

London District Catholic School Board
CODE Innovation Grant

Purpose: To speak to and learn from educators in New Brunswick with respect their policy and practice on Inclusive Education. Specifically, to identify promising practices to serve students with diverse learning needs. Inclusion is based on

- Personalized learning for all
- Common learning environments in neighbourhood schools
- Collaborative, flexible and responsible planning
- Safe and accessible learning environments
- Respect for diversity

Meetings Held With:

Anglophone West School District
Fredericton, New Brunswick
Fredericton Education Centre

Visits and meetings with Director of Schools, principals and staff of seven schools – elementary, middle and secondary

Gordon Porter, C.M. O.M.B.
Director, Inclusive Education Canada

Key Learnings from the Visit:

“The complexity and diversity of classrooms and students in the 21st century places increasing demands on the classroom teacher to provide effective and inclusive educational programming and instruction. To meet these demands, we must adopt evidence-informed professional practices skills and knowledge.”

School-based Education Support Services Teams to support inclusive education. September 2014, New Brunswick

Education Support Services

- Education Support Services is the response to intervention model of service delivery for school based teams that provides a framework of support and intervention within an inclusive education system
- The Education Support Services teams work in collaboration with educators in the classroom to increase teacher capacity in delivering effective, inclusive instructional practices.
- Primarily the education support teachers support the classroom teacher through coaching, co-teaching, co-planning instructional and intervention methodologies and consultation
- Each school has the services of an education support team comprised of the following:
 - Education Support Teacher – resource
 - Education Support Teacher – literacy
 - Education Support Teacher – numeracy
 - Education Support Teacher – Guidance

- The role of the Education Support Teacher is to support the classroom teacher and the students
- Flexibility is built into the service delivery model but the priority is supporting classroom teachers to identify and deal with instructional issues in the classroom
- Suggested time frames for service delivery model:
 - Focus on building teacher capacity – 60%
 - Focus on planning and personal learning – 15%
 - Focus on student support – 25%
- Inclusive education:
 - Regular classroom teacher provide direct service to all students
 - Education Support Team comprised of resource, literacy, numeracy, guidance, principal, vice-principal, school intervention worker, other district staff as needed, educational assistant provides indirect and collaborative support
- Results is a strengthened core education system with more resources to achieve results for all students

Application in the District School Board:

- Current model has Support teachers providing (SPST, ESL) interventions for students identified with special needs
- Through collaborative inquiry growing acceptance of co-planning, co-teaching, use of universal design for learning and RTI
- Identify needs of students and then identify evidence based strategies to support those needs
- New Brunswick model provides structure for service delivery model and professional learning
- Adapting it to LDCSB will build capacity of classroom teachers to more fully meet the needs of all students
- Adapting it to LDCSB with respect to the use board and school based supports to build the capacity of classroom teachers
- Board Improvement plan identifies those students with special education needs – behavioural and learning disability.