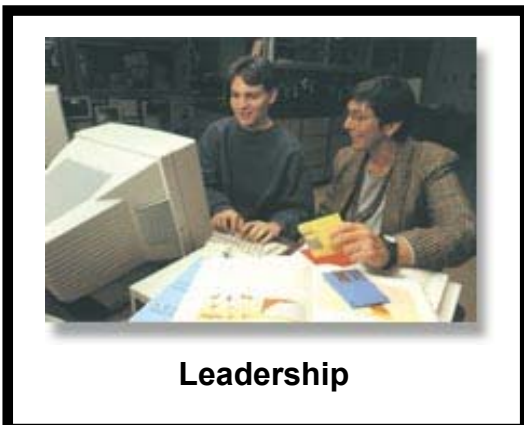
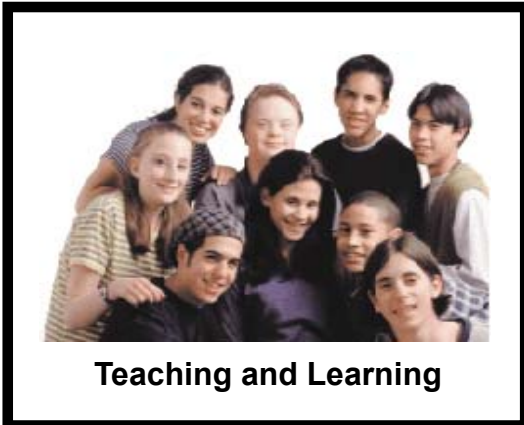


PRACTICES TO  
**“LOOK FOR”**  
IN OUR EDUCATION COMMUNITIES K-12





# INTRODUCTION

This booklet is designed to give a concise and readable statement of the Education Beliefs of the Province of New Brunswick, to highlight Best Practices to “Look For”, and to list some Examples of those practices currently at work in our schools.

The Beliefs, “Look Fors”, and Examples were compiled by Education Focus Groups from across the province. This initial gathering was reviewed and refined through additional input from teaching, administrative, school district and Department of Education staff.

## BELIEFS

The work of the Focus Groups recognizes that there are Beliefs fundamental to education in the Province of New Brunswick. These Beliefs are grounded in sound educational research and require support by all the participants in New Brunswick’s education community: parents, school and district staff members, District Education Councils, and the Department of Education.

## Practices to “LOOK FOR”

For those Beliefs to become more than just words on a page, they must become Practices that can be readily observed and “Looked For” when reviewing what is being done now in New Brunswick schools, reflecting on current practices, and planning what needs to be done in the future.

## Examples of Best Practices

The Focus Groups found that the overwhelming majority of Examples of Best Practices can be found at all points on the learning continuum, kindergarten through high school. Those examples are the ones used in this booklet. They are not a comprehensive listing, but only a starting point for study, discussion, and refinement.

Using the “Look For” section as a guide, educators may want to add further examples that are grade level, subject area, or learning environment specific. Space is provided to note Examples of Best Practices from your school and district as those examples continue to develop, evolve, and grow.

These materials are meant to be discussed, reflected on, and revisited often by teachers, teaching teams, schools administrators, other educational personnel, and parents. The Department of Education gratefully acknowledges the efforts of all who contributed to the creation of this document, and to all who use it to help improve the educational opportunities of students in New Brunswick.

**The Atlantic Canada Essential Graduation Learnings** provide the cornerstone for all learning and curriculum documents in the Province of New Brunswick.



## Essential Graduation Learnings For All Students In Atlantic Canada

By the end of grade 12 students will demonstrate knowledge, skills & attitudes in the following learnings:

### **Aesthetic Expression**

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Graduates will be able, for example, to:

- \* use various art forms as a means of formulating and expressing ideas, perceptions and feelings;
- \* demonstrate understanding of the contribution of the arts to daily life, cultural identity and diversity, and the economy;
- \* demonstrate understanding of the ideas, perceptions and feelings of others as expressed in various art forms;
- \* demonstrate understanding of the significance of cultural resources such as theaters, museums and galleries.

### **Citizenship**

Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

Graduates will be able, for example, to:

- \* demonstrate understanding of sustainable development and its implications for the environment;
- \* demonstrate understanding of Canada's political, social and economic systems in a global context;
- \* explain the significance of the global economy on economic renewal and the development of society;
- \* demonstrate understanding of the social, political and economic forces that have shaped the past and present, and apply those understandings in planning for the future;
- \* examine human rights issues and recognize forms of discrimination;
- \* demonstrate understanding of their own and others' cultural heritage, cultural identity and the contribution of multiculturalism to society.

### **Communication**

Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

Graduates will be able, for example, to:

- \* explore, reflect on, and express their own ideas, learnings, perceptions and feelings;
- \* demonstrate understanding of facts and relationships presented through words, numbers, symbols, graphs and charts;
- \* present information and instructions clearly, logically, concisely and accurately for a variety of audiences;
- \* demonstrate a knowledge of the second official language;
- \* access, process, evaluate and share information;
- \* interpret, evaluate and express data in everyday language;
- \* critically reflect on and interpret ideas presented through a variety of media.

## Personal Development

Graduates will be able to learn and to pursue an active, healthy lifestyle.

Graduates will be able, for example, to:

- \* demonstrate preparedness for the transition to work and further learning;
- \* make appropriate decisions and take responsibility for those decisions;
- \* work and study purposefully both independently and in groups;
- \* demonstrate understanding of the relationship between health and lifestyles;
- \* discriminate among a wide variety of career opportunities;
- \* demonstrate coping, management and interpersonal skills;
- \* demonstrate intellectual curiosity, an entrepreneurial spirit and initiative;
- \* reflect critically on ethical issues.
  - \*\* Physical Education remains the domain of each province. In New Brunswick, the learning of basic skills in this area is an extra component to be added under personal development.

## Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Graduates will be able, for example, to:

- \* acquire, process and interpret information critically to make informed decisions;
- \* use a variety of strategies and perspectives with flexibility and creativity for solving problems;
- \* formulate tentative ideas, and question their own assumptions and those of others;
- \* solve problems individually and collaboratively;
- \* identify, describe, formulate and reformulate problems;
- \* frame and test hypothesis;
- \* ask questions, observe relationships, make inferences and draw conclusions;
- \* identify, describe and interpret different points of view and distinguish fact from opinion.

## Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Graduates will be able, for example, to:

- \* locate, evaluate, adapt, create and share information using a variety of sources and technologies;
- \* demonstrate understanding of and use existing and developing technologies;
- \* demonstrate understanding of the impact of technology on society;
- \* demonstrate understanding of ethical issues related to the use of technology in a local and global context.

**Province of New Brunswick Education Mission Statement:**  
***"To have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment, and to contribute to a productive, just and democratic society"***



# TEACHING AND LEARNING

## BELIEF

**ALL STUDENTS CAN LEARN .**

**LEARNING TAKES PLACE IN A VARIETY OF WAYS.**

## LOOK FOR:

**PRACTICES WHERE**

**teachers learn of,**

**structure, and provide**



**meaningful learning opportunities that address areas of individual student strengths, weaknesses, and interests.**

## EXAMPLES

Learning opportunities are created that accommodate the physical, social, behavioural, and academic skills and needs of learners.

Teaching strategies employed and learning environments provided are flexible, varied, and inclusive.

Teachers give assignments that have choices which reflect what we know about individual learning styles and multiple intelligences.

Tools such as learning styles inventories and individual learning styles profiles are employed to collect information about learner preferences and strengths.

Instructional groupings are varied, inclusive, and appropriate for the learning (multi-age, ability grouping, regrouping, cooperative and collaborative, guided, and so forth).

Teachers model the underlying metacognitive strategies involved in learning the concepts being taught (awareness, perception, reasoning, judgment).

Teachers are aided in developing and implementing strategies to meet the needs of students with challenging behaviours by collaborating with school psychologists, resource teachers and support services, health agencies, and community education partners.

Special Education Plans are provided for students with exceptionalities.

Strategies and interventions have been developed and implemented to assist students who experience learning difficulties.

Student Services support teams are in place to help determine methodologies that best suit student skills and needs.

Schoolwide enrichment strategies and interventions have been developed to address the enrichment needs of all learners.

Opportunities are provided that support student learning, skills development, and exploration in and out of school contexts.

Beneficial partnerships that help students achieve curriculum outcomes are forged with parents and community organizations.



# TEACHING AND LEARNING

## BELIEF

**PRESCRIBED  
PROVINCIAL  
CURRICULUM IS  
USED IN ALL  
SCHOOLS.**

## LOOK FOR:

### PRACTICES THAT

**ensure that learning environments and teaching decisions are based on current provincial curriculum;**

**implement the outcomes-directed focus of provincial curriculum;**

**foster cross-curricular learning;**

**show a knowledge of the curricular links between grade/learning levels.**



## EXAMPLES

**Learning opportunities provided are developmentally appropriate and based on curriculum outcomes.**

**Natural connections between school subjects and broader life/role contexts are routinely made.**

**School staffs meet regularly to review provincial curricula and determine possible connections across subject areas and grades.**

**Teaching practices reflect current research on learning.**

**Teacher knowledge of subject area is up-to-date, and enhanced by ongoing study and professional development.**

**Learning experiences at all grades show a balance between subject knowledge and process skills.**

**K-12 curriculum time allocations reflect the importance of a broad cross section of subject areas.**

**All curricular areas and courses make a strong contribution to the essential graduation learnings.**

**Heterogeneous classes are the norm. Long term ability grouping does not occur in the common curriculum K-10, with the possible exception of grade 10 mathematics and English language arts in the latter part of the year.**



# TEACHING AND LEARNING

## BELIEF

**INSTRUCTIONAL PRACTICES REFLECT WHAT WE KNOW ABOUT HOW STUDENTS LEARN.**

## LOOK FOR:

**PRACTICES THAT recognize that children**

**learn in different ways;**

**employ a variety of instructional strategies;**

**foster choices of learning activities;**

**actively involve students in the learning process;**

**help students make connections between the knowledge and skills learned in the classroom and the knowledge and skills used in life.**



## EXAMPLES

Learning expectations are high for every student.

Learning activities provide the appropriate range of challenge and are linked to curriculum outcomes.

Natural connections are made between and among subjects/learning endeavours.

The atmosphere within the learning environment encourages and supports the active involvement and inclusion of all students.

Instructional strategies include: differentiating on the basis of content, process, or products; cooperative learning; grouping and regrouping; paired and individual opportunities; use of learning centers; employment of rich and varied resources.

Activities for enrichment and remediation are provided for all curriculum outcomes/strands.

Varied learning activities are offered which show an awareness of multiple intelligences and an understanding and accommodation of individual learning styles.

Where appropriate, current and emergent technologies are used at all learning levels in order to meet the instructional and developmental needs and interests of all students.

Relevant connections between school and the world beyond the school are actively sought.



# SCHOOL-BASED ASSESSMENT

## BELIEF

**ASSESSMENT REQUIRES STUDENTS DEMONSTRATE ACHIEVEMENT OF CURRICULUM OUTCOMES AND GROUPS OF CURRICULUM OUTCOMES (STRANDS).**

**ASSESSMENT IS ONGOING AND THE STRATEGIES ARE VARIED.**

## LOOK FOR:

### **PRACTICES THAT**

**encourage the use of varied assessment strategies;**

**align assessment with students' learning styles;**

**demonstrate that assessments are used to improve teaching;**

**provide time and mechanisms for regular feedback;**

**ensure students and parents are actively involved in and understand the process of assessing learnings.**



## EXAMPLES

Judgments about student achievement are based on a wide variety and combination of assessment data. Specific examples include portfolios, performance assessment, conferencing, interviews, projects, labs, presentations, critiques, artistic interpretations, student peer and self-assessment, journals, oral defense, testing, observation, and work samples.

Students and teachers develop rubrics, indicators, and performance levels. References to learning outcomes are seen in teacher plans, and in the learning environment. Students are aware of and can speak to the activities used to achieve each outcome.

Students use clear criteria and examples to evaluate their own work and establish learning goals.

Assessment is used to inform daily planning, instructional differentiation, long and short-term curriculum plans, school improvement plans.

Assessments are used to determine the “next learning step(s)” for students.

Reporting of assessment results to both students and parents is clear, meaningful, and frequent.

Provincial and district assessments are utilized to provide additional information on student achievement.

There is a reduced emphasis on tests and exams. They should constitute only one of many summative options used to determine a student’s achievement.



# ORGANIZATION

## BELIEF

**SCHOOL ORGANIZATION FACILITATES TEAMING, COLLABORATION BETWEEN AND AMONG EDUCATORS, AND FLEXIBILITY IN THE USE OF LEARNING FACILITIES.**

## LOOK FOR:

### PRACTICES THAT

**provide a school with scheduling and organizing patterns which facilitate teaming and other collaborative educational efforts;**

**enable flexible use of all learning facilities.**



## EXAMPLES

Teachers work together in a variety of collaborative teaching groupings including formal and informal teaming.

Scheduling facilitates opportunities for teams to meet regularly to share ideas and resources and to determine the best learning arrangements for students.

Organization enables interdisciplinary units of study to be collaboratively planned and implemented.

A variety of organizational learning patterns that attend to multiple intelligences is employed.

The layout of the learning environment, both classrooms and shared areas of the school, is flexible and facilitates a variety of learning centers and activities. Equipment, materials, and ideas are shared with other teachers.

Available support staff such as resource teachers, intervention workers, behaviour mentors, guidance personnel, school psychologists, peer or adult tutors, native education workers, media/library personnel are included in team or other collaborative planning meetings when applicable.

Parent School Support Committees are in place.

A student/teacher advisory system is in effect.

All professional and paraprofessional staff in the building are directly involved with student learning.



# ORGANIZATION

## BELIEF

**SCHOOL ORGANIZATION ENABLES FLEXIBILITY IN THE USE OF STAFF.**

## LOOK FOR:

**PRACTICES THAT**

**allow flexibility in the use of staff, but do not endanger team organization and viability.**



## EXAMPLES

**Staff flexibility allows grouping and regrouping of learners for a variety of purposes.**

**Principals encourage the sharing of specialists and expertise within a school or district.**

**Districts share teacher expertise through staff exchanges.**

**Teachers cooperate by sharing staff expertise among and between subject areas and grade levels.**

**For example:**

**An elementary teacher who has expertise in geography might serve as a mentor to other teachers as they teach a unit on mountains and deserts.**

**A middle school teacher with knowledge of web page design might serve as a teacher/learner resource person during a collaborative online project.**

**A subject teacher of English, skilled in debate, might teach those techniques to science classes about to debate an issue.**



# ORGANIZATION

## BELIEF

**SCHOOL ORGANIZATION ENABLES FLEXIBILITY IN THE USE OF TIME.**

## LOOK FOR:

### PRACTICES THAT

**offer time/scheduling flexibility so that teachers, working in teams or other collaborative planning patterns, may provide a variety of learning opportunities for students.**



## EXAMPLES

Teachers are able to help build and modify schedules to enable and accommodate learning purposes and needs.

Timetables facilitate the flexibility necessary for learning to take place outside the school building in various contexts.

Collaborative planning, not bells, often determines student schedules. Schedules support learning goals.

Flexible use of learning time may include:

- Block scheduling to facilitate grouping and regrouping**
- Independent study**
- E-learning**
- Correspondence courses**
- Challenge for credit**
- Community service**
- Visiting experts or inquirers on a topic or practice**
- Work-based experiential programs, i.e. Co-op, etc.**



# SCHOOL CULTURE & CLIMATE

## BELIEF

A SCHOOL IS SAFE, CLEAN, AND INVITING. ITS TRADITIONS AND CEREMONIES CELEBRATE A VARIETY OF STUDENT ACCOMPLISHMENTS, TEACHER ORIGINALITY AND COMMITMENT, AND PARENT AND COMMUNITY INVOLVEMENT.

## LOOK FOR:

### PRACTICES THAT

promote a climate of mutual respect and caring;

support a commitment to a positive learning environment;

ensure that the school is a physically and emotionally safe and welcoming place;

develop, recognize, and foster traditions in the school and the community;

provide opportunities for celebration of individual and community achievement.



## EXAMPLES

A school “Code of Conduct” is in place and adhered to (ideally developed by those in the local education community including administrators, teachers, students, parents).

Management of the learning environment employs rules and expectations developed by students and teachers in-concert, and includes self and peer regulation.

Current student work and achievements of many kinds are recognized and displayed.

Routines and programs are established to ensure a safe and welcoming learning environment (welcoming signage, a visitor sign-in process, peer counseling/mediation, anti-bullying initiatives, and so forth).

Recognition is given regularly to positive student involvement in school life (academic, cultural, social, athletic) and in the community.

There are opportunities for every student who wants to participate to be included in school activities.

Teachers are recognized for their contributions to school and community life (teacher to teacher “Way To Go” awards, teacher appreciation nights, and so forth).

Time is regularly spent on team-building activities for both teachers and students.

The school and community often work together to participate in and foster times of celebration (Native Awareness Week, School History Week, Heritage Week, Science & Technology Week).

Programs are in place to welcome parents and actively involve them in the life of the school.

The school and community often work together to participate in problem solving and school climate improvement.

Periodic review takes place to ensure that school buildings and their learning environments are sound, healthy, and safe places to be.

School crisis response plan is developed and reviewed annually.



# SCHOOL CULTURE & CLIMATE

## BELIEF

STAFF, ADMINISTRATORS, AND PARENT COMMITTEES IDENTIFY AND SHARE A VISION FOR THEIR SCHOOL.

THEY DEVELOP WAYS OF WORKING TOGETHER, AND THE COMMITMENT NEEDED TO REALIZE THAT VISION.

## LOOK FOR:

### PRACTICES THAT

identify a vision for the school;

formalize that vision in a statement;

promote staff collegiality in working toward that vision;

bind all those in the education community to the goals of that vision.



## EXAMPLES

All members of staff participate in the development of the school vision statement.

The vision statement is posted throughout the school.

The vision statement is regularly reviewed and revisited; goals are set and easily understood.

The school helps new staff members become familiar with and discuss the goals of the school.

Members of staff are committed to, know their roles in, and work toward the realization of the school vision and goals.

Within a district, feeder and receiving schools are aware of, discuss, and support the vision statements and goals of one another.

The school vision statement and goals are communicated to and shared by members of the local education community, and regularly reviewed and discussed with them.



# LEADERSHIP

## BELIEF

**SCHOOL ADMINISTRATORS ARE KEY TO THE INSTRUCTIONAL LEADERSHIP IN SCHOOLS.**

## LOOK FOR:

**PRACTICES BY SCHOOL ADMINISTRATORS THAT**

**demonstrate their knowledge of curricula, research, and educational practices relevant to their schools;**



**support the implementation of new curricula and/or practices;**

**model and encourage teamwork and collaboration;**

**use open and honest communication;**

**enable teachers to assume leadership roles;**

**model and support professional growth for staff;**

**encourage student leadership.**

## EXAMPLES

**School administrators willingly discuss with and answer questions from members of staff and others in the education community about curriculum outcomes as they relate to subject matter, instructional practices and resources, and school vision and goals.**

**School administrators support the implementation of new curricula through the provision of resources, in-service, and discussion and planning at staff and team meetings.**

**School administrators solicit, welcome, and include input from teachers on matters relating to curriculum, discipline, scheduling, budget, and the school improvement plan.**

**School administrators share with staff information from district and provincial offices.**

**School administrators welcome and employ feedback from teachers, students, parents.**

**School administrators develop effective means of communication with parents and the community (e.g., talk mail, newsletters, media use, community information meetings).**

**School administrators spend a significant portion of each school day working with teachers on curriculum planning, instruction, assessment.**

**School administrators offer staff members opportunities to assume leadership roles.**

**School administrators help plan, participate in, and encourage staff to seek out and engage in professional development activities.**

**School administrators provide leadership opportunities for students during class time and beyond.**

**School administrators support and encourage on a regular basis collaboration and consultation among staff members and teams.**



# PROFESSIONAL GROWTH

## BELIEF

**STAFF MEMBERS DEMONSTRATE A COMMITMENT TO ONGOING PROFESSIONAL GROWTH THROUGH PARTICIPATION IN A WIDE RANGE OF PROFESSIONAL GROWTH OPPORTUNITIES.**

## LOOK FOR:

### PRACTICES THAT

**recognize the need for varied opportunities for professional growth and provide these at school, district, and provincial levels;**

**encourage and facilitate staff participation in their own professional growth;**

**provide staff with opportunities for professional growth through experiences in a variety of educational settings and roles.**



## EXAMPLES

**A staff development plan is in place and focuses on preparing staff to meet the individual learning needs of all students.**

**Staff members, individually and collegially, regularly seek out and participate in both formal and informal professional growth activities.**

**The province, districts, and schools offer a wide range of organized professional growth opportunities such as lunchtime and supper PD sessions, workshops, summer institutes, committee work, school-based professional development sessions by teachers, school psychologists, and other resource persons.**

**Staff members take advantage of other organized opportunities offered for professional growth such as distance education, conferences (local, provincial, national, international), university courses, school visitations.**

**Staff members have opportunities to assume and explore a variety of educational roles (exchanges for a period of time between and among principals, district staff, teachers, as well as secondments for special projects).**

**Professional journals, books and articles are regularly provided, read, exchanged, and discussed.**

**Staff members frequently visit each other's teaching environments.**

**There is a regular sharing throughout all levels of the education community of successful innovations, ideas, and strategies.**

**Staff members design and accomplish personal growth plans and keep professional portfolios.**

**Staff members demonstrate positive attitudes and enthusiasm for their work. They model professionalism in ethics, language, and appearance.**



# PROFESSIONAL GROWTH

## BELIEF

**STAFF MEMBERS CONTINUE TO GROW PROFESSIONALLY THROUGHOUT THEIR CAREERS.**

## LOOK FOR:

### PRACTICES THAT

recognize the need for and provide professional growth opportunities at a variety of career points (beginning, mid-career, late-career);

encourage staff members to be life-long learners.



## EXAMPLES

A beginning teacher mentoring program is in place.

Career counseling is available to staff members seeking change, growth, development.

Mid-career options are explored and encouraged.

Further certification and continuing professional development are encouraged and facilitated by all levels of the education community (leadership initiatives, Principal's Certificates, transfers, secondments).

Professional development activities reflect ongoing educational research and anticipate staff professional growth needs that may stem from that research.

# SHARING BEST PRACTICES AND EXAMPLES



**Critical to realizing New Brunswick's Education Beliefs is the sharing of the many examples of best practices being discussed, developed, and implemented by schools and school districts.**

**Placing your examples of best practices on your school and/or district website(s) will allow all in the provincial community of learning to access and share the good work being done.**

*This document is available on-line at  
[www.gnb.ca/education](http://www.gnb.ca/education)*