



District Education Council – Superintendent Monitoring Report

Policy Name and Number:	ASD-W-ER 2.1 Academic Excellence
Reports Per Year:	One
Date of Report:	November 16, 2023
Policy Statement:	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.
Report Filed By:	David McTimoney, Superintendent
Report Supported By:	Dianne Kay, Director of Curriculum and Instruction Susan Young, Supervisor of Data and Accountability

Superintendent Interpretation:

- 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.
- 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.

Justification:

- In accordance with the *Education Act*, the duties of the superintendent as per Section 48 (a, b, b.1), include:
 - (a) providing leadership in the school district in promoting quality education, inclusive education, enhanced community involvement, and the efficient delivery of services.
 - (b) coordinating and administering the educational programs and educational services prescribed by the Minister.
 - (b.1) ensuring the implementation of best practice in teaching and evaluation methodology.

- For the 2023-24 school year, 34 schools in grades K-8 will begin implementation of the Holistic Curriculum created by the Department of Education and Early Childhood (EECD). All K to 8 schools will be using the updated curriculum beginning the 2024-25 school year, and all high school curriculum will be available on a digital platform by 2027. The holistic curriculum emphasizes that learning in the subject area curricula does not happen in isolation. It emphasizes the fundamental aspects of the environment (Shared Tenets) and instructional approaches (Pedagogies and the Image of the Learner) in each program block. It expands the learning outcomes to include expectations for instruction of character (Dispositions), transferable skills (Global Competencies), and subject matter (Learning Areas). It brings a common language to all curricular areas and includes the continuum of learning starting with early learning. [Home - NB Curriculum Framework \(nbed.ca\)](https://nbed.ca)
- At the high school level, new graduation requirements began for students entering Grade 9. High school students will begin to accumulate credit hours in Grade 10. [316A.pdf \(gnb.ca\)](#) Students in grades 11 and 12 during the 2023-2025 school years will continue to work towards graduate requirements found in Policy 316A. For students expected to graduate in 2026 and after, the graduation requirements will change. Policy 316B indicates that as of 2026, graduates must: have met learning requirements prescribed in Grade 9 curriculum, have completed compulsory credit-hours in Grades 10 through 12, have accumulated 100 credit-hours to apply for graduation, and have developed a documented career-life plan.

Compliance:

- ASD-W develops and monitors a District Plan (DP) as per the Education Act, Section 48(2)(c). The DP for 2022-2025 has three priority areas: Classroom Practices, Learning Environments, and Leadership & Teaming. For 2023-2024, annual goals are established with targets and measures, specific to Literacy, Numeracy, Well-being, and Leadership & Teaming.
- ASD-W offers a quality educational program at all levels from K-12. Early French Immersion (Grade 1 entry), Late French Immersion (Grade 6 entry) are offered where sustainable programs can continue year after year. Courses to meet graduation requirements and post-secondary requisites are offered in each of our 19 high school settings. The Essential Skills Achievement Pathway is also offered in all high schools throughout ASD-W.
- 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 6 Centres: Energy, Health, Entrepreneurship, Digital Innovation, Language Learning, and Skilled Trades.
- 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.
- 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 and the focus this year is implementation at Middle Level. This initiative is known as “Creating a Path for Truth”.

- The Early Grades Literacy Assessment (EGLA) 2023-2024 is mandatory for K-2 English Prime Language Arts teachers, starting in September 2023, and for 1-3 French Immersion Language Arts teachers. *EGLA* supports New Brunswick's *K-2 Modernized English Language Arts Curriculum* and the *L'art du langage en immersion précoce 1e-3e année* documents. This new reading assessment tool helps teachers assess the five developmental areas needed to become a skilled reader:
 - **Phonological Awareness:** hearing and manipulating sounds in spoken words
 - **Phonics:** knowing the connections between printed letters and speech sounds
 - **Fluency:** reading with accuracy and expression
 - **Vocabulary:** understanding and using a range of words when communicating
 - **Comprehension:** constructing meaning from oral and print texts
- Data is collected annually on provincial assessments, report card results, and student feedback through surveys. This data helps the district monitor performance, celebrate strengths, and prioritize areas where support is needed.

Appendices:

- Education Act: Section 36.9(5)(a)(f): Authority and responsibilities of District Education Councils
[E-1.12 - Education Act \(gnb.ca\)](#)
- Education Act: Section 48: Duties of the Superintendent
[E-1.12 - Education Act \(gnb.ca\)](#)
- The District Plan
[District Plan – Anglophone West School District \(nbed.ca\)](#)
- Provincial Assessment Presentation
- Provincial Assessment Results – Current and Historic
- School Report Card Monitoring and Student Feedback on Formative Assessment and Student Work
- All Provincial Assessment Results (for all schools) are Found at the Following Link:
[Anglophone School District West Reports on Achievement \(gnb.ca\)](#)

I report compliance with ASD-W-ER 2.1 – Academic Excellence

David McTimoney