



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

<b>Policy Name</b>	<b>Academic Excellence</b>		
<b>Policy Number</b>	<b>ASD-W-ER 2.1</b>	<b>Number of Reports per year</b>	<b>1</b>
<b>Policy</b>	<p><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></p> <p><i>The priorities for academic excellence established by Council:</i></p> <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>		
<b>Date of Report</b>	<b>November 25, 2021</b>		
<b>Date of Previous Report (s) This School Year</b>	<b>N/A</b>		
<b>Date of Future Report (s) This School Year</b>	<b>N/A</b>		
<b>Report Filed by:</b>	<b>David McTimoney, Superintendent</b>		
<b>Report Supported by:</b>	<b>Dianne Kay, Director of Curriculum and Instruction Susan Young, Data and Accountability Supervisor</b>		
<b><u>Interpretation:</u></b>			
<ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>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.</b></li> </ul>			

**Justification:**

- **For students to become lifelong learners, they need to develop skills that support adapting to the rapidly changing environment. (Dr. Tony Wager – *Most Likely to Succeed*, 2015)**
- **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)**
- **Extended for the 2020-21 school year is a continued focus on the prioritized curriculum, K-12 by the Department of Education and Early Childhood (EECD). This includes Exploration Time for K-2 used as a replacement guideline for You and Your World with anecdotal reporting. At 3-5 the Cross-Curricular block will have Science, Social Studies, and Personal Wellness. At K-5, Art, Music, and Physical Education will be reported separately to reflect the teaching of these specialty subjects. Middle level will follow prioritized curriculum to support adequate time and opportunity for depth of learning. Similarly, at high school there is prioritized outcomes for key curricular areas and guideline for other curricular areas.**
- **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)**
- **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)**
- **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)**
- **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)**

**Compliance:**

- 1. ASD-W develops and monitors a District Plan (DP). (Education Act 48(2)(c)) The DP for 2021-22 is a one-year recovery plan that is responsive to remaining in a pandemic. The focus areas for 2021-22 are Teaching & Learning and Social Emotional Learning & Well-being. Under Teaching & Learning, the goal is to support teacher growth in assessment and instructional practices to meet students' learning needs.**

**District Leadership are modelling high yield instruction and assessment practices in actions such as; professional learning opportunities, the development of learning and support tools, and networking and collaboration sites. ASD-W has a Teacher Resource site as a central hub for teachers to access.**

- 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>), and June 2021.**
- 3. Students in high school Language Arts courses, (both FI and Prime), Science courses and Numeracy courses will achieve strong results and be comparable with previous year's performance, striving for continued improvement.**
- 4. ASD-W encourages learning opportunities for students that extend experiences inside and outside of the regular learning environment. ASD-W Policy 350-2 *Gifted and/or Talented Learners* support Gifted and Talented youth and programming. The district fosters this extended learning through professional learning, sharing of opportunities and offering financial assistance. ASD-W Policy 350-2 was updated and released in June 2020.**
- 5. ASD-W has worked to support assessment changes in assessment practices. As part of the School Calendar, for high Schools, two weeks are described as "Assessment /Demonstration of Learning" weeks.**
- 6. 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.**
- 7. ASD-W has initiated 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 is scheduled to be at grades 9-12, second semester, beginning February 2022.**

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<p><b>8. EECD released an updated Grades 3 – 8 Science curricula for 2021-22. Teachers of ASD-W are being supported with professional learning and supports for a full year to work with the curriculum prior to its full implementation in 2022-23</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>9. K – 2 English Prime teachers, are engaged in professional learning with the Building Blocks of Reading. This is representative of a change to the reading outcomes of the curriculum. Resources materials have been provided to educators.</b></p> <p><b>10. Educators and students are provided with 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 3 Centres: Energy, Health, and Entrepreneurship.</b></p> <p><b>11. Essential Skills Achievement Pathway (ESAP) 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. In ASD-W 16 of 19 High School offering the program, to date.</b></p>	

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**Evidence:**

- **Appendix A: NB Global Competencies**
- **Appendix B: School Report Card, Our School, and CARR Data**
- **Appendix C: One Page Provincial Assessment Snapshot**
- [ASD-W-350-1 - Identification of Gifted and Talented Learners.pdf \(nbed.nb.ca\)](#)
- [ASD-W-350-2 - Gifted and Talented Learners - Opportunities.pdf \(nbed.nb.ca\)](#)
- **District Plan 2021-2022**

**Compliance: I report compliance with this policy.**

**Superintendent's Signature:** \_\_\_\_\_

**DEC Chair Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_