

SEPTEMBER  
2023



# New Brunswick/Canadian Program of High School Studies

## IMPLEMENTATION HANDBOOK

Putting Teaching and Learning Expectations  
Into Operation in Accredited Offshore Schools  
to Meet New Brunswick Graduation Requirements



### **Taken from Schedule “A”, Requirements for Accreditation, of the Atlantic Education International (AEI) Educational Services Agreement**

- (a) The Offshore School must operate the New Brunswick/Canadian Program as intended, with evidence of implementation as requested by AEI, throughout the Term of this Agreement. In doing so, the Offshore School must
  - i. demonstrate to AEI that its implementation of the New Brunswick/Canadian Program maintains the integrity of the New Brunswick Curriculum and the Graduation Requirements
  - ii. work collaboratively with AEI, through the school's designated coordinator, to ensure that learners enrolled in the New Brunswick/Canadian Program are being taught the agreed upon New Brunswick and blended courses, meeting recommended instructional time and curricular learning outcome requirements

*Note: Access to the NBOSP Tool Kit and several referenced documents will be provided by AEI following the successful completion of an offshore school's Virtual Provisional Inspection. Please check regularly for updated or new information.*



## Introduction of New Brunswick/Canadian Program’s Purpose and Approach

The purpose of the New Brunswick school system, and the programs it endorses, is to **develop self-determined and capable learners who can take action in improving their lives and the lives of others.**

The government of New Brunswick guide for public school educators, *Portrait of a Learner*, is available in the NBOSP Tool Kit.

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ITEM 1  
Portrait of a Learner

➔

Canadian education in general, and New Brunswick education specifically, is known for its personalized student learning focus. New Brunswick curricular outcomes and competencies focus on developing each student’s skills to adapt to changing technology and societal conditions. Instructional practices include assessing for outcome attainment and engaging students in project or problem-based learning that has meaning for them.

Teachers in all school systems are expected to have knowledge and skill in the subjects they are assigned to teach. Some parts of the New Brunswick curriculum require direct or explicit teaching of content, so it helps to be a subject matter expert. Teaching academic content, however, is not the same as empowering a student to make sense of what they are learning.

New Brunswick curriculum outcomes require teachers to be strong facilitators of learning. They need to know how to create learning opportunities that encourage students to build upon knowledge they already have, not simply to memorize information and repeat it back.

Effective teachers of New Brunswick curriculum use their skills, professional sharing and multi-layered knowledge of their students to meaningfully engage every learner in their class.

Educators in a New Brunswick/Canadian Program must personalize the learning to fit the student. This approach requires teachers to commit to growing professionally on their own and with the help of peers and mentors.

A practical checklist for classroom best practices for teacher use and discussion is available in the NBOSP Tool Kit.

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ITEM 2  
Checklist for Classroom  
Best Practices

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The New Brunswick personalized approach may differ from standard practice in some host schools. The program purpose, to develop self-determined and capable learners, and the tailored approach may require explanation to parents who were educated in a different time and style.

Home support, early childhood learning and achievement of local curriculum expectations all matter greatly. Many aspects of a student’s development contribute to their personal fulfillment and growing ability to thrive in a changing world.

The New Brunswick/Canadian Program, delivered with the intent of continuous individual progress, can be an additional contributor to a student’s future successes.

**It is expected that any AEI accredited school offering the New Brunswick/Canadian Program will use**

- the required New Brunswick curriculum outcomes as determined in consultation with AEI; local curriculum must be reviewed and approved if it is put forward as a New Brunswick course equivalent or dual credit; see the *Curriculum Approval Template* in the NBOSP Tool Kit

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**ITEM 3**  
**Curriculum Approval Template**



- the New Brunswick recommended organizational, instructional and assessment practices outlined below, and referenced further in Appendices A-E in this handbook
- available opportunities to gain knowledge and skills through New Brunswick professional learning modules

Such schools will be able to nurture the desired competencies and attitudes in their students who are striving to earn a New Brunswick high school graduation diploma. **To be eligible to earn a New Brunswick high school graduation diploma, the learner must**

- successfully complete the local Ministry of Education graduation requirements as a prerequisite to the confirmation of a New Brunswick high school graduation diploma
- acquire a recognized credential as evidence of English language proficiency
- successfully complete the New Brunswick/Canadian Program Course Requirements (as defined in an agreement with AEI) by attaining a minimum of eighteen credits, six of which will be at the grade 12 level. **Note:** Graduation requirements are subject to government of New Brunswick revision

The government of New Brunswick recommended transcript template is available in the NBOSP Tool Kit.

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**ITEM 4**  
**Transcript Format Template**







## **New Brunswick/Canadian Program's Educational Staff Responsibility**

To fulfill the purpose for offering the New Brunswick/Canadian Program, the accredited offshore school's educational staff, including the coordinator(s) and qualified teachers, must understand the goal. Their main responsibility is to develop capable and self-determined learners.

### **A capable learner is a student who is**

- literate
- a well-rounded person who can thrive in local, virtual and global communities
- someone who can understand, learn and work within and across subjects

### **A self-determined learner is a student who, in the school environment,**

- has freedoms to choose and decide (choice and voice)
- has competence to complete projects successfully
- has a feeling of belonging or connection with others

## **New Brunswick/Canadian Program's Education Staff Professional Practice Requirements**

**To develop capable and self determined learners, educators must be able to apply the following sets of practices considered essential in New Brunswick schools**

- A. inclusive, engaging educational settings to meet the learning needs of every student in the class
- B. unit and lesson plans that are rigorous and relevant, sensitive to the cultural and individual learning needs of the students
- C. contemporary, student-driven instruction to meet intended curriculum outcomes and global competencies; major emphasis on project-based and experiential learning designed around students' interests and aspirations
- D. formative and summative assessment practices to support student learning and achievement
- E. English as an Additional Language (EAL) best practices for building English language proficiency

*See Appendices A-E for further explanation and links.*



## Conclusion

This *Implementation Handbook* provides a collective understanding of what is meant by, and expected in, a New Brunswick accredited high school program. The program's goal is to help students be future-ready.

Tailoring the program, to use and build upon the strengths of the school, is managed by the Director of the New Brunswick Offshore Schools Program (NBOSP).

Accreditation and maintenance of accreditation in an offshore school depends upon the school's fidelity to the expectations. Inspections will be arranged. A timeline of school requirements is provided in Appendix F.

*Provisional and Accreditation Inspection document templates* can be found in the NBOSP Tool Kit.

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**ITEM 5**  
**Virtual Provisional  
Inspection Form**



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TOOL KIT**

**ITEM 6**  
**Accreditation Inspection Form**



AEI staff can offer additional support and guidance to help make implementation of the New Brunswick/Canadian Program successful. Assistance with onboarding and general practice is included as part of a new school's annual fee; additional professional learning modules and resources are available for purchase.

## **APPENDICES A-E**

### **Expected Educational Practices**

APPENDIX A – Inclusive, Engaging Educational Settings

APPENDIX B – Unit and Lesson Plans that are Rigorous and Relevant

APPENDIX C – Contemporary, Student-Driven Instruction

APPENDIX D – Formative and Summative Assessment Practices

APPENDIX E – English as an Additional Language (EAL) Best Practices

## **APPENDIX F**

### **List of Required Actions as a New Brunswick Accredited Offshore School**

*(Note: the NBOSP Tool kit and several referenced documents are in development)*

*Note: Access to the NBOSP Tool Kit and several referenced documents will be provided by AEI following the successful completion of an offshore school's Virtual Provisional Inspection. Please check regularly for updated or new information.*

## APPENDIX A

### Inclusive, Engaging Educational Settings

**Inclusive, engaging educational settings are designed to meet the learning needs of every student in the class**

**Looks like:** In the New Brunswick/Canadian Program, all students are entitled to have a safe and respectful school learning environment with understood standards for student and teacher behaviour.

The host school will have its own policies on behaviour. These should complement the New Brunswick emphasis on an atmosphere of respect and safety, free from harassment and bullying.

Teachers are expected to respond to unacceptable student behaviour in a fair and consistent way.

Educators will recognize that student behaviours related to mental health or trauma require additional professional help from guidance counsellors, parents and mental health professionals.

In successful classrooms, students are involved in creating the classroom "rules" or expectations. Good discipline is a by-product of engaging classroom management practices.

**Four Classroom Management Professional Learning Modules are available for purchase through an Education Specialist at AEI**

- **Building Relationships:** communicating positive expectations; correcting students constructively; demonstrating caring; preventing/reducing frustration and stress

- **Engaging Students in Learning:** setting purposes; emotional engagement; tapping into student interests
- **Establishing Clear Rules, Routines, and Procedures:** creating classroom rules together; how to have an effective discipline plan; consequences versus punishment; procedures to head off behaviour problems
- **Organizing the Learning Environment:** the physical environment; classroom arrangement and seating plans; a look-for checklist; the dream classroom

All students deserve instruction and intervention that will challenge and support them as needed.

Inclusive teaching decisions are founded on evidence gathered from observation, record keeping and interaction with the student, their family and other teachers who know them. The teacher needs to pay attention to students as individuals.

Variation of the common learning environment, actual or virtual (respecting rules of the school) can be helpful. Advanced learners who can demonstrate their need for greater academic challenge or enrichment might be given additional independent opportunities to learn. Students who learn best in a "hands on" environment will thrive when given the opportunity to have physical involvement in a project, on site or off.

Information on the use of flexible instructional strategies to respond to individual student needs is further explained in Appendix C. See in particular "Differentiated Instruction".

The teacher is responsible for creating a safe, learner-friendly environment where students can grow, learn, and develop.



**The range of available resources should support students' diverse needs, interests and abilities. Appropriate resources include the following**

- multiple types of texts such as textbooks, webpages, audiobooks, books, magazines, instructions, menus, brochures and posters
- texts at differing levels of difficulty, categories/genres and perspectives and
- student-created texts  
(e.g. writing and media productions)

Respect for students and concern for their rights, needs and feelings are important factors in text selection.

Teachers are encouraged to consider the role the text plays in influencing students' cultural, social and personal experiences within and outside the classroom.

Although textbooks are not compulsory, some suggested texts are itemized in a sample list available in the NBOSP Tool Kit.

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**ITEM 7**

**Sample List of New Brunswick  
Course Resources**



## APPENDIX B

### Unit and Lesson Plans that are Rigorous and Relevant

**Unit and lesson plans that are rigorous and relevant, sensitive to the cultural and individual learning needs of the students**

**Looks like:** Planning what students will know and be able to do, and how the teacher will facilitate and assess that learning.

Course and unit planning requires the teacher to thoughtfully plan the full completion of the outcome learning targets, concepts and content – collect everything, lay it out, organize, simplify.

*Lesson Planning and Curriculum Mapping Templates* are available in the NBOSP Tool Kit.

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**ITEM 8**  
**Lesson Planning Template**



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**ITEM 9**  
**Curriculum Mapping Template**



For further support in understanding and using curriculum outcomes, please refer to the ***Outcome-Based Teaching and Learning Modules*** or contact an Education Specialist at AEI.

The teacher thinks forward to design implementation and adaptations for each part of the year or semester; planning improves teaching by being prepared and flexibility improves teaching when there is a need or reason to adapt.



**Universal Design for Learning (UDL)** is an approach to teaching in which teachers plan multiple options for students to access material or complete a task.

The use of multi-level strategies to support student learning is highly recommended. Universal Design for Learning (UDL) is an educational model where a teacher recognizes that what is essential for some is good for all.

#### UDL examples include

- using graphic organizers and other processing strategies to comprehend information
- providing exemplars of quality work for students to see what they can work towards
- being open to a variety of ways in which a student can demonstrate their understanding of concepts taught – oral, video, hands-on, technology based, group work option, written format, artistic, pictorial

Sensitive planning supports choice to provide meaningful topics and learning strategies for the variety of students in the class.

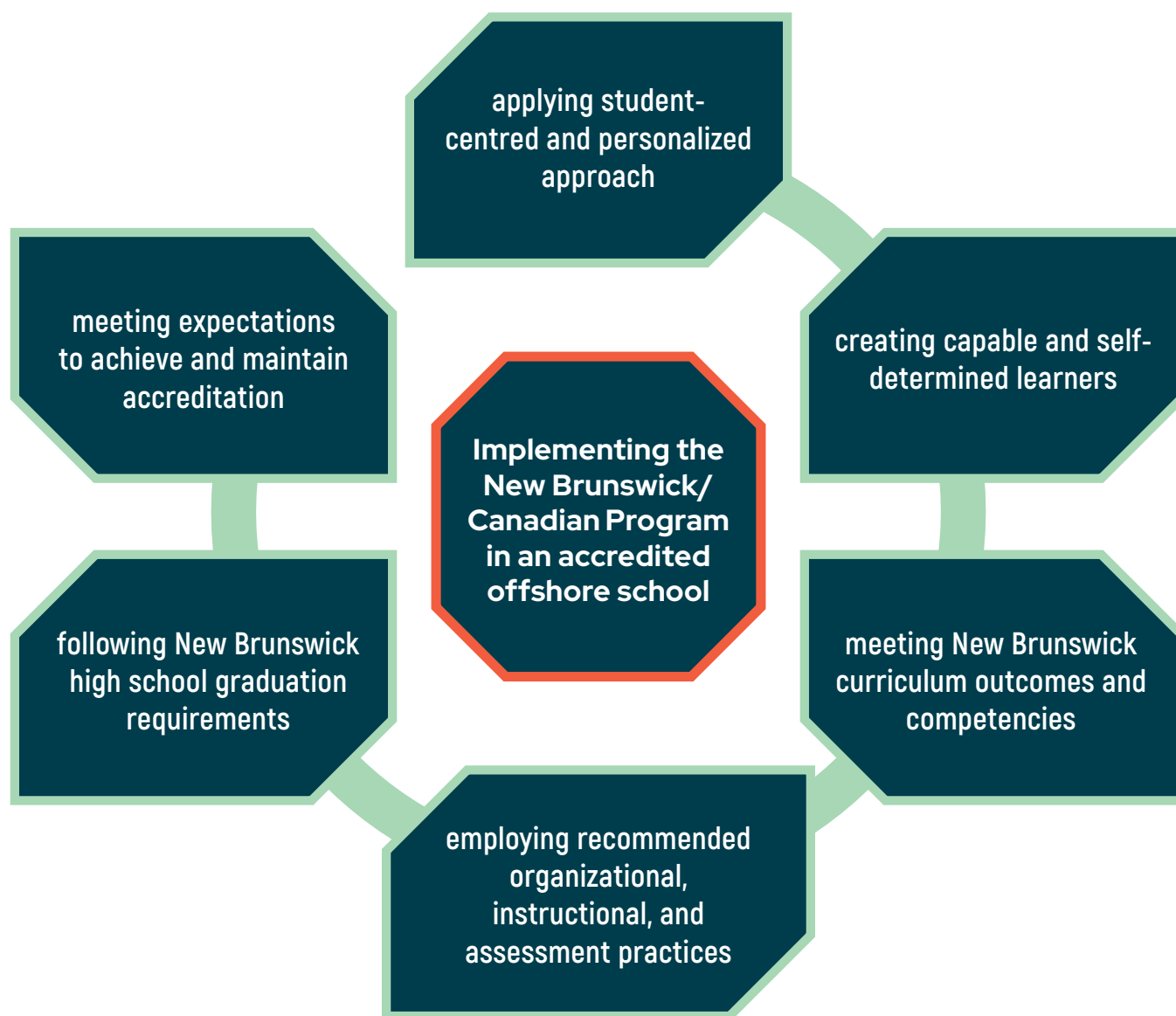
*UDL guidelines* and a one- or two-page *lesson/topic/unit plan template* are available in the NBOSP Tool Kit.

**NBOSP  
TOOL KIT**

**ITEM 10**  
**Universal Design for Learning**



Using graphic organizers for a lesson or unit can help depict knowledge, skills and big ideas to be introduced, plus the resources to support the learning. Sample graphic organizers can be easily created or found online.



Sample planning organizer was created using *SmartArt graphics – Hexagon Radial* – in Microsoft Word.



## APPENDIX C

### Contemporary, Student-Driven Instruction

**Contemporary, student-driven instruction to meet intended curriculum outcomes and global competencies; major emphasis on project-based and experiential learning designed around students' interests and aspirations**

**Looks like:** Teachers and students knowing the intended curriculum outcomes and expected student competencies. Teachers also need to get to know their students and find ways to relate to their interests.

Sample templates capturing outcomes in a course approved to be offered are available in the NBOSP Tool Kit.

**NBOSP  
TOOL KIT**

**ITEM 11**  
**New Brunswick Curriculum  
Outcome Checklist**



For further support in understanding and using curriculum outcomes, please refer to the ***Outcome-Based Teaching and Learning Modules*** or contact an Education Specialist at AEI.

Within its curriculum, New Brunswick has defined six global competencies for deep learning

- Self-Awareness and Self-Management
- Sustainability and Global Citizenship
- Collaboration
- Communication
- Innovation, Creativity, and Entrepreneurship
- Critical Thinking and Problem-Solving

For further understanding of each competency, see the file for resources and video links available in the NBOSP Tool Kit.

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**ITEM 12**  
**Global Competencies**



Effective development and application of interventions and instructional supports – “the right support, at the right time, at the right intensity, and in the right environment” is not always easily achieved. However, it is so worthwhile when it lights the learning excitement within a student who is struggling.



A model that is important to creating and maintaining an inclusive, engaged classroom is **Differentiated Instruction**.

Not all students learn in the same way or from the same starting point. An important teaching skill is adjusting, or differentiating, either the content being discussed, the process used to learn, the product expected from students, and/or the environment in which they learn best. Having all students reach the outcome, some by means that suit them better, is the goal.

A poster outlining the four ways to differentiate instruction is available in the NBOSP Tool Kit and copied on page 14.

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TOOL KIT

**ITEM 13**

**What is Differentiated Instruction**



The way a classroom is organized and the strategies a teacher uses can set students up for success. Effective planning provides engaging learning experiences that lead students to achieve the learning outcomes

- Ask the right types of questions that provoke conversation and lead to deeper thought
- Use cooperative learning to guide students to work together to achieve a common goal
- Encourage student engagement in real-world issues that are relevant and meaningful to them and will address the intended achievement of outcomes or competencies (this approach is often referred to as project or problem-based learning)

Instructional coaching in the form of professional observation and dialogue can help enhance classroom practices.

An outline for supportive professional observation and dialogue in *Elements of a Professional Walk Through* is available in the NBOSP Tool Kit.

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TOOL KIT

**ITEM 14**

**Elements of a Professional Walk Through**



# WHAT IS DIFFERENTIATED INSTRUCTION?



[resilienteducator.com/different](http://resilienteducator.com/different)

Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.

## Four ways to differentiate instruction



### Content

- Match vocabulary words to definitions.
- Read a passage of text and answer related questions.
- Identify an author's position; provide evidence to support this viewpoint.
- Create a PowerPoint presentation summarizing the lesson.



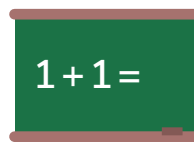
### Process

- Provide textbooks for visual and word learners.
- Allow auditory learners to listen to audio books.
- Give kinesthetic learners the opportunity to complete an interactive assignment online.



### Product

- Read and write learners write a book report.
- Visual learners create a graphic organizer of the story.
- Auditory learners give an oral report.
- Kinesthetic learners build a diorama illustrating the story.



### Environment

- Break some students into reading groups to discuss the assignment.
- Allow students to read individually if preferred.
- Create quiet spaces where there are no distractions.



## APPENDIX D

### Formative and Summative Assessment Practices

#### Formative and summative assessment practices to support student learning and achievement

**Looks like:** Frequent, interactive assessments of students' progress and understanding to identify learning needs and adjust teaching appropriately.

Formative assessment increases student engagement and hope that there are further ways to understand and gain proficiency. Formative assessment increases a teacher's understanding of a student's knowledge in the targeted area and indicates whether teaching adaptations are needed.

Formative assessment is a way for teachers and students to monitor their progress towards the mastery of knowledge or skill. That mastery is often assessed at the end of a unit or project through "summative assessment" where a final judgement is made regarding the student's proficiency. It is not necessary to count everything that is marked or commented upon – the formative assessments are practice for the assessment that counts towards a final mark.

In the sports world, formative assessment would happen during practices and skill drills. That is when self and coaching

correction takes place. Summative assessment would come at the end of a game, like the final product submitted for a unit of study.

In both formative and summative assessments, students should know what success looks like. It is effective for a teacher to co-create with students a guideline (rubric) of what minimum features are expected for good, better and best answers or products. Students can then use their formative assessment feedback provided by the teacher or classmate(s) to self-determine where they need to strengthen their work.

For further support in understanding and using formative assessment, please refer to the **Outcome-Based Teaching and Learning Modules** or contact an Education Specialist at AEI.

Checking for understanding can happen through a number of quick informal assessments such as: exit tickets; white boards; response cards; clickers; thumbs up-down-wiggly; turn-to-your-neighbour; paraphrasing; group answers; think-pair-share and many more discussed in the professional learning module.

Assessment is an important part of planning how to monitor and measure a student's growth towards the intended outcome or proficiency.

Samples of assessment rubrics are available in the NBOSP Tool Kit.

**NBOSP  
TOOL KIT**

**ITEM 15  
Assessment**



## APPENDIX E

### English as an Additional Language (EAL) Best Practices

#### English as an Additional Language (EAL) best practices for building English language proficiency

**Looks like:** Teachers, in classrooms where English is an additional rather than first language, need to know the language skill levels of their learners. They then must adjust the complexity of oral and/or written language accordingly. Students must receive learning support appropriate to their level to continue developing their English language skills.

A linguistically inclusive environment is one in which the variety of language skills and levels in the group are recognized, respected and honoured. It is essential to learn the characteristics of an English language learner, or in some cases, a multilingual language learner.

**Six sequential *English as an Additional Language (EAL) Professional Learning Modules* are available for purchase through an Education Specialist at AEI**

- English as an Additional Language Course Overview
- Common European Framework of Reference (CEFR)
- Classroom Strategies
- Reading Instruction
- Writing Instruction
- Formative Assessment

Task-based teaching engages learners. Teachers need to learn strategies to create relevant and meaningful tasks. They also must understand the benefits of evidence-based assessment, particularly through a student having a language portfolio to record language skills and achievements.



**The Language Portfolio used in New Brunswick has three parts**

- Language Passport for a learner to record the languages they use
- Language Biography for a learner to record their proficiencies in multiple languages and language domains; a learner can also record their learning preferences and strengths
- Dossier for a learner to collect evidence of their learning and update their academic, language, and intercultural goals

*The Language Learner Portfolio* is available in the NBOSP Tool Kit.

**NBOSP  
TOOL KIT**

**ITEM 16  
Language Learner Portfolio**



Each student attending an offshore school must achieve a required English language proficiency by the end of their grade 12 year. **English language proficiency assessments and successful minimum requirements include**

- a) IELTS assessment (minimum score of 5.0)
- b) Test of English as a Foreign Language (TOEFL) assessment (minimum score 57) or
- c) an alternate assessment, approved in advance by the Assessment and Evaluation Branch of the New Brunswick Education and Early Childhood Development Department (EECD)



## APPENDIX F

### List of Required Actions as a New Brunswick Accredited Offshore School

ACTION	NOTES
1. Application Submitted and Approved	
2. Implementation Expectations Shared	
3. Provisional Inspection Completed and Processed	
4. Access to NBOSP Tool Kit of Resources	
5. Decisions Regarding Compulsory and Elective Course-Curriculum Offerings	
6. Provisional Agreement Signed	
7. On-boarding Session, Preferably In-person, with School and AEI Personnel	
8. Arrangements for Additional Professional Learning	
9. Course Outline and Unit Plans Begin	
10. Unit Plans and Lesson Plans Refined	
11. Assessments Planned with Rubrics in Mind	
12. Student-centred Instruction Begins	

## List of Required Actions as a New Brunswick Accredited Offshore School (Cont.)

ACTION	NOTES
13. Register Students with AEI and Submit Assigned Staff Names with Credentials	
14. Ensure Annual Costs Are Covered and Invoices Paid	
15. Instructional Coaching with Frequent Program Coordinator "Walk Throughs" For Observation and Professional Dialogue	
16. Host Accreditation Inspection as Scheduled, Responding to Requirements and Recommendations	
17. Accreditation Agreement Signed	
18. Plan For English as Another Language Proficiency Testing	
19. Report Official EAL Results to New Brunswick (EECD Assessment and Evaluation Branch)	
20. Prepare Potential Graduation List for Submission to EECD Assessment and Evaluation Branch	
21. Authorize Graduation List with Confirmation of Each Student Having Met New Brunswick Graduation Requirements	
22. Plan and Celebrate Graduation/Year End	
23. Host Follow Up Inspections as Required	

## ADDITIONAL NOTES

