

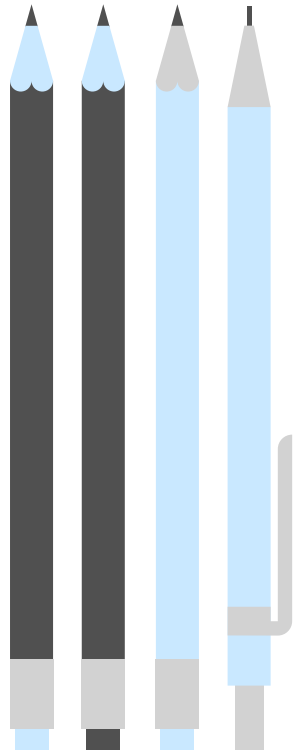
District Ends Policy 2.3

*Ensure that all employees are
empowered to excel in their roles*

EDGE - South

Supporting teachers in their first 3 years

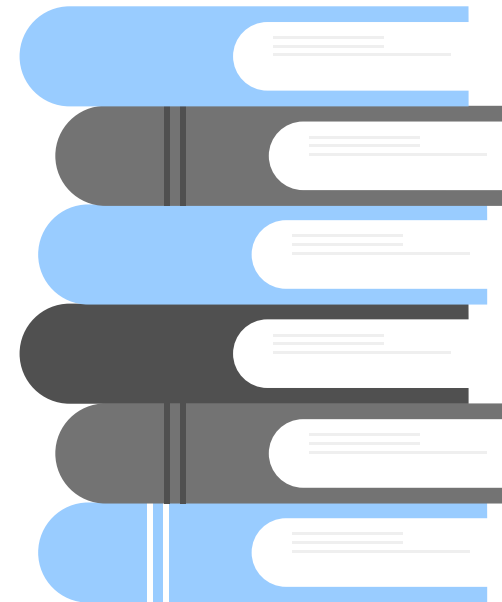
- *"Early Development for Growth in Education"*
- **186 new teachers** as of February
- **12 retired teachers** supporting the first 6 weeks and 3 others to support new resource teachers
- **8 Coaches** supporting curricular competence
- Each new teacher was paired with a **mentor teacher**



EDGE - South

Supporting teachers in their first 3 years

- Mentor teacher training with Jim Strachan
- Orientation and onboarding in August
- Support for cooperating teachers with teacher interns
- Release time for mentors and mentees
- Designated seats for new teachers in professional learning opportunities
- Targeted Professional Learning series
- Creation of New Teacher Sharepoint site



EDGE - South

Supporting teachers in their first 3 years



88% of new teachers who participated in the survey used coaches after their first six weeks of EDGE



End of year survey from Dr. B. Keyes around the positive impact of the mentorship work



On average, EDGE South teachers reported a **27% increase** in their capacity to teach literacy and numeracy

EDGE - South

Success

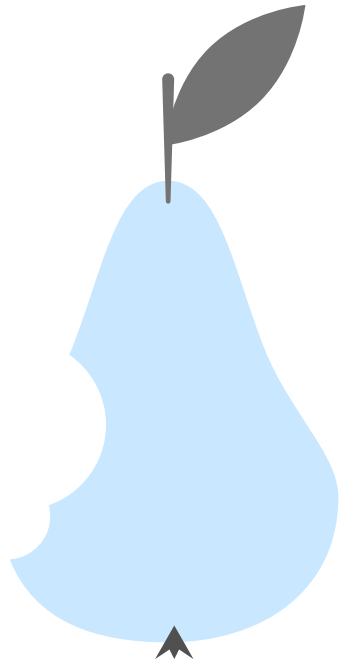


“ Having a coach really helped add to my confidence level, improve my skills and teaching abilities and came to me with fresh ideas on a variety of things such as how to meet the needs of all kids in the classroom. I would highly recommend taking part in this program and wish to do again myself! I appreciate the support, feedback, encouragement, and guidance I got along the way! ”

“ EDGE was a great help, especially at the start of the year when first-day/week/month jitters were running high. Having someone to talk things through with and get ideas from who has specific experience in teaching was very helpful and helped to calm my nerves and instill confidence that I was doing the right things or how to improve what I was doing to benefit myself and my students. ”

EDGE - South

Next Steps

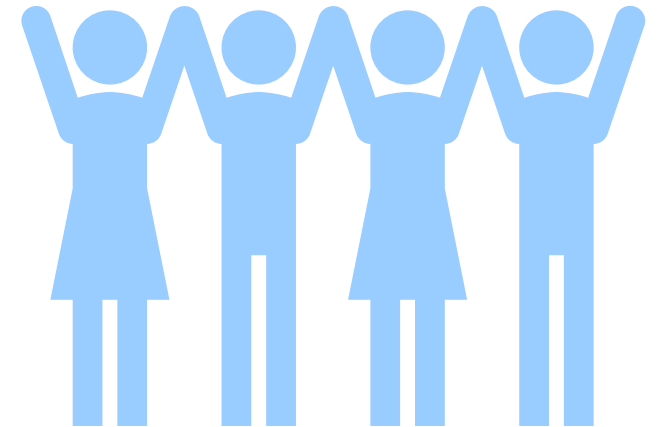


- **Mentor newsletter** monthly with suggested topics to explore with mentee and resources to facilitate those conversations
- EDGE-South **organizational roadmap**
- **Coordinator and coaches** dedicated to EDGE

School Leaders

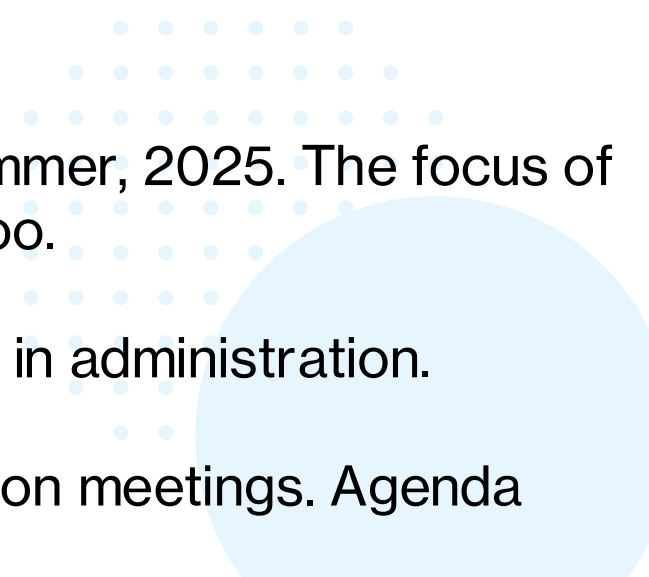
School Improvement Planning

- Fourth Director of Schools hired for 2025-2026 school year. DoS worked alongside school leadership teams to develop focused, evidence-informed plans
- Established clear district priorities and expectations to guide school improvement
- All School Improvement Plans include achievement goals
- Provided ongoing feedback, monitoring, and problem-solving during implementation
- All 3-year and 5-year meetings include review and discussion of School Improvement Plan goals and Professional Growth Goals
- Principal / Vice Principal Interviews include questions for School Improvement Planning.



School Leaders

NB LEAD

- Offers professional learning opportunities to principals and vice principals based on their indicated area of focus
 - NB LEAD Cohort 1 and 2 is for both principals and vice principals. The focus of these cohorts is Collective Efficacy.
 - Developing Successful Schools for six school administrators summer, 2025. The focus of this professional learning is collective efficacy with Jenni Donohoo.
 - Leadership Development - new cohort of 24 teachers interested in administration.
 - Principals and Vice Principals created the agendas for all in-person meetings. Agenda items are collected from their colleagues.
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School Leaders

Instructional Leadership and Performance Management



EXPECTATIONS

Clarified expectations for effective instructional leadership



CONSISTENCY

Supported fair, consistent performance evaluation practices

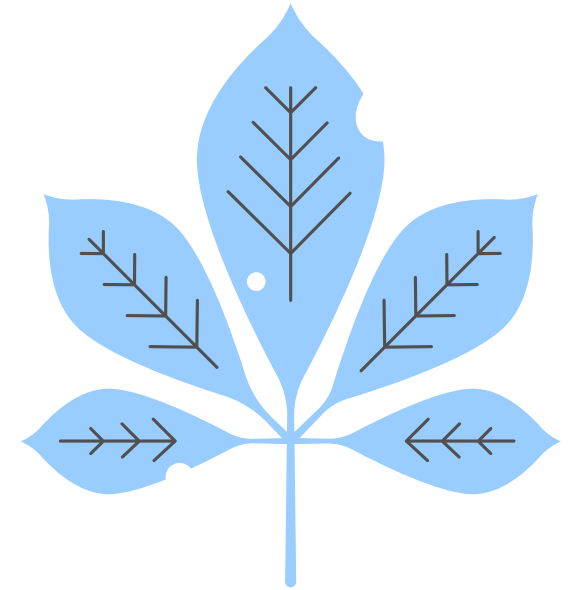


GROWTH & ACCOUNTABILITY

Ensured accountability while reinforcing improvement, support, and due process

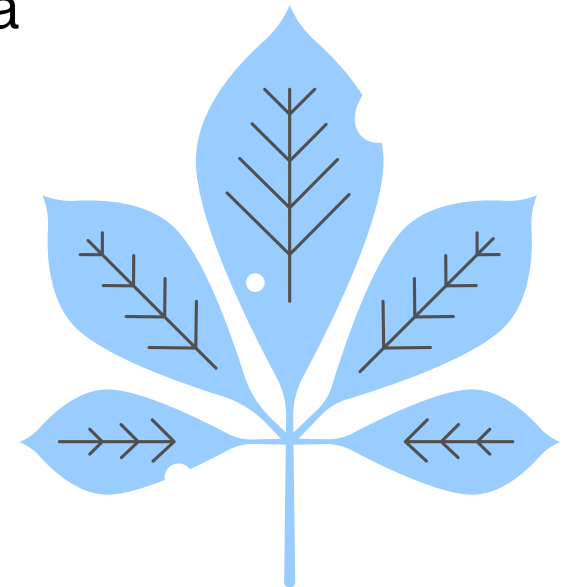
Human Resources

- **Aligned** Human Resource Officers with individual Directors of Schools to improve responsiveness and foster consistency
- **Refined and narrowed** Human Resource Officer portfolios in targeted areas of recruitment, resulting in increased expertise, improved efficiency, and more support throughout the hiring process
- Continued professional learning and capacity-building initiatives for principals and managers, focussing on **performance management, employee accountability, and supervisory consistency.**



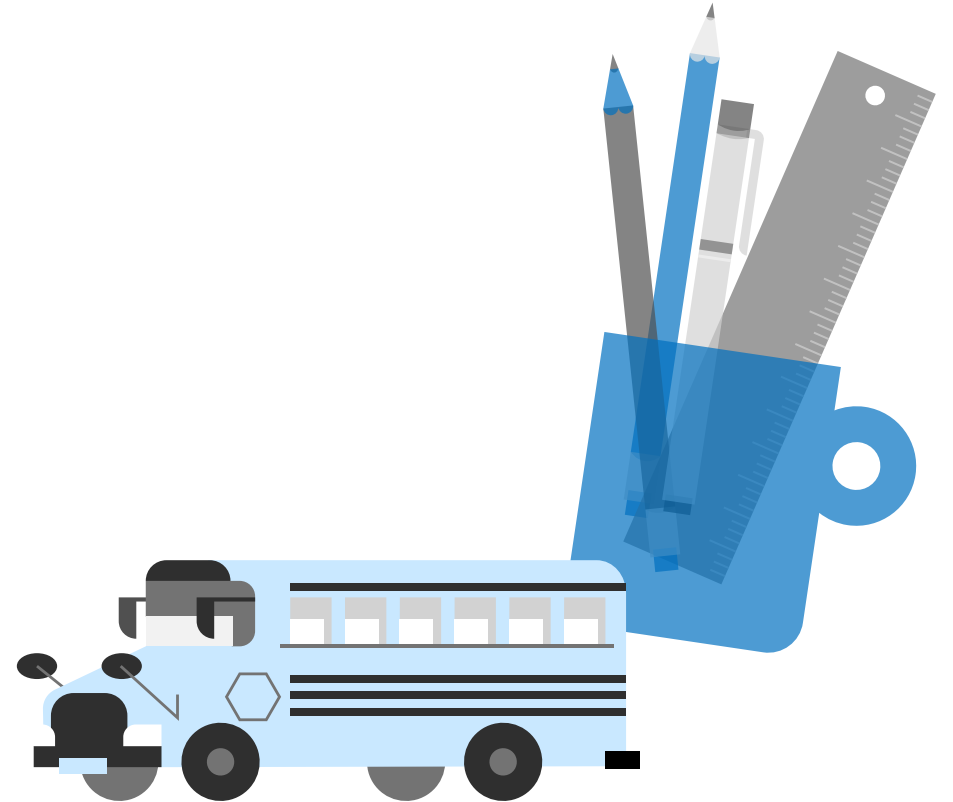
Human Resources

- Established greater **alignment and consistency** in teacher staffing processes across all three Education Centres to ensure a more equitable, streamlined, and coordinated approach.
- **Streamlined communication channels** and points of contact related to employee benefits and pension matters
- Undertook **strategic departmental realignment** and operational planning to support organizational readiness for the implementation of Fusion, the new payroll and human resources management system



Facilities, Budget & Accounting, Transportation

- Two **training** sessions for Managers and Assistant Managers (district policies, performance management, and human resources).
- Regular **alignment and accountability meetings** of Managers / Leadership.



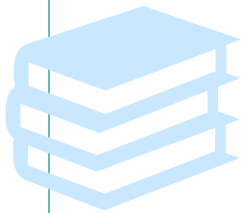
Early Learning



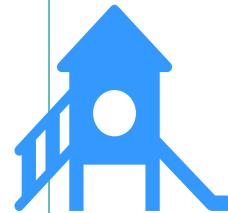
Support for **Quality Improvement Plans** in early learning and childcare facilities.



Strong performance against priorities, with **81% of QIP goals successfully achieved**, exceeding the established target of 65%



99 targeted support sessions delivered through **Professional Learning opportunities**, strengthening educator practices and capacity



80 of these sessions were **onsite coaching and mentoring** engagements, demonstrating effective and responsive support to administrator-identified QIP needs

Education Support Teachers



Collaborative work with Curriculum team to build strong Personal Learning Plans - Adjusted Plans



Professional learning for Resource teachers in **developing Individual Behaviour Support Plans** that have timely progress reporting



Professional learning for Resource teachers in Present Level of Performance with Personal Learning Plans-Individualized, training with the CALI Skills for Independence assessment, and Career Life Plans

Education Support Teachers



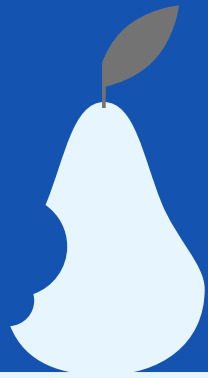
Professional learning for **School Counsellors** that support Dialectical Behavior Therapy, Grief Counselling, and Motivational Interviewing



Professional learning for **Behaviour Support teachers** that help implement programming, accurate data collection, and group teaching



Continued work with schools building their awareness of **Secondary Trauma**



Questions

