

### 2023-2024



**ASD-N** 

### CURRICULUM Annual Report 2023-24

Prepared by
The Curriculum Team



## Land Acknowledgement

ASD-N respectfully acknowledges the territory in which we live, work, and learn as the unceded, unsurrendered ancestral homelands of the Mi'kmaq people. We commit to ongoing relationships of peace and mutual respect as we strive to live up to the ideals of true reconciliation.

#### We are all treaty people!





### ASD-N CURRICULUM Annual Report 2023-2024

#### Misson

#### **Vision**

Our mission is to:

- Create collaborative professional learning opportunities for educators
- Support the development of relevant and meaningful professional learning communities
- Provide curricular resources and support

Educators empowered and inspired to engage in professional learning to support the achievement of all learners.

#### **VALUES**



- Trust: We commit to cultivating relationships of trust and respect with all educators.
- **Collaboration:** We commit to working together to support the achievement of all learners, including educators.
- Excellence: We commit to holding educators in the highest regard.
- Building Capacity: We commit to developing the leadership capacity of all educators.
- Communication: We commit to actively listening and providing timely and clear communications.

**Innovation:** We commit to a culture of innovation, personalization, and creative learning.

#### **LONG-TERM OBJECTIVES**



- High-functioning professional learning communities in all schools
- Educators able to access professional learning that is relevant, timely, and personalized
- Educators will have the resources and support they need to effectively deliver curricula
- Development of leaders in curriculum and instruction



### Message from the Director

Our team began this school year committed to four long-term objectives:

- High-functioning PLCs in all schools
- Educators able to access professional learning that is relevant, timely, and personalized
- Educators able to access the resources and support they need to effectively deliver curricula
- Development of leaders in curriculum and instruction

I am happy to report that, thanks to the dedication of the curriculum team, we have made great progress on each of these objectives.

We are currently working with the first cohort of ASD-N schools to strengthen the PLC model. Over the next three years, we will extend this work to eventually include all K-8 schools. Richard Dufour notes that the best professional learning takes place in the workplace, rather than the workshop. In high-functioning PLCs, teachers are learning together how to assess, understand, and respond to student learning needs. This results in increased collective teacher efficacy--something that researchers have deemed the number one influence on student achievement.

Apart from the relevant, timely, and personalized learning that happens within the PLC, our team prides itself on providing "just right" professional learning and resources to teachers. Each curricular team has developed a process whereby school leaders and teachers can reach out for the "just right" professional learning and resources that will help them meet the needs of their learners.

Finally, 2023-24 saw the launch of the "Leaders in Learning Academy." Developing and investing in leaders across our district is a key component to building and sustaining a culture of rich and ongoing professional learning. The purpose of the academy is to unlock the informal leadership that exists in classrooms across ASD-N and to take that leadership to the next level. Working with this first cohort of "Leaders in Learning" revealed that the future is bright in ASD-N.

None of this would have been possible without the passion, expertise, and unwavering dedication of the ASD-N Curriculum Team. I am grateful to have worked with such a talented team.



Gail Craswell



### Literacy

ASD-N aspires to provide all students with a rich, research-based learning environment that fosters literacy skill development while nurturing a love of reading and expression.

#### **SUPPORTS**



District Leads: Currently, our two leads will be focused on the K-5 level, specifically in supporting the implementation of the new K-2 curriculum and new-to-grade-level teachers. They are available for coaching, modelling lessons, PL, and PLC involvement. The SAC will support in these areas at the middle and high school levels.



Embedded Leads: School-based leads are both literacy coaches and interventionists. They will lead PLCs, co-teach, and address gap's through intervention. They will receive continuous training from ASDN.



#### Subject Area Coordinator can help with:

- data analysis
- data-informed systems change
- development of effective literacy PLCs supporting beginning, new-to-grade, and struggling teachers
- providing personalized PL
- navigating new and existing curriculum
- using screeners to inform instructional decision-making
- flexible grouping and scheduling
- PowerSchool
- Resources
- proposals to support programming

#### ELEMENTARY

- Implementation of K-2 Curriculum
- System-wide use of the EGLA (Early Grades Literacy Assessment) in K-2 - support from EECD and ASDN
- ASDN 3-5 Universal Reading Screener to be piloted in schools with embedded leads
- ASDN 3-5 Writing Continuum and Grammar skills preand post-assessments: created by ASDN teachers
- Face-to-face after school PL: Word Study and Phonemic Awareness
- Lit Cafes (after school virtual mini-PLs): decodable texts, sound walls, orthographic mapping/high frequency words, etc.)
- 3-5 Holistic Draft Curriculum available for use
- BBOR D2L modules remuneration/supply time
- BBOR face-to-face PL for EST-Rs and new to grade
- Intervention support through ASDN and EECD embedded leads
- Dedicated Teams Site for resources and collaboration
- Lit North newsletter

#### **MIDDLE**



- 6-8 Holistic Draft Curriculum available for use
- ASDN 6-8 Universal Reading Screener to be piloted in schools with embedded leads
- ASDN 6-8 Grammar skills pre- and post-assessments: created by ASDN teachers and ready for implementation by interested schools
- Intervention support through ASDN embedded leads
- Dedicated Teams Site for resources and collaboration
- Lit North newsletter

#### **TEAM INFO**



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**Courtney Woods** Literacy Lead, K-5 Bathurst/Campbellton/Dalhousie courtney.woods@nbed.nb.ca

#### HIGH

- New draft curriculum for Grades 9-11 available for
- Development of Grade 12 curriculum this year
- Support for PowerSchool and Gradebook setup
- Dedicated Teams Site for resources and
- collaboration Lit North newsletter Grade 9 - Addressing Gaps:

Universal Reading Screener - Training available for the use of Informal Reading Inventory (Burns and Roe) as a reading screener. Piloted last year at MVHS and SSHS.

Grammar and Word Study Screener - Training available for use at grade 9 level. Piloted last year at MVHS.



### **Literacy Report**

#### **CONTEXT**

The priorities for the literacy portfolio were heavily influenced by the introduction of modernized curricula, the continued concern around learning gaps in foundational skills, and the growing prevalence of AI in language arts classrooms.

#### HOLISTIC CURRICULUM FRAMEWORK (HCF)

- **K-2 ELA Curriculum:** The new K-2 literacy curriculum was implemented in September, 2023. Although significant PL had taken place in the year prior, this curriculum included major shifts in practice which required continuous support throughout the year from the District literacy team.
- **EGLA:** The new Early Grades Literacy Assessment (EGLA) was also implemented this year. We had only two ASD-N pilot schools in the year prior, so this tool required significant support from the District literacy team and ASTs.
- **HCF Pilot Schools:** Six schools in ASD-N piloted the HCF. The District literacy team and embedded leads worked to support pilot schools in their transition to the HCF, with particular emphasis on reporting.

#### LEARNING GAPS

Of major concern to the literacy portfolio in 2023-2024 was the system-wide existence of gaps in foundational literacy skills. The nature of these gaps require the following: professional learning on foundational literacy skills at the upper elementary, middle, and high school levels, mechanisms for teachers to collect data on these skills, support with flexible grouping, and interventions. At the upper elementary, this work was supported by District literacy leads, embedded leads, and ASTs. At the middle and high school level, this work was supported by the Subject Area Coordinator. Screening tools were created at the District level to identify gaps.

#### ARTIFICIAL INTELLIGENCE

A primary concern brought to my attention by high school literacy teachers was AI. What began as panic soon turned to acceptance and finally to the question "How do I build my students' skills to be able to use AI ethically?". Through our ASD-N AI working group, we have curated resources that we feel will help to answer this question.

#### **Literacy Cont...**



#### Capacity Building with K-2 New Curriculum and EGLA

The graphic below represents the supports offered to build the capacity of educators to implement the new K-2 curriculum and EGLA. In addition to this, schools were funded between \$500 and \$1000 (depending on school size) to assist principals in the purchasing of instructional resources to support the new curriculum.

#### Supporting K-2 Curriculum Implementation

Building teacher capacity to implement the new K-2 literacy curriculum - Year Two

# Coaching/Mentoring District leads to focus on supporting K-2 teachers through coaching, modelling lessons, and PLC involvement.

#### Resources

Prioritization of K-2 resource development with particular focus on decodable text libraries, phonemic awareness and phonics resources.



Lit Cafes (after school virtual mini-PLs)

 topics include decodable texts, sound walls, orthographic mapping/high-frequency words, phonemic awareness)

Face-to-face PL:

- BBOR Transitional PL for EST-Rs and new-to-grade teachers
- Word Study and Phonemic Awareness

EGLA support through EECD and on site through literacy leads

#### Communication

Dedicated Teams Site for resources and collaboration.
Scheduled optional Q & A Teams Calls with SAC and Leads.
LitNorth newsletter and email groups to keep teachers updated.
Collaborative partnerships developed with First Nations community schools to provide professional learning on the science of reading.

## 3-5

#### **ELA to FI Pressure Point**

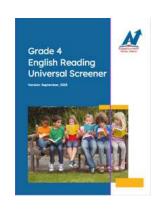
The ASD-N English and French Literacy Teams worked together to create supporting documents and screeners for ELA to FI teachers, a pressure point in our system, particularly in HCF pilot schools. These documents helped to identify key areas of transferrable language skills in the curriculum and to prioritize areas that were not as transferrable. We also held an after school PL on the materials, which was very well attended.





#### Other Focuses in 3-5

- Professional learning on the Building Blocks of Reading for all elementary EST-Rs, embedded leads, and ASTs
- Shifting the Balance: 6 Ways to Bring the Science of Reading into the Upper Elementary Classroom book study
- After school virtual Lit Cafe on the ASD-N 3-5 Writing Continuum and accompanying screener resources.
- Development of universal reading screeners for grades
   3-5 piloted at LER, TFES, PHES, and MAA





#### Foundational Literacy Skills Focus

- Creation of word study and phonics resource bundles for adolescent readers.
- Professional learning on word study and phonics delivered through supper PL and PLC meetings.
- Universal reading screeners for grades 6-8 piloted in DLMS, MAA, CMS, and NSER.
- Grammar screeners and slide decks developed and utilized at DLMS, MAA, Nelson, and NSER.
- PL on the Building Blocks of Reading for all middle school EST-Rs.
- Burns and Roe training for embedded leads







#### Foundational Literacy and Digital Literacy

- Universal reading screeners for grade 9 piloted at SSHS and MVHS.
- Fighting Fake News: Teaching Students to Identify and Interrogate Information Pollution book study
- ASD-N AI Working Group 10 teachers total Through a shared leadership approach, the group worked to craft a District vision for AI that empowers both educators and learners. They curated resource bundles, which includes tips sheets for ethical student use of AI, approaches to designing assessment with AI in mind, and an AI skills continuum and lesson plans.
- · Burns and Roe training MVHS, SSHS





96%

of Building Blocks of Reading Modules completed by original cohort. 275

requests for support, which led to school visits

33

beginning teachers supported by District-based literacy leads and Subject Area Coordinator. **231** 

ASD-N and First Nation community school teachers who accessed workshop-style PL online or face-toface with our team.



## Social Studies & First Nations Education

#### **SUPPORTS**



The First Nations Education & Social Studies team consists of a Subject Area Coordinator and two educational leads, one in the Campbellton/Dalhousie/Bathurst region and the other in the Miramichi/Rexton region.



Elders in Schools Program: This program is intended to allow students to build a meaningful relationship with an Elder(s) or knowledge keeper(s) and to build student capacity for intercultural understanding, empathy and mutual respect. In order to facilitate this, the teacher must commit to some pre-visit meetings and classroom visits with the First Nations Education Lead to plan and prepare.



Blanket Exercise is an interactive walk through the history of colonization in the land we now call Canada. After participating in the blanket exercise and learning about colonization and its impacts, the group will take part in a sharing circle led by an Elder to reflect and ensure that everyone leaves feeling understood and cared for. Available for staff and students.

#### **TEAM INFO**



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Director of First Nation Education matthew.sweezey@nbed.nb.ca



Melissa Dedam Subject Area Coordinator Social Studies & First Nation Education

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#### **PRIORITY AREAS**



#### TREATY EDUCATION

We are all Treaty People! Our knowledge and ways of being are woven throughout our daily interactions with learners. Wabanaki worldviews should be equally valued and opportunities cocreated to understand and honour historical and contemporary cultures and the nationhoods of Wabanaki Peoples.

#### **HOLISTIC CURRICULUM**



Social Studies gives educators the opportunity to center students as citizens of the classroom, school, community, country and the world. Support will be provided upon request to early adopter schools of the modernized curriculum. Leads will work collaboratively with those requesting support as well as teachers who are using aspects of the curriculum framework without being in an early adopting school

#### **RECONCILIATION**



Advancing reconciliation through education by creating professional learning opportunities for educators that promote an understanding of First Nations' historical and cultural contributions as well as the complexity of the historical record. Support is also available to assist schools and teachers with acts of reconciliation.



Patricia Miller

FNE & SS Lead K-12 Campbellton/Dalhousie/Bathurst patricia.miller@nbed.nb.ca



Rachael Bell

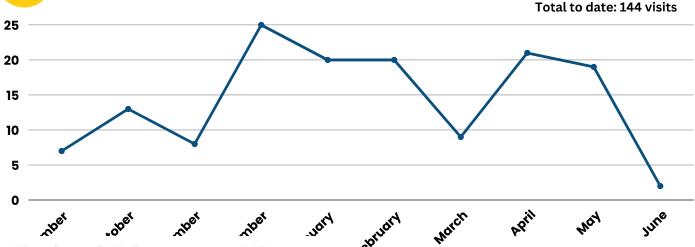
FNE & SS Lead K-12 Miramichi/Rexton rachael.bell@nbed.nb.ca



## Social Studies & First Nations Education Report



#### **Elders & Knowledge Keepers in Schools:**

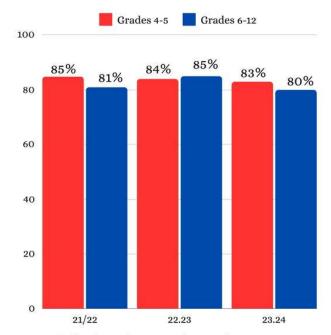


#### **Regional Enhancement Survey:**

| Participants  | Q1  | Q2  | Q3  | Q4  | Q5  | Q6  | Q7 |
|---------------|-----|-----|-----|-----|-----|-----|----|
| ASD-N         | 6   | 8   | 8   | 8   | 8   | 8   | 8  |
| ASD-N         | 9   | 9   | 6   | 7   | 6   | 8   | 9  |
| ASD-N         | 8   | 9   | 9   | 9   | 10  | 8   | 10 |
| ASD-N         | 9   | 7   | 8   | 9   | 7   | 10  | 10 |
| ASD-N         | 8   | 8   | 8   | 8   | 7   | 8   | 8  |
| ASD-N         | 8   | 8   | 8   | 8   | 7   | 8   | 8  |
| ASD-N         | 8   | 9   | 9   | 9   | 8   | 8   | 8  |
| ASD-N         | 7   | 8   | 7   | 9   | 9   | 9   | 8  |
| ASD-N         | 9   | 8   | 5   | 5   | 8   | 6   | 9  |
| First Nations | 7   | 6   | 6   | 6   | 4   | 4   | 5  |
| First Nations | 8   | 8   | 7   | 7   | 7   | 7   | 7  |
| First Nations | 9   | 9   | 10  | 10  | 10  | 9   | 9  |
| First Nations | 7   | 5   | 7   | 6   | 4   | 7   | 7  |
| First Nations | 8   | 8   | 8   | 8   | 8   | 8   | 8  |
| Other         | 6   | 6   | 6   | 7   | 7   | 7   | 6  |
| Average:      | 7.8 | 7.7 | 7.6 | 7.7 | 7.3 | 7.6 | 8  |

- Q1. How would you rate the overall effectiveness of today's meeting?
- Q2. How would you rate the overall progress of First Nations education in ASD-N?
- Q3. How would you rate communication with First Nations communities from ASD-N?
- Q4. How would you rate collaboration between ASD-N and First Nation communities?
- Q5. From today's meeting, how would you rate professional development being offered to teachers in ASD-N with regards to First Nation education?
- **Q6.** From today's meeting, how would you rate the promotion and implementation of culturally responsive teaching practices and resources in ASD-N?
- Q7. From today's meeting, how would you rate the cultural opportunities being offered in ASD-N?

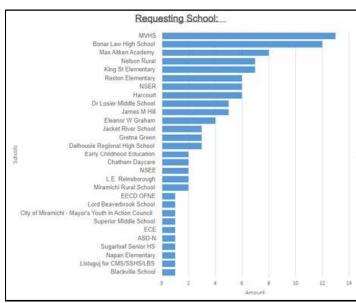
**ASD-N District Question:** Have you learned about First Nations (ex. Culture, history, traditions) in your classroom lessons in the last year?

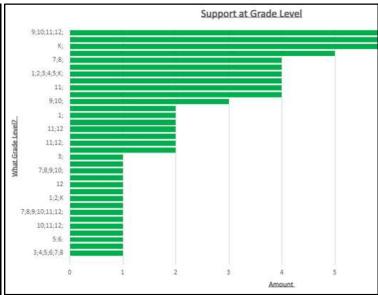


% of students who answered yes on the survey.

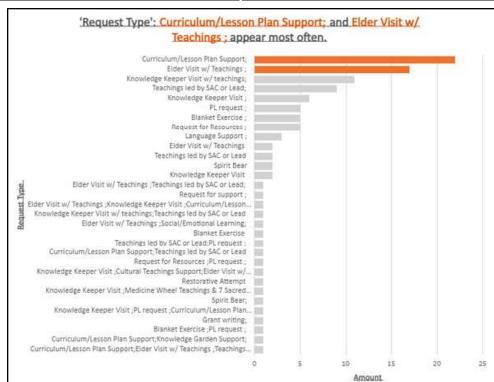
## Social Studies & First Nations Education Report

<u>Supports:</u> The leads are also going into schools across the district, *almost daily*, doing classroom visits, providing supports and resources to schools, teachers and students. Here are the requesting schools, grade levels and type of requests being made in ASD-N.













### **Highlights:**



#### Mi'kmaq Language Challenge:

Since the start of December 2023, the Mi'kmaq language challenge has been going strong. Each day, a new Mi'kmaq word is uploaded to the ASD-N First Nation Education Facebook group. The team has encouraged everyone to listen, learn, practice & share. The Mi'kmaw Language embodies the essence of Mi'kmaw identity, culture, and wisdom within its vocabulary and expressions. It serves as a fundamental pillar of identity; that is why every effort to revitalize the language is so important.

#### Professional Development, Let's Speak Mi'kmaq!

ASD-N had its very first Mi'kmaq Language Professional Learning meeting on Tuesday, February 20, bringing together all the high school Mi'kmaq language teachers in the district. The conference aimed to provide support in preserving and promoting the Mi'kmaq language by empowering and creating networks for educators in that role. Elder Donna Augustine's presence was instrumental as she shared her teachings and wisdom with the attendees. Language keepers, Geralyn, Denny, and Tiffany Gould from Nova Scotia delivered a compelling presentation that was well received by all the high school teachers. The conference created a sense of enthusiasm and anticipation for future meetings, indicating a great step forward in ensuring the continued support for the Mi'kmaq language being taught in the district. (Published in Monday's Message Newsletter, from Dean Mutch)





#### Cadmus Delorme Shares His Teachings.

After greeting staff on Opening Day last fall with a powerful message, Cadmus Delorme was in Miramichi today to share a similar message with local high school students. The Sipu Drum Group opened the session, and Cadmus had many important lessons to share throughout his talks. He spoke of the Indigenous world view, how education is shared through story and feelings, and how everything is about showing one's heart before asking for another's hand. He reminded all present that their generation would be the one to teach others. Cadmus is a Cree and Saulteaux First Nation from Saskatchewan. He is 42 years old and was a First Nation's Chief for 7 years. During this time he helped in three areas: cultural rejuvenation, economic self-sustainability, and political sovereignty. (Published in Monday's Message Newsletter, from Dean Mutch)



### First Nations Education Highlights

#### Teepee Teachings With Elder Tony Soloman!

Elder Tony Solomon from the Anishinabe tribe in Ontario came to ASD-N and shared his cultural teachings about the teepee. Students from MVHS, NSER, Bonar Law, and Elsipogtog School spent the day with Elder Tony, learning the process of setting up a new teepee and about living in harmony. He shared many teachings throughout the day and ended in a teepee raising ceremony & feast. It was a day of significant learning and great pride for all our students, staff and our special guest.



#### Mawiomi Celebrations!

To celebrate our indigenous students, family, friends and the traditional territory of the Mi'kmaq, on which ASD-N is situated, multiple schools have hosted mid-winter gatherings and Mawiomi events across the district, including MVHS, Jacquet River, LER, DRHS, NSER, and Bonar Law. Some events also included surrounding schools in the area. It was a day of learning from an elder, drumming, dancing, feasts, laugher and fun!

#### Let's Play Waltes!

EWG Middle school has taken on a pilot project to implement the ancient game of Waltes in the school. ASD-N has purchased two authentic Waltes boards from Knowledge Keeper John Garfiend Barlow from Indian Island and Waltes knowledge keepers from Elsipogtog came to the school to facilitate the initial training. Students from every class, several teachers and EAs have volunteered their time to learn the game and continued to teach others how to play.





#### It Takes a Team!

On May 21st, ASD-N hosted the second provincial First Nation Education team meeting. Representatives from all districts participated, except those from the west who had prior commitments. Strengthening First Nation programming, initiatives, and events in our schools required effective communication and collaboration among the entire provincial team. We are dedicated to using the Wabanaki Framework, the holistic curriculum, and the valuable insights of our respected elders as the foundation for our continued efforts.



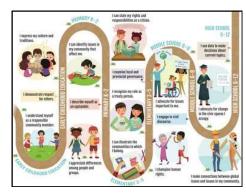
### **Social Studies Highlights**

#### **Civics Resources & Professional Development:**

In the fall, all Civic teachers received resources from CIVICX: CTRL-F and Politalks.

- <u>CTRL-F</u> a digital media literacy program that helps students identify false and misleading information, locate credible sources, and learn key context about online information.
- <u>PoliTalks</u> aims to cultivate the knowledge, attitudes, and skills to participate
  constructively in political discussions; activities help students practice active
  listening, perspective-taking, and respectful self-expression skills.
  (https://politalks.ca/about-civix/)

They also participated in a self-paced professional learning day where they were able to delve into all the resources that are available to them, including the D2L modules that EECD provided.





#### 📙 Regional Heritage Fair.

### The Regional Heritage Fair was held on May 17, 2024, featuring 71 projects from ASD-N. Matthew Lynch is advancing to the Provincial

Showcase in Fredericton on June 8th to represent ASD-N, while Owen Pelletier will participate in Canada's Young Citizen online competition.





#### **Holocaust Education Exhibit**

The Holocaust Education Exhibit was developed by Jasmine Kranat, founder of the Atlantic Canada Holocaust Education Foundation, with support from EECD. Facilitators from all four anglophone districts attended training on the exhibit on November 22 and 23, 2023, at the Saint John Jewish Historical Museum. ASD-N received their own copy of the exhibit in April 2024. Jasmine traveled to ASD-N to provide on-the-ground training for Adam Hayward and Rachael Bell from April 24-26, 2024, and April 29 - May 1, 2024.

From April 24-26, they facilitated four sessions for Modern History and World Issues students from DRHS and SSHS, hosted by SSHS. From April 29 - May 1, they set up the exhibit at the Miramichi Eco Center, thanks to a partnership with the City of Miramichi. They also hosted students from Blackville, BLMS, NSER, and MVHS in five separate sessions and held two sold-out public events in the evenings.

Jasmine plans to return in November to provide one final week of guidance and training for Adam and Rachael, after which they would be free to deliver the exhibit on demand across the district. The goal for the next school year is to bring the exhibit to Bathurst High School and James M. Hill in November. The exhibit is also translated into French, which would allow it to be delivered in both languages once the translation and printing are complete.





### Numeracy

ASD-N aspires to provide all students with a rich, research-based learning environment that promotes foundational skill development as students are provided the opportunity to develop a passion for Mathematics.

#### **SUPPORTS**



**District Leads:** We have two Numeracy Leads available to support classroom teachers with coaching, modelling lessons, PL, and PLC activities. The Subject Area Coordinator is hoping to work with teachers and schools on any exciting initiatives that will promote the development of numeracy competent learners within ASD-N.



Embedded Leads: School-based

numeracy leads will model best practices and implement centers to support student learning via peer coaching, co-teaching, interventions, data collection, PL and PLC activities. These leads will receive continuous support and training from the ASD-N. numeracy team.



**Subject Area Coordinator:** The K-12 subject area coordinator for numeracy is available to support students, teachers and administrators for all things relating to numeracy within ASD-N. This wide scope of tasks could involve data collection, personalized PL, support resources, teacher coaching or supporting new initiatives. The numeracy team looks forward to sharing and promoting successful stories happening within your schools.

#### PRIORITY AREAS



#### **SHIFTING MINDSET**

The numeracy team is committed to promoting learning environments that provide all students with the opportunity to enjoy the power of Mathematics. We strive to eliminate the "I just can't do Math" mindset that can creep into the minds of students in our Mathematics classrooms.



#### **DISTRICT ASSESSMENTS**

We will support the collection of meaningful data from our students that will help shape classroom teaching, differentiation and drive systemic change throughout the district. Our team is committed to providing assessments that will collect important data to help teachers and administrators make informed decisions in the area of numeracy education.



#### **FLUENCY**

We believe that developing numeracy fluency is fundamental to the success of students as they gain an appreciation for the power of Mathematics. Fluency is the foundation for our district to shape students with a true understanding of numbers and their patterns which will serve them well throughout their educational paths.

#### **TEAM INFO**



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**Cheryl Carroll** 

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Sandi Winchester

Numeracy Lead K-8 Bathurst/Dalhousie/Campbellton sandi.winchester@nbed.nb.ca



### **Numerary Report**

#### **PRIORITIES**

The Numeracy team has placed significant emphasis on preparing resources to facilitate the launch of the Holistic Curriculum Framework in the fall of 2024. Additionally, providing direct frontline support for teachers in the classroom remained a top priority for our team.

#### HOLISTIC CURRICULUM FRAMEWORK (HCF)

**HCF Pilot Schools:** Six schools within ASD-N piloted the HCF. The district numeracy team and embedded leads worked to support pilot schools in their transition to the HCF. Our team brought forth the concerns and comments raised by these pilot schools to the provincial learning specialist at EECD.

**Provincial Review:** Provincial Subject Coordinators collaborated with EECD to refine the K-8 pilot version of the HCF to better align with current resources and research-based practices for teaching Mathematics.

**Support Resources:** The numeracy team has been working tirelessly to address concerns heard provincially regarding the HCF. Our team has created realigned curriculum maps, laid out achievement indicator snapshots by phase, and developed one-page grade-level overviews highlighting the upcoming adjustments.

#### PROVINCIAL NUMERACY ASSESSMENT

The numeracy portfolio prioritized addressing deficiencies identified in our provincial assessment results from 2023. Our team convened cohorts of teachers from both grades 5 and 7 to discuss strategies and resources that could support teachers and students in preparation for these assessment years. Through the collaborative efforts of these teachers and district numeracy staff, multiple classroom resources were developed to support students in preparing for the online numeracy assessment

#### FRONTLINE SUPPORT

Teachers across all grade levels continue to grapple with learning gaps among their students. Additionally, our K-5 teachers, in particular, frequently encounter challenges related to content capacity and confidence. Supporting early career teachers and those new to their grade levels remains a top priority for the numeracy team as we strive to address teachers' immediate needs. With over 130 requests for classroom support, we are encouraged by teachers' recognition of the value in the knowledge and experience that our team brings to their teaching practices.

"Somehow it's o.k. for people to chuckle about not being good at math. Yet if I said 'I never learned to read," they'd say I was an illiterate dolt."



### **Success Stories**



#### NUMERACY EVENT AT CMS

This picture captures a perfect day in ASD-N! After analyzing their provincial numeracy assessment data, the Campbellton Middle School staff identified a need for improvement in foundational and derived multiplication facts among their students. In response, they organized a school-wide numeracy activity that cleverly integrated outdoor education, physical activity, and mental wellness components. And let's not forget the breathtaking backdrop that added to the beauty of this fantastic initiative.

#### **GATORS MATH CLUB**

The AST teacher at Gretna Green took the lead in establishing a noon-hour Math club for students in grades 3-8. The program's success was evident as it quickly gained popularity, prompting the need for sign-ups and a structured schedule to accommodate interested students. Despite sacrificing their lunchtime, students eagerly participated in collaborative sessions focused on tackling challenging mathematical tasks and problems. This initiative proves that engaging in mathematics can indeed be enjoyable and rewarding.



#### MATHEMATICS COMPETITIONS

Throughout ASD-N, students were offered opportunities to expand their mathematical knowledge through participation in various mathematics competitions. A total of 55 students from grades 7-9 across the district took part in the annual New Brunswick Mathematics Competition, sponsored by UNB and UdeM. Additionally, schools in the district continued to engage in the Canadian Mathematics Competitions, supported by the Centre for Education in Mathematics and Computing at the University of Waterloo.

A standout example of this enrichment initiative occurred at Bonar Law Memorial School, where 53 students voluntarily participated in the opening round of the Canadian Mathematics Competitions. The significant participation of over 10% of the student population in this optional activity reflects the dedication of BLMS staff to fostering a positive mathematical environment within their school.





### French Second Land

ASDN aspires to foster bilingual competence and cultural appreciation through dedicated French language learning for all learners.

#### **SUPPORTS**

Subject Area Coordinator can...

- attend PLCs
  - support beginning teachers, newto-grade and new to program
  - provide PLs
  - help navigate the new and existing curriculum
  - buy resources for classroom teachers, including on-line programs
  - analyze data
  - Good for Kids-funds
  - **Enriching and Promoting** Bilingualism-Funds

### SUPPORT

#### FSL leads can..

- attend PLCs
- coach and model best practices
- create resources
- plan short interventions
- support with the new curriculum framework

#### **PRIORITY AREAS**



- System-wide use of EGLA-FI for grades 1-3 FI.
- Interventions with embedded leads and Good for Kids.
- PLs on the 3 literacy strands (oral, reading and writing) and the different components.
- Teams site per grade level
- Phonological kit for schools.
- Support with the holistic curriculum.



#### FRENCH IMMERSION /IIDDLE AND HIGH

- PLs on the 3 literacy strands
- Implement new grade 7 curriculum.
- Team site per level for all FI teachers.
- Support with the holistic curriculum.
- Plan a French for the Future event.
- Support with High school changes.
- Partnership with Créteil.



#### OTHER FRENCH SECOND LANGUAGE PROGRAMS

- Center of Excellence in Language
- PLs on the 3 literacy strands (oral, reading and writing) and the different components.
- Team site per program.
- Support with the holistic curriculum.

#### **TEAM INFO**



Linda Dickson Subject Area Coordinator French Second Language

Linda.dickson@nbed.nb.ca



**Paul LeBlanc** 

French Immersion Middle and High Intensive Programs paul.leblanc@nbed.nb.ca



Tara Wilbur

French Immersion Elementary tara.wilbur@nbed.nb.ca



Learning French as a second language offers numerous benefits. It facilitates communication within the global French-speaking community, enhances cognitive abilities, enriches cultural appreciation, and opens up career opportunities in various fields such as diplomacy and international business.

#### **UPDATES:**

**HCF Pilot Schools:** Six schools within ASD-N piloted the HCF, with some offering an FI program. The district FSL team supported these pilot schools during their transition to the HCF by providing resources specifically designed for the FI program.

**High School French Designation:** Provincial Subject Coordinators collaborated with EECD to refine the process of this new initiative.

**Long term recommendation:** Provincial Subject Coordinators also work in collaboration with EECD to refine the process of the "High School Flexible Entry".

**EGLA FI:** This year, the new Early Grades Literacy Assessment for FI (EGLA-FI) was implemented. Previously, only two ASD-N schools had piloted it, necessitating significant district support. Grade 1-3 FI teachers received two full days to assess, and the FSL team provided additional support for new teachers.

**Good for Kids:** Five schools received funding to provide a 20–25-day intervention for their elementary students, resulting in progress for each learner.

**French Odyssey Mentors:** This year, we had six French mentors in schools. These mentors supported learners and teachers by creating fun and interactive French activities. For the 2024-2025 school year, we will have four French mentors.

**French Language Assistants:** This new collaboration between our province and France provided us with two FLAs at Nelson Rural School. For the 2024-2025 school year, two new FLAs will be coming to Nelson Rural School.

**Motivational guest speaker:** Through the Enriching and Promoting Bilingualism program, ASDN organized a presentation by Hughie Batterson for all grade 8 and 9 FI students. The event received excellent feedback from both students and principals.

**French Learning opportunity for ASDN staff:** Services Linguistiques and Leanardo Zambito Language learning had opportunities for all of ASDN staff to continue their learning in French.

#### LEAD SUPPORT

Teachers at all grade levels continue to address learning gaps among their students. Supporting early career teachers and those new to their grade levels is a priority for the FSL team as we work to meet their immediate needs.





Professional learning is essential for keeping individuals updated with the latest advancements and best practices in their fields, fostering innovation and adaptability, promoting collaboration, and enabling career growth and effectiveness. Here are two high level PLs offered to FSL teachers and administrators and about 30 participated in these conferences.







Although the COELL was an EECD initiative, ASDN teachers took part in many of their activities.







ASDN partnered with the Academy of Creteil in France in 2023, formalizing a collaboration that began years earlier. Sarah Boone, an MVHS teacher, has been partnering with a French teacher for the past four years. They met for the first time during the Juno trip, allowing 50 French students to meet MVHS students. Plans for next year include hiring a French teacher, expected to start in August.

EECD had funds for schools to plan their own activities that would promote bilingualism throughout the school during this week.



#### **SUPPORTS**



Subject Area Coordinator can...

- attend PLC's
- support beginning teachers, new-to-grade and new to program
- help navigate the new curriculum
- purchase resources for classroom teachers, including on-line programs
- analyze data
- provide Climate Action funds
- assist with ASD-N innovative grant funds

#### Science Lead can...

- attend PLC's
- provide PL sessions
- coach and model best practices
- co-plan and co-create resources
- introduce and support classbased projects and initiatives
- support with the new curriculum framework
- analyze assessment data

#### **PRIORITY AREAS**



#### **SCIENCE K-5**

- Renewed 3-5 Science and Holistic Curriculum Support
- K-2 Exploration Partner with Centre of Excellence
- Facilitate District PLC for Grades 3-5 Takeaway Tuesdays
- Promote Cross-Curricular, project-based and personalized learning opportunities - Eclipse 2024, STEMFest
- Provide learning opportunities from our partner organizations such as The Gaia Project, Brilliant Labs, Science East & more
- Provide support for 3–5 Inquiry Kits and activities

#### SCIENCE 6-8



- Renewed 6-8 Science and Holistic Curriculum support
- Creation of Grade 6-8 Inquiry kits and resources to complement the new curriculum
- Creation of leveled/tiered PL modules to support consistent and continuous growth tailored to school needs
- Integrating hands-on learning initiatives such as Seeing Science, Biomaking and more to support the curriculum
- Facilitate District PLC for 6-8 Takeaway Tuesdays
- Promote Cross-curricular, project based and personalized learning opportunities - Eclipse 2024, STEMFest

#### SCIENCE 9-12



- Renewed 9-10 Science and Holistic Curriculum support
- Provide PL throughout for the new 9-10 curricula
- Support for Inquiry-Based learning in 9-12 Labs.
- Facilitate District Science PLC for 9-10 Takeaway Tuesdays Provide opportunities for 9-12 Classes from our partner
- organizations
- Promote Cross-curricular, project-based and personalized learning opportunities - Eclipse 2024, STEMFest

#### **OUR TEAM**



**Joey Savoy** 

Science Subject Coordinator joey.savoy@nbed.nb.ca



Krista Nowlan

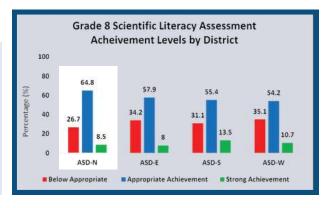
K-12 Science Lead krista.nowlan@nbed.nb.ca





#### **Gains in Scientific Literacy Skills**

We have been striving for a strong inquiry-based model of Science Education in ASD-N, and this effort was especially evident with our last Provincial Assessment results. ASD-N is at the top of the province at all 3 assessed grade levels and we saw an increase of 2% at the grade 4 level and **14%** at grade 6, from our previous year, achieving *Appropriate or Above*.

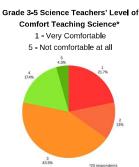


#### **Curriculum Support**

framework.

We have seen great strides in Science Education in ASD-N, but there is always higher to go. In a Fall 2023 survey, 78% of Gr 3-5 Science teachers surveyed indicated their comfort level teaching Science was 3 or below (out of 5). These results further pushed the urgency for providing higher level supports to ensure students are receiving the highest level of Scienctific Literacy Education possible.

(This survey will be offered again in the Fall of 2024 and the data compared)



#### **Professional Learning**

- Takeaway Tuesday Micro PL -13 sessions with 60+ participants and 250+ recording views.
- Smarter Science Inquiry and Assessment Training -43 grade 4, 6 & 8 FI and EP teachers - 3 days.
- Holistic Curriculum PL -Parkwood, EWG and LER.
- Al in The Science Classroom 4-part after-school series.

#### **Student & Teacher Supports**

- Direct In-class Supports of Inquiry & Project-based Learning - 15 schools, 22 multiple day/week projects and lessons.
- Connecting and Organizing
   Partners with Classrooms Brilliant Labs, Gaia, Centres of Excellence, Science East, UNB.
- Conferencing with Teachers -Virtual and in-person meetings.

#### **Resource Curation & Creation**

- ASD-N Science Newsletter -Monthly K-12. Curriculum updates, PL opportunities, partners, inquiry lesson ideas, classroom highlights.
- Resources to Support
   Science Curriculum Kits,
   projects, lessons, activities,
   rubrics & assessment
   documents.
- STEM North & Teams -Updates, content, news.



#### STEM Fest 2024 / Canada-Wide Science Fair

STEM Fest 2024 was a full day of outstanding student displays of inquiry learning, hands-on experiences, a Science show, prizes, and awards with over 70 students participating. Three ASD-N students travelled to Canada-Wide Science Fair in Ottawa, with one student returning with the Junior "Excellence In Astronomy" award!



#### NB Science Week 2024, BL Innovation Fair & NB Total Solar Eclipse

This was an extremely busy and exciting few months that culminated the week of April 1 - 8 2024.

#### **NB Science Week 2024**

- A collaboration with the NB Anglophone School Districts 4 days of over 70 virtual, interactive sessions.
- Over 1500 classes attended live, with over 5500 recording views in the weeks after.





#### **BL Innovation Fair (IF)**

- ASD-N Science collaborated with ASD-N Technology and Brilliant Labs to support the BL IF in Miramichi on April 4th.
- ASD-N Science provided in-class support to 10 students who attended IF with their projects.

#### **NB Total Solar Eclipse - April 8th 2024**

- Every school in ASD-N had teachers who received virtual or in-person Eclipse 101 safety training.
- 4 classes received in-person workshops with Discover the Universe, with many others attending virtually.
- Every student in ASD-N was provided with solar viewers to safely view the awe-inspiring natural phenomenon.
- Resources were curated and created and 7 classes received in-class support for their Eclipse projects.

#### **ASD-N Biomaking Pilot**

Biomaking is a cutting edge concept in the field of biofabrication in which learners can collaborate with harmless microbes like fungi, bacteria, yeast, and algae to design meaningful projects for a sustainable future.

ASD-N Science and Max Aitken Academy piloted a Biomaking initiative in preparation for its implementation in all ASD-N middle schools in 2024-2025. The 7 week pilot, inspired and supported by Brilliant Labs, focused on Science and Wabanaki Framework outcomes and assessment. We documented great success in students' ability to use their scientific literacy skills to take action on sustainability issues through playful and exploratory biomaterial design experiences.

Professional Learning for all 16 Middle Schools will begin in August 2024.





### vsical Education

In ASD-N, we champion lifelong well-being through comprehensive physical education, empowering students to embrace active lifestyles, develop vital skills and excel in all aspects of life.

#### **SUPPORTS**



Subject Area Coordinator can...

- attend PLCs
- support beginning teachers, new-to-grade and new to program
- help navigate the new curriculum
- supply necessary resources curriculum materials for Phys Ed teachers
- analyze data
- provide curriculum mapping
- assist with grant application
- organize & host district events

#### Phys Ed Leads can...

- attend PLCs
- provide PL sessions
- coach and model best practices
- co-plan and co-create
- modelling for Phys Ed games, activities and equipment

#### PRIORITY AREAS

#### PHYS ED K-5



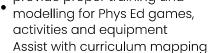
- K-2 All Kids Bike Program
- Facilitate District PLC for Grades 3-5 -PE Teams Site
- Offer Cross-Curricular and Outdoor learning opportunities
- Promote physical activity and wellness across the district
  Provide support for off-site physical activities and programs
- such as swimming, skating, climbing, skiing, biking & more
- Organize and support Take Me Outside Challenges
- Host District sporting events, races and jamborees
- Assist with setting up Elementary sports league schedules

#### **PHYS ED 6-8**



- Facilitate District PLC for Grades 6-8 -PE Teams Site Offer Cross-Curricular and Outdoor learning opportunities
- Promote physical activity and wellness across the district Provide support for off-site physical activities and programs such as High Elements climbing, skiing, biking &more
- Organize and support Take Me Outside Challenges
- Host District events, CC/ Bike races and jamborees
- Assist with setting up Middle school sports league schedules

#### resources organize & host District events support school based outdoor activity days provide proper training and



#### **PHYS ED 9-12**

- Grade 9-12 Holistic Curriculum support
- Facilitate District PLC for Grades 9-12 PE Teams Site
- Offer Cross-Curricular and Outdoor learning opportunities Promote physical activity and wellness across the district
- Provide support for off-site physical activities and
- programs such as High Elements climbing, skiing, canoeing, Outdoor Education trips &more
- Organize and support Take Me Outside Challenges

#### **OUR TEAM**



**Joey Savoy** Phys Ed Subject Coordinator joey.savoy@nbed.nb.ca



Jim Watters K-12 Phys Ed Lead Miramichi-Rexton area james.watters@nbed.nb.ca



**Mae Cameron** K-12 Phys Ed Lead Bathurst-Campbellton area mae.cameron@nbed.nb.ca



### **Physical Education Report**



#### Physical Education in Anglophone North

It has been a very busy, but successful year for Phys Ed in ASD-N. In addition to providing daily support to PE teachers, to ensure curriculum outcomes are met, our Phys Ed Team has gone above and beyond to offer numerous opportunities throughout the District to ensure that our students are keeping active and that there is something for everyone. Highlights and offerings from this past year include:

- 10 Cross-Country Meets (Elementary & Middle)
- Elementary Soccer Leagues and Jamborees
- Middle School Soccer Leagues
- District Mountain Bike Races
- ASD-N Archery Tournament
- Middle School Flag Football Tournament
- 5 District Track and Field Meets
- Elementary Basketball Leagues and Jamborees
- Smashball Elementary & Jamboree 30 Teams
- Middle School Basketball Leagues
- Middle School Volleyball Leagues
- Middle School Girls Softball League

- High Elements Climbing (Grades 5-12)
- All Kids Bike Program Districtwide
- First Tee Golf Program
- Floor Curling
- Disc Golf
- District Swim Program and Lessons
- K-8 Skating Programs
- District Floor Hockey Tournament
- Cardio Drumming Sessions Elementary
- Geocaching Activities
- Kicksleds and Snowshoeing
- Canoeing and Water Safety





### Physical Education Highlights



#### Phys. Ed Leads Recognized

We are very fortunate to have had both of our Anglophone North Phys Ed Leads be recognized this past year with major awards. Jim Watters was the recipient of the Inclusive Active Schools Leadership Award presented by Ability NB for helping grow the Para NB Sport program and Phys Ed Inclusion within the school system.

Meanwhile, Mae Cameron was honoured with the Physical Health and Education Canada National Impact Award for her exemplary and unique contribution to Phys Ed and Healthy School Communities through the development of innovative resources, practices and pedagogy that have shown results with a transformative impact







ASD-North continues to be a provincial leader when it comes to supporting Unified Basketball in the province. The game of Unified Basketball combines students with and without special needs/intellectual disabilities to play alongside one another. Unified Basketball Tournaments help create friendships, understanding and are very rewarding for all involved. This past year we held 3 District tourneys at Bathurst High, JMH and DRHS. In addition to the hosts, other teams competing included Sugarloaf, MVHS, Max Aitken Academy and teams from the Miramichi Special Olympics program



### Technology/Skilled Trades

We encourage teachers and students to imagine, design, and build new things using technology to meet curriculum outcomes. We believe in being creative and producing fresh ideas that make learning exciting and engaging. We want to help teachers and students think outside the box and bring their imagination to life.

#### **SUPPORTS**

Develop and deliver professional learning offerings, including topics such as digital storytelling and accessibility on the iPad.

Educate teachers about the importance of teaching students responsible and ethical technology use.

Support teachers in guiding students to design and pursue projects that align with their interests while addressing learning objectives.

Help develop methods for using technology to create formative and summative assessments, tracking student progress effectively.

Support new and existing PowerPlay projects/schools.

Support teachers in their use of PowerTeacher Pro.

Provide Professional Learning on the effective use of Glowforge in the classroom.

Share curriculum updates and resources.

Purchase equipment for Skilled Trades classrooms.

Help schools write grant proposals for the purchase of technology.

Help procure hardware and software for classroom use.

#### **PRIORITY AREAS**



#### TECHNOLOGY INTEGRATION

We will work with teachers and students to explore new ways to use technology in education. We embrace new tools and techniques that enhance learning experiences. Our team encourages experimentation and finding innovative solutions to challenges.



#### **PERSONALIZING LEARNING**

We want teachers and students to have a personalized connection to their subjects. We encourage critical thinking, analysis, and reflection to develop a deep understanding of concepts and skills. We want to help teachers create purposeful and meaningful learning experiences.



#### SKILLED TRADES

Trades education in schools imparts practical skills for real-world careers, fostering problem-solving, creativity, and adaptability. Our Subject Coordinator will work with schools to help purchase equipment for shops and share updates and opportunities with STTE teachers.

#### **OUR TEAM**



Jamie O'Toole
Subject Coordinator



Craig Duplessie



Adam Hayward
Innovation Lead



Angela Young
Power School PED /Innovation Lead

### Technology/Skilled Trades







K-5 Apple Learning Institute

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6-8 Apple Learning Institute

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Apple Teachers Can Create Photo

Apple Teachers Can Create Video

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Apple Innovation Keynote Dinner

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iPad Integration Workshop



Leading Innovation Series



Apple Academy: Digital Storytelling Series



Certified

Apple Teachers

Since 2022



Certified

Apple Learning

Coaches









Provided school leaders with opportunities for professional development that focuses on creating a culture of innovation at the school level

### Technology/Skilled Trades



April 4th, 2024 French Fort Cove Eco Centre We collaborated with Brilliant Labs to host the 2024 Innovation Fair. The event showcased light and space-themed STEAM exhibits in a darkened, immersive environment. ASD-N Innovation Grants supported teachers and students in creating exhibits.



2000 Visitors 500 Students 250 Projects











### **Music and Fine Arts**

In ASD-N, we are dedicated to nurturing the creative spirits of our students through vibrant music and fine arts programs. Through immersive experiences and innovative expression, we inspire students to discover their unique talents, foster a lifelong appreciation for the arts and cultivate well-rounded individuals who contribute greatly to our diverse and dynamic world.

#### **SUPPORTS**



- Subject Area Coordinator can...
- attend PLCs
- support beginning teachers, newto-grade and new to program
- help navigate the new curricula
- arrange PL in Fine Arts subjects
- supply necessary resources & curriculum materials for Music, Arts & Drama
- analyze data
- provide curriculum mapping
- assist with grant applications
- help organize & host district events

#### Music Lead can...

- attend PLCs
- provide PL sessions
- coach and model best practices
- co-plan and co-create music resources
- host music workshops
- support schools without music specialists
- introduce and incorporate literacy into the songwriting process
- provide music expertise into recording and digital production

#### PRIORITY AREAS

#### MUSIC & FINE ARTS K-5



- Support Elementary Drama PL and workshops
- Offer Cross-Curricular and Outdoor learning opportunities
- Promote Musical wellness across the district
- Provide ample resources to support music and art classrooms
- Inspire students and have them gain a love and appreciation for the Arts
- Arrange PL for teachers in specialty areas such as Music and Art

#### MUSIC & FINE ARTS 6-8



- Support Middle School Drama- PL and workshops
- Offer Cross-Curricular and Outdoor learning opportunities
- Promote Musical wellness across the district
- Provide ample resources to support music and art classrooms at the Grade 6-8 level
- Inspire students and provide opportunities for them gain a love and appreciation for the Arts
- Arrange PL for teachers in specialty areas such as Music and Art

#### MUSIC AND FINE ARTS 9-12



- Grade 9-12 Holistic Curriculum support Support High School Drama- PL and workshops Promote Cross-Curricular learning opportunities
- Promote Musical wellness across the district
  Provide ample resources to support music and art
- Inspire students and have them gain a love and
- appreciation for the Arts
- Arrange PL for teachers in specialty areas such as Music and Art

#### **OUR TEAM**



Joey Savoy
Music and Fine Arts
Subject Coordinator
joey.savoy@nbed.nb.ca



Terry Whalen
K-12 Music Lead
terry.whalen@nbed.nb.ca



### **Music and Fine Arts**



#### Max Aitken Art Gala

Provided district support for resources, art supplies & release time for a schoolwide enrichment K-8 Art day followed by an evening Art Gala to display the artistic creations of all Max Aitken students in various genres.









#### **Drama in Anglophone North**

Drama productions were alive and well in ASD-N during the 2023-24 school year. Elementary productions took place at 5 different schools and were supported by District funding by way of PL, equipment, tech resources, and release time. Including two schools hosting their first productions open to the public. Several ASD-N middle and high schools held shows and well and garnered numerous awards at the 2024 New Brunswick Drama Festival in Fredericton



#### **Outdoor Art Carts & PL**

Professional Learning was held for Elementary teachers on the topic of "Nature's Studio" focusing on teaching Art outside. As a result, 5 schools in ASD-N received Outdoor Art Carts filled with supplies valued at \$500 each



#### **School Art in the Community**

Students from Sugarloaf Senior High & the ASD-N ICE Center, under the guidance of Art teacher, Andrea Powers created snow sculptures for Campbellton Snofest at Sugarloaf Park as part of a community celebration



#### **Artists in Schools**

Teachers in ASD-N received a total of 6 Artists in school grants valued at \$21,100

- Reconciliation Vibrations Jacquet River
- Identity Unveiled Superior Middle School
- Inspiring the Animations of Tomorrow DLMS
- Historical Storytelling Via Drama Tabusintac
- Agissons Maintenant Terry Fox Elementary
- Whe Music and Art Collide Terry Fox Elem.



### **Music and Fine Arts**

The Brilliant Labs Provincial Songwriting Camp immersed student songwriters in refining their craft. Participants collaborated with fellow student musicians, industry professionals, received mentorship, and engaged in workshops and recording sessions. Students performed their new songs at the Brilliant Labs Gala and at the Innovation Fair. Student also attended the 2024 ECMAs as volunteers.





#### **District Music Support**

District Music Leads Terry Whalen & John Mann have been providing ongoing support to schools across the district and in particular those without music specialists in their building. In the Miramichi-Rexton area the focus has been on the songwriting & recording process, with student created songs being played on Rewind 95.9 on a weekly basis



#### **Music Equipment for Schools**

We have continued to support schools throughout the District with the purchase or cost sharing of new music equipment. Many schools have required new instruments that have become dated, broken, and worn out. In this past year, we have supplied various schools with new keyboards, drums, ukeleles, guitars, portable sound systems, microphones. and more





#### **Community Performances**

In addition to student songs being played weekly in the Miramichi region on radio station Rewind 95.9, students in ASD-North have also had the opportunity to perform for the public at community events this past year. One notable example included students from Mr. Chapados' Music/Guitar club at Sugarloaf Senior High performing for residents at a Seniors Home in Campbellton. ASD-N students also performed on Rogers TV Songwriters Circle and at the Brilliant Labs Innovation

Fair and Gala



### **EAL & Newcomer Students**

ASD-N aspires to provide a positive environment for all EAL and Newcomer students with opportunities to learn and grow socially and academically in English.

#### **PRIORITIES**

We will create and maintain an efficient enrollment process to make sure students are in school and learning with the supports they need

We will provide language testing to identify students who are in need of support in their language abilities

We will provide support in the form of EST-EALs in schools with a high percentage of students needing support and Tutors for other support

We will provide teachers with support in the form of workshops and/or resources to guide them in their practices with EAL students

## WHAT TYPE OF SUPPORT DO WE OFFER?

#### REGISTRATION

Centralized registration process through the Welcome Centre

#### ACADEMIC

Teacher or tutor academic support for language learning. Support with NSTPs



#### INTAKE ASSESSMENT

Intake language assessments of students to determine student and school needs.

#### SOCIAL-EMOTIONAL

Supporting families and schools with transition and culturally appropriate support (SWIS, MRMA, MACR)

#### **OUR TEAM**



**Bev Morris** 

Subject Area



April Walsh

Administrative Assistant



Tutors and Teachers EST-EALs and Tutor

Group



Community Partners SWIS, Community Groups



### **EAL Year End Report**

#### **PROFESSIONAL LEARNING**

#### ILA Training for EST-EALS, EST-Rs, ASTs, EAL Tutors

A number of individuals attended face-to-face Intake Language Assessment training with Kathy Whynot and Lisa DeLuca on Thursday, December 14th.

#### **EAL Tutor Training**

New tutors were provided individual training throughout the year.

#### **NSTP Training**

The EST-EALs were provided online training with Lisa DeLuca on Thursday, January 18th regarding when to use Newcomer Support Transition Plans and Angela Howe provided training on how to create and maintain these plans.

#### Workshop with Dr. Carol Salva

Select staff members from 3 schools (DLMS, BLMS and BHS) were invited to attend a workshop with Carol Salva, a US educator who has been working with newcomer students for a number of years, particularly those who are SLIFE (Students with Limited or Interrupted Formal Education). This workshop provided advice and support for schools that receive newcomer students with a wide variety of ability and diverse (possibly traumatic) backgrounds.

#### Capacity for Courage (C4C) - Team from Dr. Losier Middle School

Team members from Dr. Losier Middle School were selected for the Capacity for Courage initiative and were invited to attend a workshop with Sabrina De Jong as a kick off for their project which will provide support for Mental Health.

#### **RESOURCES**

#### **EAL Tutors**

17 EAL tutors at 15 different schools working with our Multilingual Language Learners (MLLs) for between 3 and 30 hours per week

#### **EST-EALs**

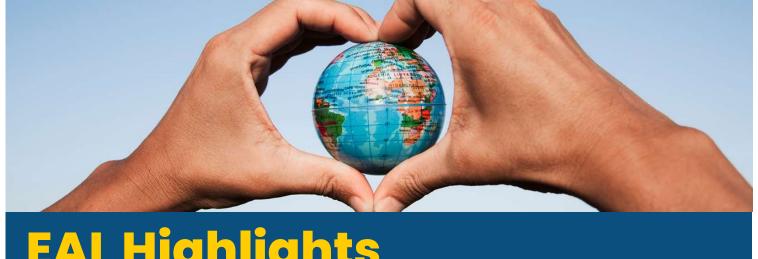
3 - 1.0 FTE positions and 2 - 0.5 FTE positions

Full-time at MAA, KSES and a shared position for TFES and PHES Part-time at KSES and DLMS

#### **Language Acquisition Tools**

- Learning A-Z (Raz Kids Plus)
- iPads and Bluetooth Earbuds for translation
- Tutor Binders

- Starfall
- Twinkl
- Sharepoint site (EAL Resources)



### **EAL Highlights**

#### **Cultural Fiesta**

A newcomer student group at JMH organized a fiesta to celebrate diverse groups represented in their school

#### **Innovation Grants**

Groups from Max Aitken Academy and Bonar Law Memorial High School granted up to \$1000 each to support cultural initiatives.

#### **MAA Culture Club**

A result of an Innovation Grant, the group has become the welcoming group to newcomer students. They have created a logo, had t-shirts printed, and sponsored fun activities for newcomer students.

#### MCAD Workshop at Dr. Losier Middle School

Students from DLMS were able to participate in the Maritime Centre for African Dance workshop at their school.

#### Relevant provincial/district statistics

Total Newcomer Registrations in New Brunswick March 2023 - March 2024: 3474 (3129 in 2022-2023, **1735** in 2021–2022)

In ASD-N March 2023 - March 2024: **232** (**188** in 2022-2023, **81** in 2021-2022)

In ASD-S March 2023 - March 2024: **1023** (**765** in 2022-2023, **411** in 2021-2022)

In ASD-E March 2023 - March 2024: 1481 (1463 in 2022-2023, 764 in 2021-2022)

In ASD-W March 2023-March 2024: **738** (**713** in 2022-2023, **480** in 2021-2022)

#### Total # of Newcomers since March 2023

232 students between March 1 of 2023 and March 1 of 2024 (majority needing language support)

#### Total # of Newcomers needing Language Support

172 students with CEFR levels between Pre A1 and B2

#### Total # of AEI Students

166 High School aged students (some returning, some new)

10 Middle School aged students

Some stayed for the full year, but most were in NB for a semester or less

#### Ongoing search for a Welcome Center Location

A possible location at NBCC Miramichi - TBD



### ASD-N 2022-2025 District Improvement Plan

Vision Mission Values

Personalization Innovation Engagement The Anglophone North
School District community
commits to engaging
children in an inclusive
environment that embraces
teamwork, responsibility,
innovation and personal
excellence

Trust
Collaboration
Excellence
Building Capacity
Communication
Innovation

### **District Priorities**

**Learning And Engagement** 

**Objective:** 

Create conditions and provide supports necessary to engage students in learning that is student-centered, culturally responsive, relevant, challenging, and evidence-based

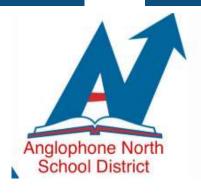
Initiative:

Provide professional learning and support that increases learning and engagement **Mental Fitness** 

Objective:
Develop resilient, connected,
life-long learners

**Initiative:** 

Provide professional learning and support to enhance the resilience and connectedness of staff and students



## Message from the New Director

I am excited to begin my new role as Director of Curriculum and Instruction for ASD-N! I believe strongly in leveraging shared leadership to improve learner achievement and engagement, develop teacher capacity, and enhance well-being throughout our system. With our strong curriculum team to support, I look forward to continuing the valuable initiatives underway, while forging a path for innovative approaches to enhance student and teacher learning. We are particularly excited about a couple of our initiatives:

- 1. Strengthening PLCs Through this multi-year project, the curriculum team will support all schools, in cohorts, to develop high-functioning PLCs. This will have major impacts on student learning, collective teacher efficacy, all while opening the doors for differentiated professional learning.
- 2. Get Moving, Get Outside Can ASD-N
  be "The Outdoor Learning District"? We
  believe the answer to be "Absolutely YES!".
  We recognize the importance of embedding
  outdoor learning and physical activity time in
  school schedules this time is "value-added",
  as the research clearly demonstrates that
  outdoor time positively affects both
  academics and social-emotional well-being.
  We are excited to have launched our first
  cohort of schools to pilot this initiative in the fall.
- PLCs and Embedded Leadership

  Key
  Considerations for Curriculum and Instruction

  Cultural Responsiveness

  Cultural Responsiveness

  Cultural Responsiveness

  Cultural Responsiveness
- 3. **Leaders in Learning Academy** After a successful first year of this initiative, we are excited to welcome our second cohort of educators into the Leaders in Learning Academy. This initiative provides an opportunity for educators to develop their curriculum leadership skills.

We will continue to work hard as a curriculum team to prioritize data-informed decision-making, differentiated professional learning, personalized and innovative learning, enhanced assessment practices/report card alignment, and instruction that is culturally-responsive and trauma-informed.

As my esteemed predecessor, Gail Craswell, noted in her message, "the future is bright in ASD-N", and I am honoured to be a part of it.

