

**LYNWOOD**  
STRATEGIES

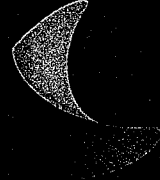
LONG-TERM RECOMMENDATIONS  
FOR NEW BRUNSWICK'S  
ANGLOPHONE EDUCATION SYSTEM

JANUARY 2024



# Introduction

- In November 2023, EECD announced that it will begin to implement several long-term recommendations put forward by the executive steering committee to improve the anglophone education sector.
- You will find the recommendations on the slides that follow, as well as discussion questions aimed at gathering your input on how we can collectively move forward.



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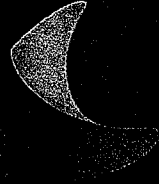
***CREATING ENVIRONMENTS  
WHERE LEARNERS THRIVE***

RECOMMENDATION	OBJECTIVE	RESULT
Move to address the emerging critical concern of chronic absenteeism and reinforce a culture of learning by working with school districts and stakeholders to draft a provincial action plan on school attendance.	Reduce the amount of chronic absenteeism across all age groups in the system.	A province-wide action plan and reduced chronic absenteeism.
Develop a new classroom composition model and a reasonable timeline to implement an improved inclusive and equitable system.	Ensure the right balance of students/teachers/ support staff in classrooms to ensure student success.	Ensuring the composition of the class enables student needs to be met through appropriate allocation of staff (some children are worth more or less than "one" when looking at max class sizes).
Leverage technology to enhance learning and personalization.	Provide curriculum options that use modern digital learning tools to provide additional methods for teaching and learning.	Learning is more personalized to meet student needs and interest and matches the learner where they are. This includes more class choices throughout the province, as well as an ability to leverage these classes outside of school time (summer for those that need to re-take a course, for example).



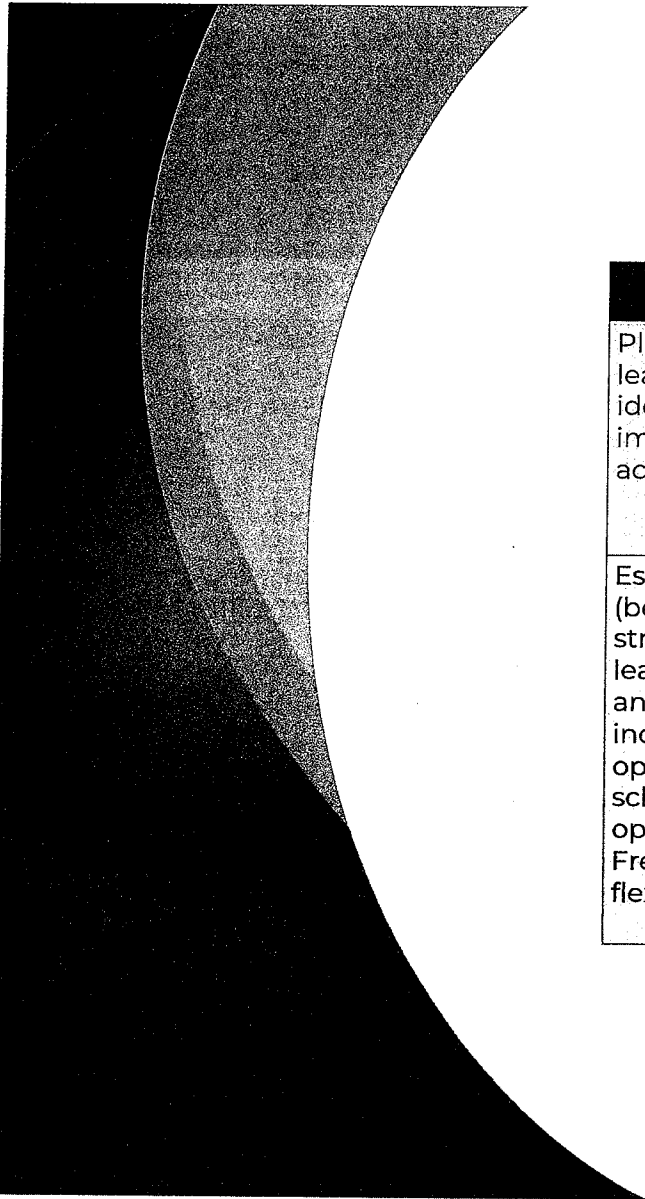
# Discussion Questions

- What should be included in a provincial action plan on chronic absenteeism?
- How could we rebalance classrooms to ensure all learners have access to an appropriate level of support?
- What is the best approach to using technology in classrooms while working to minimize screen time?



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***A FOCUS ON LEARNING***



RECOMMENDATION	OBJECTIVE	RESULT
Place a focus on middle school learners aged 11-14, by working to identify actions and programs to improve academic engagement, achievement, and well-being.	Have adolescents more engaged in school, community, and their own educational success.	Students are motivated, value learning and are better prepared for high school. They have the foundational knowledge and the ability to regulate behaviours.
Establish a clear plan (benchmarks/goals) for strengthening French language learning in New Brunswick's anglophone K-12 system, including expanding course options and opportunities for high school students, and exploring options for students to enter French immersion with greater flexibility based on readiness.	Increase the number of students graduating from high school with conversational French skills.	Students will be able to choose to come into immersion outside of the traditional entry points if they can demonstrate the appropriate competencies. (child from Doaktown moves to Fredericton in grade four, same for a child coming from Ontario).



# Discussion Questions

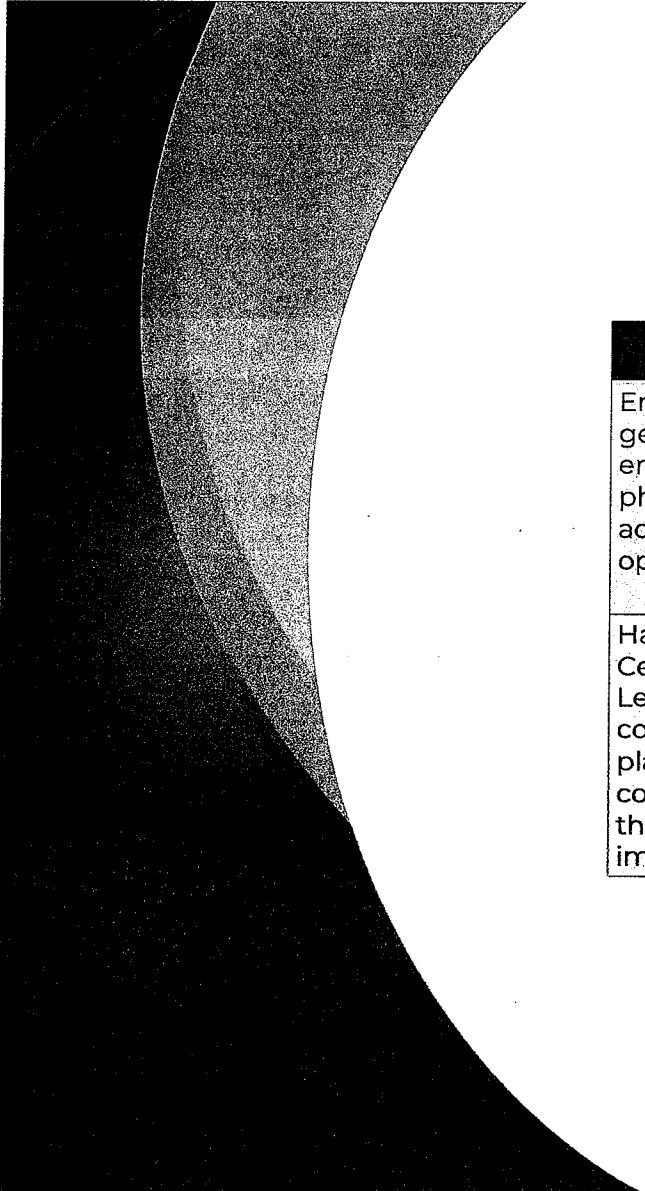
- What are some ways we could engage middle school learners to strengthen their connection to community and improve academic achievement?
- Aside from increasing accessibility and expanding course offerings, what other ways can we support students in their pursuit of learning French as a second language.





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***ENGAGING OUR COMMUNITIES***

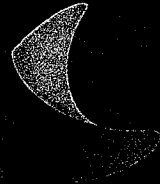


<b>RECOMMENDATION</b>	<b>OBJECTIVE</b>	<b>RESULT</b>
Encourage movement and getting outside, including embedding 30 minutes of physical education for K-8 daily in addition to outdoor education opportunities.	Have more outdoor learning and a minimum amount of physical education time daily.	Kids who develop healthy habits are in a better physical and mental state, leading to improved learning outcomes.
Have the recently announced Centre of Excellence for Language Learning develop a communication plan and support plan to help families and communities assist children in their success in French immersion.	Have parents more engaged in supporting their children learn French.	More community and private sector involvement, giving more authentic learning experiences to students.



# Discussion Questions

- What can schools and community members do to help promote the value of physical and outdoor education on a learner's overall quality of life?
- What are some ways we can we help parents and community members support students who are working to learn French as a second language?



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***ENSURING THE RIGHT  
EXPERTISE IN CLASSROOMS***

RECOMMENDATION	OBJECTIVE	RESULT
<p>Improve retention and recruitment of qualified teachers and specialized health service professionals in education.</p>	<p>Create a culture within the sector that encourages and supports professional educators and supporting resources to choose to work and stay in New Brunswick.</p>	<p>More teachers and health professionals entering the system and retaining those who are in the system beyond the first five years.</p>
<p>Support educational assistants in receiving dedicated training, professional learning, and opportunities to further collaborate with teachers.</p>	<p>Ensure the right supports are in place to help those helping students grow and learn.</p>	<p>A multi-year professional learning plan for education assistants, including a new approach to those with medical needs, if a different professional or support is best suited to help the child or group of children – this will complement the classroom composition recommendation.</p>
<p>Ensure teachers who work with early readers have specific training designed to maximize the development and outcomes of these students.</p>	<p>Train all relevant new and current teachers in the Building Blocks of Reading.</p>	<p>All teachers entering K-2 yearly will be trained. And those in the higher grades will also get training to ensure they know the new approaches to the learners who go into grades 3 and above. This will lead to better reading outcomes.</p>
<p>Develop and implement equitable access to professional learning for educators in resources, strategies, and interventions to best support each learner in English Prime and French language classrooms.</p>	<p>Have all classrooms supported with appropriate resources, strategies, and interventions to support diverse learners.</p>	<p>Teachers, regardless of area of expertise, will have the tools necessary to improve student achievement and manage classroom behaviour.</p>



# Discussion Questions

- What can schools and communities do to help attract and retain qualified teachers and specialized health service professionals?
- How do we ensure the right supports are in place to help students grow and learn?
- What tools and strategies could better support teachers in their efforts to best support each learner regardless of their classroom?