ANGLOPHONE WEST SCHOOL DISTRICT

DISTRICT EDUCATION COUNCIL
Superintendent's Monitoring Report

Policy Name	School Culture		
Policy Number	ASD-W-ER 2.2	Number of Reports per year	1
Policy	*Anglophone West School District fosters an inclusive school culture that promotes a passion for learning among students and staff.*		
Date of Report	April 12, 2018		
Date of Previous Report (s) This School Year	N/A		
Date of Future Report (s) This School Year	N/A		
Report Filed by:	Catherine Blaney, Acting Superintendent		
Report Supported by:	Linda Dempsey-Nicholson, Community Schools Coordinator – Operations Karla Deweyert, Director of Education Support Services Dianne Kay, Director of Curriculum and Instruction		

Interpretation:

- This policy calls for the Superintendent to create a positive learning and working environment that is inclusive and supportive of both staff and students. Priorities for the District Education Council include partnerships, celebrating success and student voice.
- Culture refers to the way staff members work together and the set of beliefs, values and assumptions they share. (Association for Supervision and Curriculum Development (ASCD))
- Climate refers to the effect on students and staff, including practices; diversity; and the relationship among staff, parents, community and students. (ASCD)
- A positive culture and climate will promote students and staffs' ability to learn.
- Anglophone West School Districts Core Values (Pursuit of Excellence, Trust, Openness and Transparency, Collaborative Relationships, Support and Recognition, Shared Leadership and Engagement) define the culture we are establishing within

Policy Name	School Culture

our organization.

<u>Compliance with this policy will be achieved when:</u>
1. District develops and monitors a Positive Learning and Working Environment Plan (PLWEP). An annual report is provided to DEC in compliance with Section 48(2)(i) of the Education Act.
2. District develops and monitors a District Improvement Plan (DIP). (Education Act 48(2)(c))
3. District monitors school based Positive Learning and Working Environment Plans and School Improvement Plans (SIP) in order to support school with implementation of strategies.
4. District will actively promote opportunities to hear from students. Results are used to develop goals and strategies in the District PLWEP and DIP.
5. District will develop process and procedures to establish community partnerships.
6. District actively promotes our core values, which include support and recognition.

Policy Name	School Culture

Evidence:

District develops and monitors a Positive Learning and Working Environment Plan (PLWEP). An annual report is provided to DEC in compliance with Section 48(2)(i) of the Education Act.	• Directors and Coordinators meet regularly to review the District PLWEP • Working groups are established to monitor each goal. • The PLWEP is shared with administrators and community

District Positive Learning and Working Environment Plan
Appendices A - Karla will provide the annual report for the PLWEP.
Coordinators meeting schedule – Appendices B

District develops and monitors a District Improvement Plan (DIP). (Education Act 48(2)(c))	• Directors and Coordinators meet regularly to review the DIP • Working groups are established to monitor each goal. • The DIP is shared with administrators and community • Student voice is a focus of DIP goal 1 – Anglophone School District West will strengthen teaching practices and learning environments to foster the engagement of all learns with a focus on increasing student voice.

District Improvement Plan
Coordinators meeting schedule – Appendices B

Engagement is a multi-dimensional construct including three components: Behavioural, Emotional, and Cognitive.

Exit Survey – ASD-W

Relevance - Students find classroom instruction relevant to their everyday lives.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	8.0	8.0	6.1	6.1
2013-14	8.1	8.0	6.3	6.1
2014-15	8.3	8.0	6.3	6.1
2015-16	8.4	8.0	6.3	6.1
2016-17	8.3	8.0	6.4	6.1

OurSchool Data ASD-W Results

Interested and Motivated - Students are interested and motivated in their learning				
	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	72.0%	74.0%	38.0%	33.0%
2013-14	77.0%	74.0%	41.0%	33.0%
2014-15	87.0%	74.0%	40.0%	33.0%

| 2015-16 | 89.0% | 74.0% | 42.0% | 33.0% |
| 2016-17 | 89.0% | 74.0% | 42.0% | 33.0% |

Value School Outcomes - Students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	96.0%	96.0%	73.0%	76.0%
2013-14	95.0%	96.0%	73.0%	76.0%
2014-15	96.0%	96.0%	70.0%	76.0%
2015-16	96.0%	96.0%	71.0%	76.0%
2016-17	96.0%	96.0%	73.0%	76.0%

Sense of Belonging - Students feel accepted and valued by their peers and by others at their school.

	Elem	Cdn Norm	Secondary	Cdn Norm
2012-13	86.0%	86.0%	66.0%	72.0%
2013-14	86.0%	86.0%	63.0%	72.0%
2014-15	85.0%	86.0%	62.0%	72.0%
2015-16	85.0%	86.0%	63.0%	72.0%
2016-17	84.0%	86.0%	62.0%	72.0%

School Wellness Data – ASD-W

School Wellness Data supports a focus to be placed on improvement in the following areas as it relates to School Connectedness in the mental fitness component.

		I feel close to people at my	I feel I am part of my school.	I am happy to be at my school.	I feel the teachers at my school treat me fairly.	I feel safe at school.	I feel my learning needs are met at my school.
2010-11 **K-5**	ASDW	78%	84%	82%	85%	88%	N/A
	Prov	77%	83%	79%	85%	87%	N/A
2012-13 **6-12**	ASDW	76%	74%	68%	75%	79%	76%
	Prov	78%	76%	73%	77%	81%	79%
2013-14 **K-5**	ASDW	89%	86%	88%	90%	92%	N/A
	Prov	90%	88%	88%	90%	93%	N/A
2015-16 **6-12**	ASDW	79%	75%	69%	80%	83%	78%
	Prov	81%	80%	75%	83%	86%	81%

The NB Student Wellness Survey is conducted with students in Grades 4 -5 and Grades 6-12 every three years. Survey participation is optional though encouraged.

District monitors school based Positive Learning and Working Environment Plans and School Improvement Plans (SIP) in order to support school with implementation of strategies.	• **Administrators upload schools plans to the district One Site for review** • **District staff review each plan** • **District staff support a number of frameworks schools can use to strengthen the culture within their buildings**

Policy Name	School Culture

2017-2018

School Positive Learning Environment Plans	65 out of 69 Schools have uploaded plans to the district One Site
School Improvement Plans	63 out of 69 Schools have uploaded plans to the district One Site.

Participation in Frameworks to Strengthen School Culture	
Positive Behaviour Intervention and Supports	42 Schools Participating
Positive Mental Health	10 Schools Participating
Health Promoting Schools	18 Schools Participating

District will actively promote opportunities to hear from students. Results are used to develop goals and strategies in the District PLWEP and DIP.	• Promote and use data from Our School Survey • Promote and use data from New Brunswick Student Wellness Survey • Promote and use data from Grade 12 Exit Survey • Engage students in forums

Survey Participation Rates		
Our School	2017-2018 Elementary	2017-2018 Secondary
	91.1%	79.6%
Wellness	2016-2017 Grade 4 and 5	2015-2016 Secondary
	91.3%	60.7%
Exit Survey	Random Sample of Grade 12 Students	
	34% - Anglophone Sector	

Appendices C – Curriculum Think Tank – Agenda. Students from Anglophone West School District participated in this two-day provincial event.

District will develop process and procedures to establish business and community partnerships.	• Procedures and guidelines are developed to establish formal partnerships with businesses and community • Staff establish informal partnerships with businesses and community to enhance the learning environment of students

Policy Name	School Culture

ASD-W Policy 407-1 Community Use of Schools
EECD Policy 315 School/Community Partnerships and Sponsorships

2017-2018 School Community Partnerships	
Reciprocal Agreement /MOUs	80
Community Use of Schools Partnerships	47
Partnerships (Informal)	113

These numbers may not include informal partnerships occurring in schools.

District actively promotes our core values which include support and recognition	• District promotes student on the District website and through social media • District celebrates the accomplishments of staff through a variety of activities

ASD-W Website promotes the work of staff and students
Twitter – ASD-W Limelight

Compliance: I report compliance with this policy.

Superintendent's Signature: _____

DEC Chair Signature: _____

Date: _____

ANGLOPHONE WEST SCHOOL DISTRICT

Annual Report
Positive Learning and Working Environment Plan
2017 – 2018

The Education Act lists the duties of the Superintendent which include "making an annual report to the District Education Council at the end of each school year with respect to the progress and effectiveness of the positive learning and working environment plan in the school district." (48 (2)(i))

The two goals in the 2017-2018 Anglophone West School District (ASD-W) Positive Learning and Working Environment (PLWE) plan support the priorities within the District Improvement Plan. These strategies and actions contribute to strengthening the culture and climate of both schools and district learning and working environments.

District PLWE Goal/Focus 1, 2017-2018: Anglophone School District West will strengthen the collective understanding of positive learning and working environments. *"…shared beliefs shape the normative environment…these shared beliefs are in an important aspect of the culture…"(Dewitt 2017 pg 61)*

<u>**School PLWE Plans:**</u>
- Of the 69 schools, 65 submitted a school-wide PLWE plan for 2017-2018
- Of the 65 PLWE plans submitted, 62 schools used the district PLWE plan template for planning, 2 schools addressed a PLWE goal within their School Improvement Plan, and 1 school used their own template
- 22 schools developed a PLWE goal linked to strengthening the collective understanding of positive learning and working environments
- 27 schools demonstrated incremental planning to meet their three-year improvement strategy
- Strategies embedded within school PLWE plans to support the understanding of the components of PLWE include themes of: formation and strengthening of staff professional learning communities (PLC); staff focus on increasing collective efficacy; school-wide implementation of Positive Behavioral Interventions & Support (PBIS) model; formation of school based PBIS Teams; behavioral data walks; active staff and student leadership teams; staff training in the 5 components of a PLWE; strengthening of school based communication processes; celebrations of staff and student successes; wellness activities for staff and students

<u>**District Support:**</u>
- 15 schools requested support in developing their PLWE plan (FEC-9, OEC-2, WEC-4)
- From April 2017-April 2018, 26 schools received training in the 5 components of a PLWE (FEC-10, OEC-10, WEC-6). This number in addition to training from April 2016- March 2017, gives a total of 49 schools trained in the 5 components.
- From April 2017-April 2018, 16 schools received support in completing a behavioral data walk (FEC- 7, OEC-5, WEC-4). This number in addition to behavioral data walks facilitated from April 2016-March 2017, gives a total of 39 school teams experienced in the process of reviewing and analyzing school-based behavioral data.

- From April 2017-April 2018, 20 book studies were facilitated with school based PBIS teams to increase understanding of the 5 PLWE components and how to implement a PBIS framework.
- District staff from all Education Centres and the Office of Superintendent were surveyed in March 2018 to determine baseline understanding of the 5 components of the PLWE; planning for district staff PLWE October 2018 professional learning will be developed based upon the data collected
- The *ASD-W PBIS Model of Implementation* document is in DRAFT form. Feedback from school-based PBIS teams will be gathered in April 2018 with final revisions in May 2018 and district staff feedback in June 2018. The final document will be ready for release and for school use in September 2018.
- 14 schools have requested support in updating and drafting their 2018-2019 PLWE plan by June 2018 (FEC-9, OEC-1, WEC-4)

District PLWE Goal/Focus 2, 2017-2018: Anglophone School District West will strengthen the conditions for success by targeting strategies to promote connectedness in the educational community. *School connectedness is defined as "an academic environment in which students believe that adults in the school care about their learning and about them as individuals." (ASCD)*

School PLWE Plans:
- 52 schools developed a PLWE goal linked to promoting connectedness
- Strategies embedded within school PLWE plans to support the promotion of student connectedness include: increasing options for school wide activities and clubs; strengthening processes for documenting and interpreting behavioural data; teaching and applying self-determination theory constructs to students and staff; increasing development of student forums and leadership groups; anti-bullying and harassment initiatives; strengthening mental fitness among students and staff; focus on strengthening classroom management strategies and RTI; implementing and/or enhancing programs for developing self-regulation skills and to decrease anxiety; teaching, modelling, and reinforcing proactive behaviours; student interest surveys; multi-cultural events; parent focus groups; development of culturally sensitive and language specific handbooks for families; cultural competency training for staff; culturally responsive classrooms; school buddy clubs and playground pals; teaching adults skills to connect with students; staff training in strengthening resiliency; transition planning

District Support:
- 44 schools demonstrated shared decision making in the PLWE planning process
- As of April 2018, 42 schools are receiving embedded training and coaching in Positive Behavioral Interventions and Supports (PBIS) (FEC-11, OEC-13, WEC-18). Within the ASD-W PBIS Model of Implementation, 8 schools are in Phase 1, 32 schools in Phase 2, and 1 school is transitioning to Phase 3.

- 10 schools are receiving training and support in the Positive Mental Health framework (FEC-3, OEC-3, WEC-4)
- 18 schools are receiving training and support in the Health Promoting Schools framework (FEC-8, OEC-4, WEC-6)
- 30 educators trained in LGBTQ Train the Trainer for school communities in January 2018. These trainers have provided:
    - Training to 10 school staffs with 15 more schools scheduled to take the training in the Spring of 2018
    - Schools who have received the training will have receive 1 additional school team full day training and action planning meeting for moving forward to strengthen their school community
- All EST-Guidance received PL in November 2017-including policy updates, name change process, and strengthening use of NB LGBTQ Inclusive Education Resource

Along with the emphasis on targeted school strategies and the use of data driven decision making, the district and schools continued to implement a number of initiatives to further support the creation of a positive learning and working environment. Examples of these initiatives are:

DISTRICT WIDE INITIATIVES
• PLWE plan support provided to school based teams as requested
• PBIS Support -ASD-W PBIS Model of Implementation developed; embedded training and coaching
• School Culture and Climate PL
• Ongoing partnership and collaboration within the Integrated Service Delivery (ISD) model to strengthen Child and Youth Teams
• PLP-Individual Behaviour Support Plans (PLP-IBSP) -ongoing training, support, and consultation with EST-G and ESS teams
• Trauma Informed- school-based PL on request
• Compassion Fatigue-school based PL on request
• Newcomer Support PL
• Strategies for Promoting Positive Mental Health PL
• Challenging Behaviour PL on request
• LGBTQ+ Train the Trainer and PL on request
• Digital Threat Assessment Training for High Schools
• Parenting in a Digital World PL for parents
• PSSTWorld Report It Now online school safety reporting tool
• Sexual Violence Policy PL
• Healthy Youth Relationships Training
• Core Training -ASIST, VTRA, NVCI -safeTALK training (Suicide Alertness for Everyone)

Promotion of Theme Weeks and National event days:
- Safe Schools Week-September 2017
- Orange Shirt Day-Reconciliation September 2017
- Becca Schofield Day-September 2017
- International Day of the Girl -October 2017
- Provincial GSA Conference-October 2017
- NB Wellness Week-October 2017
- Atlantic Canada Career Week-November 2017
- Take Our Kids to Work Day-November 2017
- Diversity & Respect Week -November 2017
- Awareness of Children's Rights-November 2017
- Ring A Bell-December 2017
- Bell Let's Talk Day-January 2018
- Suicide Prevention Month-Yellow Shirt Day- February 2018
- Pink Shirt Day-February 2018
- Canadian Mental Health Week-May 2018
- International Day Against Homophobia & Transphobia-May 2018
- National Aboriginal Day – June 2018

SCHOOL WIDE INITIATIVES

- NB Chatter High Competition
- WITS Program
- Roots of Empathy
- Bully Smart Program
- WE Day / Me to WE activities/clubs
- How Full Is Your Bucket?
- Focus on Bullying
- GSA Groups-Safe Spaces
- Post the Positives
- Yoga
- Spin Bikes
- Terry Fox run
- Growth Mindset
- Unstuck & On Target
- Quit For Life
- Kids in the Know
- Mental Health and Wellness Fairs
- Strengthening Families – partnership with Stan Cassidy Centre

- RCMP Cyberbullying presentations
- ZONES of Regulation
- Respect ED (Red Cross)
- Beyond the Hurt
- Making Waves
- PBIS framework
- Peer Helpers
- Peacemaking and classroom kindness lessons
- Random Acts of Kindness
- 7 Habits of Happy Kids
- Wellness Week
- PARTY Program
- MindUP Curriculum/Mindfulness
- Mindfulness Mornings
- Tattling Vs Tootling lessons
- Big Deal Little Deal
- Teens Against Tobacco Use
- Be Safe
- LINK program
- Diversity and Intercultural Awareness
- Virtues

School Connectedness Activities:

- Best Buddies
- Cross-age Mentoring
- Intentional Adult-Student Connections-SOS (Saving One Student)
- Student Leadership Opportunities-Assemblies, Panels, Announcements, etc.
- Family Engagement
- Strengths-Based Clubs
- Wellness Week
- Wellness Wednesdays
- Looping
- Mental Fitness Activities
- Learning Styles
- Peer Mentors
- Activity Fairs
- Utilize OURSchool Data for goal setting
- Caught Doing Good
- Peer Mediation
- School Spirit/Songs
- Staff Gatherings
- Pay It Forward
- Give to Your Community Initiatives
- Cultural Events
- Playground Pals
- Positive School Messaging in Social Media
- Community Schools
- Invite Mystery Guests/Readers
- FN Talking Circles
- Big Buddies
- Tough Kid Program
- "Coffee with the Counsellor"
- Volcano Club
- Student led groups
- School gardens – planted and tended by students and staff
- Rainbow walkways

Lessons in Comprehensive Health/Guidance Curriculum:
- You & Your World
- Personal Wellness 3-5
- PDCP
- Cross-curricular connections
-

Small Groups:	Class lessons—sample topics:
• Friendship	• Accepting each other – diversity

• Self-worth (mental health)	• Celebrating Differences
• Social Skills	• Bullying Awareness
• Lunch Bunch	• Conflict vs. Bullying
• Early Morning Games Club	• Conflict Resolution
• PTSD Support Group	• Body Image
• Anxiety	• Mindfulness
• Managing Strong Feelings (Coping skills)	• Stress and the Brain
• Anger Management	• Stress Management Workshop
• Deployment Support Group	• Growth Mind Set
• Split Peas (family systems change)	• School Wide Expectations
• Emotion Awareness, Management and Regulation	• Exploration of Strengths – self and others
• Random Act of Kindness Club	• Healthy Relationships
	• Wellness Wheel and 5 Domains
	• Expected and Unexpected Behaviour
	• Empathy

Summary

District results indicate that of the 64 schools that have shared their PLWE plan, 54 referenced data sources to direct strategies and actions. In 2016-2017, 100% of schools that submitted their PLWE plan, used data driven practices to inform decision making. In 2017-2018, there is evidence that 78% of schools that submitted their PLWE plan are referencing data for the practice of decision making, with 54% of this group including detailed data points.

Baseline Data used to determine Strategies/Actions within school based PLEP		
2017-2018		
Yes	No	Somewhat
54	10	0
2016-2017		
Yes	No	Somewhat
66	0	0
2015-2016		
Yes	No	Somewhat
63	3	4
2014-2015		
Yes	No	Somewhat
42	21	7
Examples of data sources used by schools: OurSCHOOL (TTFM), NB Wellness Survey, Teacher Perception Survey, school based behavioral data, school based survey data, school based anecdotal records		

NB Student Wellness survey results:

		I feel close to people at my school.	I feel I am part of my school.	I am happy to be at my school.	I feel the teachers at my school treat me fairly.	I feel safe at school.	I feel my learning needs are met at my school.
2010-11 Elementary	ASDW	78.0%	84.0%	82.0%	85.0%	88.0%	N/A
	Prov	77.0%	83.0%	79.0%	85.0%	87.0%	N/A
2012-13 Secondary	ASDW	76.0%	74.0%	68.0%	75.0%	79.0%	76.0%
	Prov	78.0%	76.0%	73.0%	77.0%	81.0%	79.0%
2014-15 Elementary	ASDW	89%	86%	88%	90%	92%	N/A
	Prov	90%	88%	88%	90%	93%	N/A
2015-16 Secondary	ASDW	79%	75%	69%	80%	83%	78%
	Prov.	81%	80%	75%	83%	86%	81%
2016-17 Elementary	ASDW	49%	59%	62%	68%	69%	N/A
	Prov.	51%	60%	60%	67%	70%	N/A

OurSCHOOL survey results:

ASD-W Results				
Positive Teacher Student Relations – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. *Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2013-14	8.6/10	8.1/10	6.1/10	6.2/10
2014-15	8.8/10	8.1/10	6.1/10	6.2/10
2015-16	8.8/10	8.1/10	6.3/10	6.2/10
2016-17	8.8/10	8.1/10	6.3/10	6.2/10
2017-18	8.7/10	8.1/10	6.3/10	6.2/10
Advocacy at School – Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. *Results are based on a 10 point scale.				
	Elem	Cdn Norm	Secondary	Cdn Norm
2013-14	6.1/10	5.1/10	2.8/10	2.8/10
2014-15	6.9/10	5.1/10	2.7/10	2.8/10
2015-16	6.8/10	5.1/10	2.9/10	2.8/10
2016-17	7/10	5.1/10	3/10	2.8/10
2017-18	6.8/10	5.1/10	3/10	2.8/10

Annual Report
Positive Learning and Working Environment Plan
2017 – 2018

Types of Bullying – Grades 4-5 Numbers represent percentage of student experiencing bullying				
	Physical	Verbal	Social	Cyber
2013-14	17.0%	30.0%	27.0%	5.0%
2014-15	18.0%	30.0%	30.0%	7.0%
2015-16	19.0%	33.0%	30.0%	6.0%

Types of Bullying – Middle and High Numbers represent percentage of student experiencing bullying				
	Physical	Verbal	Social	Cyber
2013-14	14.0%	31.0%	27.0%	15.0%
2014-15	10.1%	28.6%	24.1%	13.9%
2015-16	9.8%	27.4%	23.7	12.9%
2016-17	9.6%	26.9%	23.9%	12.5%
2017-18	9.6%	27.2%	23.6%	12.4%

Next Steps for the District Positive Learning Environment Plan

1. Annual district PLWE plan comparative data since 2014-2015 demonstrates systemic gains within capacity building among teacher and paraprofessional leadership teams. The ASD-W PBIS Model of Implementation is one example of ongoing direct support to school based teams that assists staff in developing and strengthening skill sets for increasing connectedness and engagement among adults and students. PBIS coaching and training support within the school site context should continue.

2. Comparative data appears to demonstrate a decline in school based use of data to inform decision making for school improvement. However, school teams that have experienced the process of triangulating data through a behavioral data walk report insight and usefulness for incremental planning and determining evidence based strategies. Given the gains individual school teams have demonstrated, a renewed focus on timely development of PLWE plans including a feedback loop of district support should occur.

3. Data collated from the 2017-2018 school based PLWE plan review demonstrates the continued need for strengthening shared decision making, monitoring, and the implementation of high yield strategies. Given the increased understanding of culture, climate and the impact of the 5 components within the PLWE, it is recommended that SIP's and PLWEP's continue to function as separate plans.

4. The D-PLWE plan focus of developing collective understanding of the 5 components of a PLWE among Education Centre and Office of the Superintendent staff is the first step of the three year

improvement strategy in supporting schools with strengthening their PLWE. A full day PL training opportunity for staff in October 2018 is critical to increasing understanding and beginning collective discussion in how all staff contribute to the culture and climate of ASD-W as a whole.

5. In addition to the focus of supporting school based PLWE's, ASD-W is committed to the improvement process of the PLWE for district staff. District staff are open to collaboration across departments and disciplines. Contribution to the District-PLWEP is recommended with common work plan items focusing on strengthening the culture and climate. Development of the D-PLWEP should include an annual district data walk for district department teams for determining work plans and focus for improvement.

References

Blum, Robert W. (2005). A Case for School Connectedness. *Educational Leadership, Vol. 62, No. 7, pp. 16-20.*

Dewitt, Peter M. (2017). *Collaborative Leadership: Six Influences that Matter Most.* Thousand Oakes, California: Corwin.

Education Act, 1997, New Brunswick.

SUBJECT COORDINATORS' MEETINGS 2017 - 2018

MONTHLY MEETINGS

SC MEETINGS / LOCATION

SC MEETINGS	LOCATION
AUGUST 22, 2017 (MONDAY)	FEC - A
SEPTEMBER 18, 2017 (MONDAY)	WEC - SJ
OCTOBER 23, 2017 (MONDAY)	OEC - A
NOVEMBER 27, 2017 (MONDAY)	WEC - SJ
DECEMBER 11, 2017 (MONDAY)	FEC - A

SC MEETINGS	LOCATION		
JANUARY 22, 2018 (MONDAY)	OEC - A	PM-ESS-C
MARCH 19, 2018 (MONDAY)	FEC - A	PM-ESS-D
APRIL 16, 2018 (MONDAY)	WEC - SJ	PM-ESS-Council
MAY 28, 2018 (MONDAY)	OEC - A	PM-ESS-C
JUNE 11, 2018 (MONDAY)	FEC - A	PM-ESS-CO28

Curriculum Team Meetings by Subject Area - Mondays

- September 25, 2017
- October 30, 2017
- November 20, 2017
- December 18, 2017
- January 29, 2018
- February 26, 2018
- March 26, 2018
- April 23, 2018

Curriculum Think Tank: The 3 R's – Responding, Rethinking, Reforming
December 19-20, 2017
Fredericton Inn, Bicentennial Room
Agenda

This meeting will bring together thinkers from across grade levels and jurisdictions in the New Brunswick Anglophone sector to envision a design for curriculum that supports innovation, learning through personalization, and the development of global competencies. This curriculum will define the work of educators to support each student to develop a solid identity and be informed and empowered to make the world a better place.

December 19

8:30 – 8:45 Opening remarks (Kinuwehtahsit)– Walter Paul , St. Mary's First Nation, Elder in Residence

8:45-10:00 Welcome and Introductory Remarks

Looking forward – Chris Treadwell, Assistant Deputy Minister **(10 min.)**

What students told us

- Rethinking High Schools Video – Cheryl (5 min.)
- Our Schools data formerly TTFM - Inga, (5 min.)
- Recent Graduates Perspective Video – Suzanne (5 min.)
- Current NB High School Student Perspective –Subi Adhaikari, Amanda Zhang, Emily Beck, Piper Daken, Mikayla Annis (FHS/LHHS students) (10 min.)

Where we are now: Global Competencies – Kimberly Bauer, Director of Learning and Achievement

- Followed by video with NB students – makes connections to Global Competencies (5 min.)

Defining the expectations – Cheryl

Table Discussion – reflect on what you've seen and heard so far

10:00 -10:20 Break

Request participants shut down all technology devices to improve quality

10:30-11:30 Keynote Address

Creating Innovators - Dr. Tony Wagner, Expert in Residence at Harvard University's Innovation Lab

11:30-12:30 Lunch

12:30-2:00 Successes and Challenges: What are the innovations that are already happening in our schools/districts? What are the challenges? –

Speed Learning Activity - Facilitated by Directors of Curriculum and Instruction

2:00-2:15 Break

2:15-4:30 Designing for Tomorrow:

December 20

8:30-9:30 Designing for Tomorrow: Thinking about the teaching and learning of competencies

9:30-10:30 Designing for Tomorrow: Curriculum Design

10:30 – 10:50 Break

10:50-11:30 Designing for Tomorrow: Curriculum Design continued

11:30-12:30 Lunch

12:30-2:00 Designing for Tomorrow: Digging deeper into the opportunity for change

2:00-2:30 Review of 4 visual note charts

2:30-2:45 Wrap-up, Think Tank Feedback, and Expenses

Feedback - Your parting thoughts ...