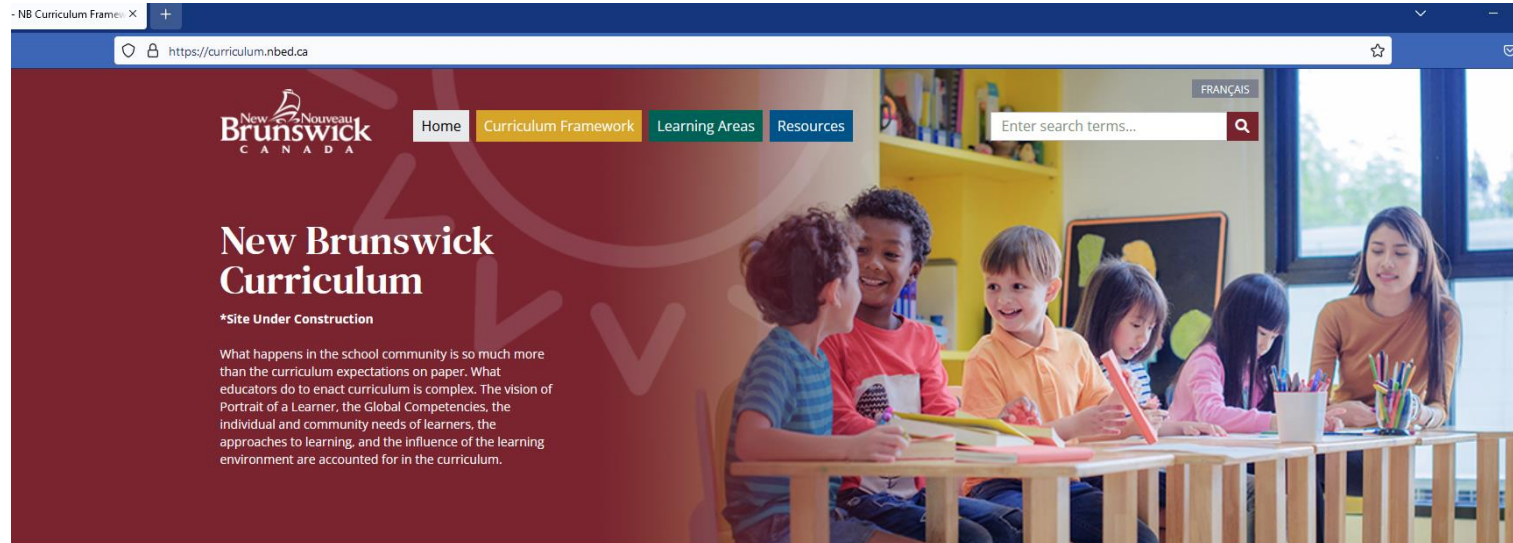
Collaboration; Communication; Critical Thinking and Problem Solving; Innovation, Creativity and Entrepreneurship; Self-awareness and Self-management; Sustainability and Global Citizenship

LEARNING AREAS

[MORE INFO](#)

The organization of learning by goals in Early Learning and Subjects in K -12

One Site ... Digital Platform



Curriculum Framework

The curriculum includes the framework; the decisions, intentions and skills of educators; the learning environment, relationships and instructional methods; and the interests, motivations, and contributions of learners.

[View More >](#)

Getting to know the framework

Scope and Purpose

- outline the direction for student learning
- provide guidance for schools and their communities as they design learning
- inform all aspects of school life and learning: including **formal instruction, co-curricular and extra-curricular learning experiences.**
- set the standards
- support educators to adapt and respond to their learners



Shared Tenets



The term tenet invokes a feeling of importance. It refers to the beliefs, values and principles held in common by members of a profession.

There are 7

1. Wabanaki Histories and Cultures
2. Identities
3. Inclusion and Equity
4. Lifelong Learning
5. Relationships and Connections
6. Sustainable Futures
7. Wellbeing

SHARED TENETS

Shared tenets are beliefs that articulate what is important in and foundational to the professional curriculum. They are agreed-upon principles that serve to guide all school-based decision-making and should be embedded in school improvement decisions.

The shared tenets put learners at the center of an equitable education system. Learners have full access to rigorous, relevant curriculum that engages and challenges them, and is forward-looking and inclusive. These shared tenets recognize that learners have a voice and unique abilities that are always present in what and how they learn.

The shared tenets relate to how curriculum is developed in a school; they are particularly relevant to the processes of planning, prioritizing, and reflection. They are interdependent and impact the experience of all learners. The below and related curriculum must strive to meet these seven shared tenets.

WABANAKI HISTORY AND CULTURE
As we are all Treaty people, our knowledges and ways of being are woven throughout our daily interactions with learners. Open learners are so grounded in traditional and forward-thinking and contemporary cultures, and the rich traditions of Wabanaki Peoples. The curriculum respects Wabanaki worldviews, understandings that are shared by both education in the community and in the provincial education system are equally valued. The responsibility to support the revitalization and preservation of languages of the Wabanaki Territory, Mi'kmaq, Maliseet, and Mi'kmaq/Maliseet, is woven in learning spaces.

IDENTITIES
The linguistic, professional, and historical of learners are supported and highly valued. Culture of heritages are visible, and action is ongoing to build increased understanding of and respect for the diversity of cultural backgrounds, histories, and traditions in New Brunswick. Communication and multilingual literacies in all their forms are present, and the importance of learning the official languages of Canada is evident. Learning environments strive to be culturally inclusive and respectful. These identity-affirming learning environments respect multiple realities and represent the diverse backgrounds and cultures of the learners.

INCLUSION AND EQUITY
Inclusion is an ongoing process aimed at ensuring learners' abilities, languages, strengths, interests, needs, abilities, and characteristics are recognized and affirmed. Equity is achieved by identifying and addressing barriers faced by learners to support their learning, future success, behavior, and equity to have a complete school experience based on a system of equity and beliefs promoting the best interest and utilization of each learner, active participation, and social cohesion and belonging through positive interactions with peers and the school community.

LIFELONG LEARNING
The curriculum offers all learners a broad experiential and culturally responsive education across all learning areas and environments. It recognizes the learning that occurs before and outside school and supports its inclusion. Education opens pathways to sustaining learning – connecting and continuing beyond school – to support the personal fulfillment, growth, and agency of all learners to make the better for themselves and others.

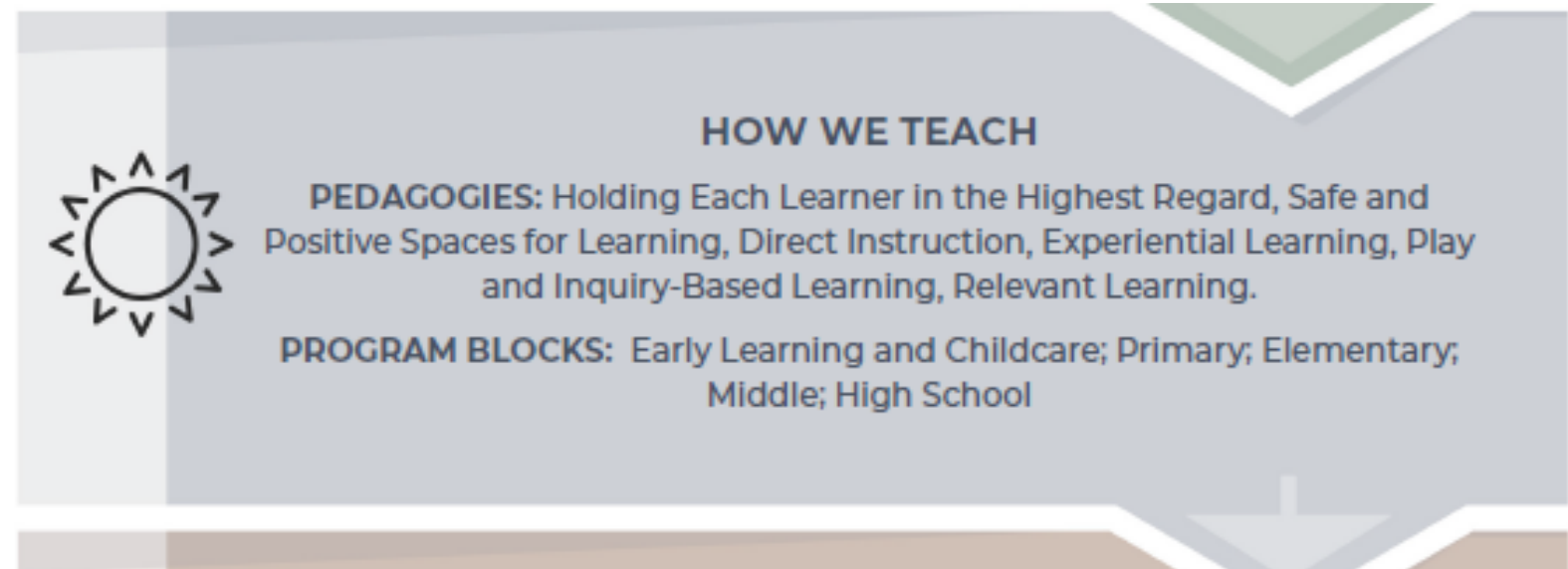
RELATIONSHIPS AND CONNECTIONS
The curriculum has meaning for learners as it connects with and values their whole lives, acknowledging the profound influence of families and communities. By building connections with each other and with their communities, learners develop positive self-identities and strengthen relationships.

SUSTAINABLE FUTURES
The curriculum encourages and empowers learners to make decisions informed by the generations to come, how they live today, and what they dream of for learners through developing skills in exploration and investigation. Learners are supported to use their knowledge, attitudes, and values systems to explore significant future-focused issues through the domain of sustainability, interconnectedness, and global citizenship.

WELL-BEING
The curriculum offers all learners opportunities to develop and display the best aspects of themselves, mind, body, spirit, and heart. Further identity development, meaningful, and caring relationships, are nurtured and protected as learners develop the competencies to shape and grow. Caring for the land and physical activity are valued as an essential part of the curriculum.

How We Teach

The Image of the Learner in the Program Blocks and the “Pedagogies” provide us with common language.



Pedagogies



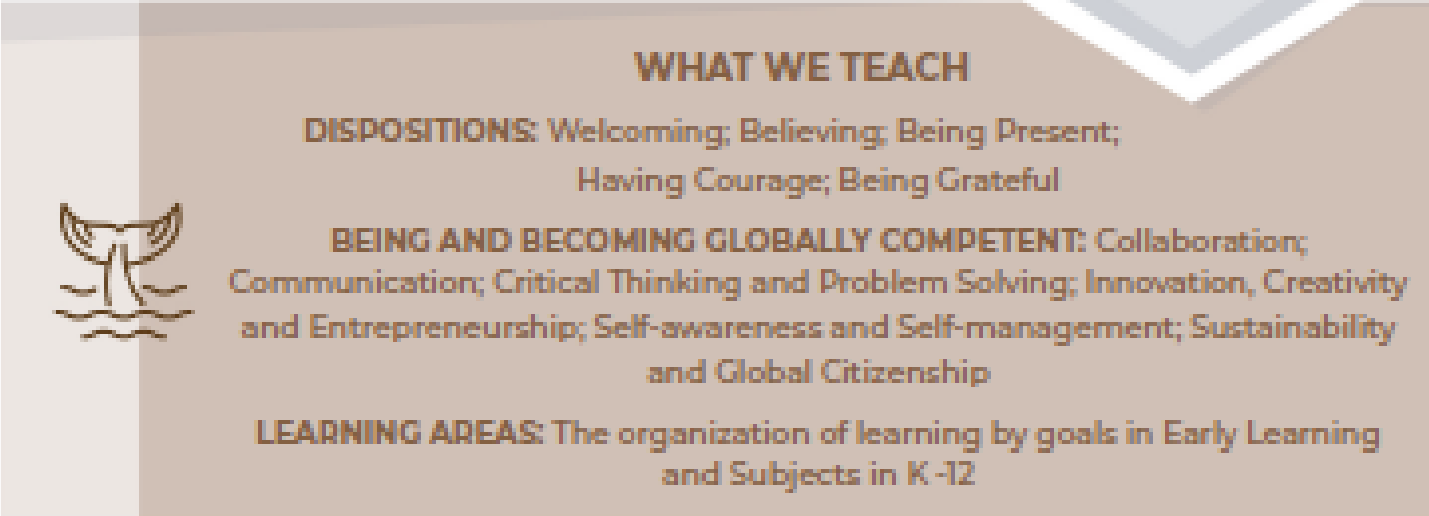
There are 6

1. Holding Each Learner in the Highest Regard
2. Safe and Positive Spaces
3. Direct Instruction
4. Experiential Learning
5. Play and Inquiry
6. Relevant Learning

What We Teach

The Dispositions

...are developed and strengthened through encouragement, modelling, and participating in a supportive and healthy environment.




WHAT WE TEACH

DISPOSITIONS: Welcoming; Believing; Being Present;
Having Courage; Being Grateful

BEING AND BECOMING GLOBALLY COMPETENT: Collaboration;
Communication; Critical Thinking and Problem Solving; Innovation, Creativity
and Entrepreneurship; Self-awareness and Self-management; Sustainability
and Global Citizenship

LEARNING AREAS: The organization of learning by goals in Early Learning
and Subjects in K-12



What We Teach

WELCOMING by showing hospitality and openness

BELIEVING in oneself, in the value of learning and in what is possible

BEING PRESENT by practising curiosity and reflection

HAVING COURAGE to strive, make mistakes, offer forgiveness, and to think differently

BEING GRATEFUL by practising respect, patience, and generosity



Becoming Familiar with the Learning Areas

✓ BIG IDEA: EXPRESSION

Skill Descriptor: Curate and present content to communicate facts, ideas, and opinions.

Global Competencies: CL, CM, ICE

Achievement Indicators:

- Make informed selections of content to communicate
 - Present content in manner appropriate for audience and purpose
-

English Language Arts 6-12



CURRICULUM COMPANION DOCUMENT

Description and Rationale

This English Language Arts Companion Document for 6-12 encompasses the experience, study, and appreciation of language, literature, media, and communication. Within this companion document, language processes (reading, representing and interacting) are explained as being interrelated and interdependent; one strengthens and supports the others. Materials within this companion document support learners to become confident and competent language users by providing many opportunities to become engaged in English Language Arts and literacy in a variety of contexts. Materials also support educators to envision and design their courses with the portrait of the adolescent literacy learner in mind.



Integrated Language Process

Language is learned most easily when the various processes are integrated and when skills and strategies are kept within meaningful language contexts. The 6-12 English Language Arts curriculum is designed to be taught in an integrated manner so that the interrelationship between and among the language processes will be understood and applied by learners. This integrated approach should be based on learners' prior experiences with language and on meaningful activities involving speaking, listening, reading, viewing, writing and other ways of representing.

The 6-12 English Language Arts curriculum engages learners in a range of experiences and interactions with a variety of texts designed to help them develop increasing control over language processes. They strengthen their ability to use and respond to language effectively and purposefully, and to understand why language and literacy are so central to their lives.

CURRICULUM COMPANION DOCUMENT | EECO

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GS-10 PIF FULL YEAR ONLINE MODULES

Full Year Online PIF Modules with extra supports

- Grade 10
- Grade 9

VIEW / DOWNLOAD



G6-8 PIF FULL YEAR ONLINE MODULES

Full Year Online PIF Modules with extra supports

- Grade 6
- Grade 7
- Grade 8

VIEW / DOWNLOAD



FRENCH APPRECIATION

The goal is for students to be able to see themselves as bilingual (or plurilingual) learners. Language plays an important role in our Canadian identity, and students need to feel a sense of confidence in and an appreciation of learning an additional language.

- Grade 6

VIEW / DOWNLOAD



LA BIOGRAPHIE

This unit explores the impact and influence of famous Canadians on music, art, sports, science, and innovation in the world. Students will practice and acquire new vocabulary appropriate for the theme of biography writing.

- Grade 7

VIEW / DOWNLOAD



JE ME PRÉSENTE!

Students will learn vocabulary and expressions needed to understand when someone is describing themselves.

- Grade 6

VIEW / DOWNLOAD



J'EXPRIME MON OPINION

This package is focused on Speaking and Listening with the goal of building the vocabulary and structures essential to expressing and justifying opinions on a variety of topics.

- Grade 8

VIEW / DOWNLOAD



YOUTH EMPOWERMENT AND CLIMATE CHANGE

This unit examines the role of youth activists and empowers youth to consider their own role in combating climate change through the communities they are a part of.

- Grade 6
- Grade 7
- Grade 8

VIEW / DOWNLOAD



MAKING, SHARING, AND JUSTIFYING PREDICTIONS

This set of lessons explores exceptionalities by having students activate their prior knowledge through a whole class carousel brainstorm activity. Then, they identify what they would like to better understand about exceptionalities and view a video of testimonials to help develop their understanding. Finally, they experience the world through the eyes of a person with exceptionalities who narrates a short story. Students make predictions about the plot at various checkpoints through the narrative, and, in groups, students make, share, and justify their predictions with textual support.

- Grade 9

VIEW / DOWNLOAD



Companion Documents and Resources