

2023-2024

Bridging Program

“Cultivating a Sense of Belonging
and Inclusivity that Empowers
and Honours All Learners”

understood
home
choice
belonging
valued
family
roots
caring
open
community
safe
seen
happy
warm
team
value
included
welcome
respect
loved
and
validated
zero
heard
full
of
cozy
warm
team
value
included

Bridging Assessment Tool

Acknowledgements

This work was co-created by our 2022/2023 Bridging Participants and DEECD Bridging Team. The work is a reflection of personal experience, gathering of new knowledge and sharing of common practices.

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Structure and Content

Teachers and Educators are encouraged to use their professional judgement to consider other possibilities as they engage in the on-going creation of this tool.

We see this as a “living document”

The following scale is used throughout the tool to describe and understand the overall indicators of growth and increased knowledge.

LEARNING The vision, values, goals and learning principles of the New Brunswick Curriculum Frameworks	EXPERIMENTING The vision, values, goals and learning principles of the New Brunswick Curriculum Frameworks
Educators and teachers are still in the process of exploring these expectations to increase their understanding of these expectations and how to implement them in their context.	Educators and teachers are trying new ways of approaching their practice and are beginning to implement these curricular expectations.
PURSUIING The vision, values, goals and learning principles of the New Brunswick Curriculum Frameworks	REFLECTING The vision, values, goals and learning principles of the New Brunswick Curriculum Frameworks
Educators and teachers are continuing to extend their implementation of these curricular expectations and have made a visible impact in their practice.	Educators and teachers are deeply engaging with these curricular expectations and are continuing to consider new possibilities in their practice.

Belonging: Black, Indigenous, People of Colour

Learning	Experimenting	Pursuing	Reflecting
<p>Educator begins to recognize the need to explore different ethnicities, races and backgrounds of the learners within their environment and learning community</p> <p>Seeking information/inventory of different races within the learning space</p>	<p>Educator gathers materials that represent different ethnicities, races and backgrounds (books, puzzles, songs, poems, finger plays, etc.) and introduce them into the learning space</p>	<p>Diversity is visible in learning environments (posters, labels, etc.)</p> <p>Educator invites guests from different cultural backgrounds (families, care givers, etc.) to the learning community</p>	<p>Educators and learners can speak with confidence on how the learning environment reflects both the learners' homes and the community</p>
<p>Begin conversations around diversity with learners, families and colleagues</p>	<p>Evidence of diversity represented in different ways (books, pictures, songs) throughout the learning space</p> <p>Learners should see materials that "look like them"</p>	<p>Intentional conversations with learners around the importance of diverse representation within the learning space</p> <p>Learners are able to speak of their own skin colour with confidence</p>	<p>Educator is comfortable sharing their own learning and practices with others</p> <p>Engaging with community members to further enrich the learning space</p>
<p>Evidence of adding materials with diverse cultures in 1 learning area</p>	<p>Evidence of adding materials with diverse cultures in 2 or more learning areas</p>	<p>The cultures within the learning space are represented in most of the learning areas</p>	<p>Evidence of diversity represented in all learning areas</p>
<p>Educators begin to explore systemic racism within their system</p>	<p>Educator and learners explore what racism is in child friendly language and scenarios</p>	<p>Educators and learners feel comfortable addressing/talking about equitable practices based on race</p>	<p>Educators and learners feel comfortable addressing acts of racism within the learning space and beyond</p>

Reflections

What does this have me thinking?

What am I excited to try?

What hurdles may I encounter along the way?

Feedback from others

Belonging: Languages and Communication (Multiple Languages)

Learning	Experimenting	Pursuing	Reflecting
<p>Awareness of the need to value multiple languages</p> <p>Educator seeks information/inventory of spoken languages within the learning space</p>	<p>Educator gathers materials that expose the learner to multiple languages (books, puzzles, songs, poems, finger plays, etc.)</p>	<p>Multiple languages are visible in the environments (posters, labels, etc.)</p> <p>Educator invites guests with knowledge in languages (families, care givers, etc.)</p>	<p>Educators and learners speak with confidence on how the learning environment reflects both home languages and the languages of the community</p>
<p>Educator begins conversations around multilingualism with children, families, and colleagues</p>	<p>Evidence of languages represented in different ways (books, pictures, songs) throughout the learning space</p>	<p>Educator engages in intentional conversations with learners around the importance of multilingual representation within the learning space</p>	<p>Educator feels comfortable sharing your own learning and practices with others</p> <p>Educator engages with community members to further enrich the learning community</p>
<p>Educator acknowledges the need for different forms of communications (CORE boards, gestures, body language, eye contact)</p>	<p>Educator and learners begin to respect different forms of communications (CORE boards, gestures, body language, eye contact)</p>	<p>Educators and learners understand and engage in different forms of communications (CORE boards, gestures, body language, eye contact)</p>	<p>Educator and learners are able to maneuver seamlessly between different forms of communications (CORE boards, gestures, body language, eye contact)</p>
<p>Educator begins to connect with learners at their level during interactions</p>	<p>Educators sometimes approaches and meets learners at eye level</p>	<p>Educators are almost always meeting with children at eye level</p>	<p>Educator is able to advocate for the communication needs of all learners in different environments</p>
<p>Evidence of adding another language in 1 learning area</p>	<p>Evidence of adding more languages in 2 or more learning areas</p>	<p>Educators and learners feel comfortable addressing/talking about the importance of multiple languages in the learning space</p>	<p>Evidence of multiple languages represented in all learning areas</p>

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Feedback from others

Belonging: Celebrations

Learning	Experimenting	Pursuing	Reflecting
Educator begins to recognize/inventory different celebrations within the learning environment	Educator brings awareness of different celebrations that exist in our learning community to the learners	Educator and learners begin to find commonalities in different celebrations and explore customs of their fellow learners	Educator and learners pursue cultural community celebrations
Educator recognizes that there are varying cultures within the learning environment that need to be explored	Explore non-dominant traditions within the learning environment with the learners	Educator seeks community resources to build their knowledge of cultures and customs Imaginative play has better representations and has involved learners	Sharing knowledge with other educators within your facility/school Representation is pervasive throughout the learning environment
Awareness that a sense of belonging is not only about allowing everyone to participate but is about designing learning with everyone's accessibility (cognitive, physical and emotional needs) in mind	Educators are willing to ask questions and advice from educators, families and other professionals when developing the learning space with ALL learners in mind	Educators inform and engage the greater learning community about the needs of all learners Intentionality is evident in the learning space	Learners have awareness of diverse needs of learners and are curious instead of judgmental Learning space and interactions with and between children honors all learners

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Feedback from others

Belonging: Inclusivity (Physical, Emotional, Cognitive)

Learning	Experimenting	Pursuing	Reflecting
Educator re-thinks or learns a new way to support and incorporate materials into the learning environment	Educator begins to incorporate learning materials to support universal design for learning into the environment	Educator anticipates the needs of all learners and incorporate materials that remove potential barriers in the environment	All spaces are accessible to all learners
Educator understands that the learning environment should reflect all learners	Educator begins to incorporate learning materials that reflect the learners in the learning environment	Educator ensures that all learners from the learning community are reflected in the learning environment	All centers and activities have representation of various needs and abilities
Educator is willing to redesign or change space to accommodate physical, cognitive, or emotional needs of a learner	Educator begins to redesign or change space to accommodate physical, cognitive, or emotional needs of a learner	Educator redesigns or changes the learning space to accommodate physical, cognitive, or emotional needs of the learning community	Educator redesigns or changes the learning space to accommodate physical, cognitive, or emotional needs of all learners regardless of the need in your community
Educator notices that accommodations may be required for all learners to participate in special events, field trips and celebrations	Educator begins to consider accommodations necessary for learner to participate in special events, field trips and celebrations associated with facility or school	All special events, field trips, celebrations are accessible and enjoyable for all learners in the learning community	Any community member could enjoy full participation in special events, field trips and celebrations associated with facility or school
Educator recognizes that not all activities are inclusionary and develop a sense belonging	Educator begins to design activities that have layers for all activities for all ability levels	All learners have activities geared toward their age and ability within a shared learning space	All learners can access learning and centers together
Educator becomes aware of the responsibility families and caregivers have to inform educators on how to include their learner	Families and caregivers feel responsible to outline barriers for full inclusion of their learner	Educators, families and caregivers have conversations around what universal considerations are required for full inclusion of their learner	Families and care givers feel comfortable that all spaces, materials, and events are safe and inclusive for their learner

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Feedback from others

Belonging: Allyship

Learning	Experimenting	Pursuing	Reflecting
Educator uses coaches to invest in personal growth	Educator explores allyship with coaches to utilize methods in learning spaces	Educators offer and invite support and share knowledge with learners and other educators	Learners can speak to the importance of allyship
Educators re-think and reflect on their own values and how they align with allyship	Educators re-imagine previous practices through the lens of allyship	Educators continually reflect on and observe their own learning space	The learning space honors diversity of perspectives while maintaining integrity of the vision
Environment is reflecting of the majority	Educator Incorporates and observes how new materials are welcomed and used by the learners	Educator observes how new materials are welcomed and used by other educators	Learning environment is safe, positive and nurturing
Educator Looks for and acknowledges barriers	Educators plan for barriers	Educator navigates barriers with confidence and turns barriers into learning experiences	Educator consistently reflects on barriers with a pro-active approach
Educators recognize the need for allyship and note reasons for not feeling accepted in their learning space	Educator acknowledges power and forces of biases	Educator and learners have open conversation about equity and fairness (safe space)	Educators and learners extend conversations to others in the learning community
Educators understand that allyship universally applies to all communities	Educators and learners feel that allyship language is becoming more frequent and comfortable	Learning environment has authentic representation and identification in allyship	Educators and learners advocate for using allyship language, representation, and identification in the learning community
Educator Gathers ideas and activities around a sense of acceptance in allyship	Educator gathers observations around a sense of acceptance in allyship	Learning environment has evidence of a co-created vision	Allyship becomes pervasive and visible in the learning environment
Educators communicate a need for allyship in the learning space	Educator seeks knowledge with like-minded, trusted people/colleagues	Educator Incorporates and values community members and seek their knowledge	Educators continually self-reflect on creating a sense of equity and allyship in their learning environment
	Educator begins having conversations with learners on the topic of equity and allyship	Educator continues to have conversations with learners on the topic of equity and allyship	Educators maintain a mutual feeling of trust within their relationship with families and care givers
	Educator begins having conversations with families on the topic of equity and allyship	Educator continues to have conversations with families and caregivers on the topic of equity and allyship	Learners are able to use and advocate for equitable language in the community

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