



Supporting Inclusive Education

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New Brunswick (NB), Canada



- Population 781,746 (2020)
- Bilingual
- 294 Schools
 - 205 Anglophone
 - 89 Francophone
- 97,263 Students
 - 68,128 Anglophone
 - 29,135 Francophone

Inclusive Education in NB

An **evolving** and **systemic** model of inclusive education where all children reach their full learning potential and decisions are based on the individual needs of the student and founded on evidence.

New Brunswick's definition of [Inclusive Education \(2009\)](#) and [Policy 322, Inclusive Education \(2013\)](#) highlight three complementary principles that directly influence professional practice:

Principles of Inclusive Education

Public education is **universal**

- the provincial curriculum is provided equitably to all students
- in an inclusive, common learning environment
- shared among age-appropriate, neighbourhood peers;

Public education is **individualized**

- the success of each student depends on the degree to which education is based on the student's best interests and responds to his or her strengths and needs; and

Public education is **flexible and responsive to change**

Inclusive Education in NB




- Reflects current inclusionary practices (5.1)
- Ensures learning for all
- Removal of barriers to learning
- Promotes the common learning environment
- Respects basic legal, civic and human rights for all
- Focuses on individual's strengths and needs

Inclusive Education in NB


The intentional
removal of Barriers...

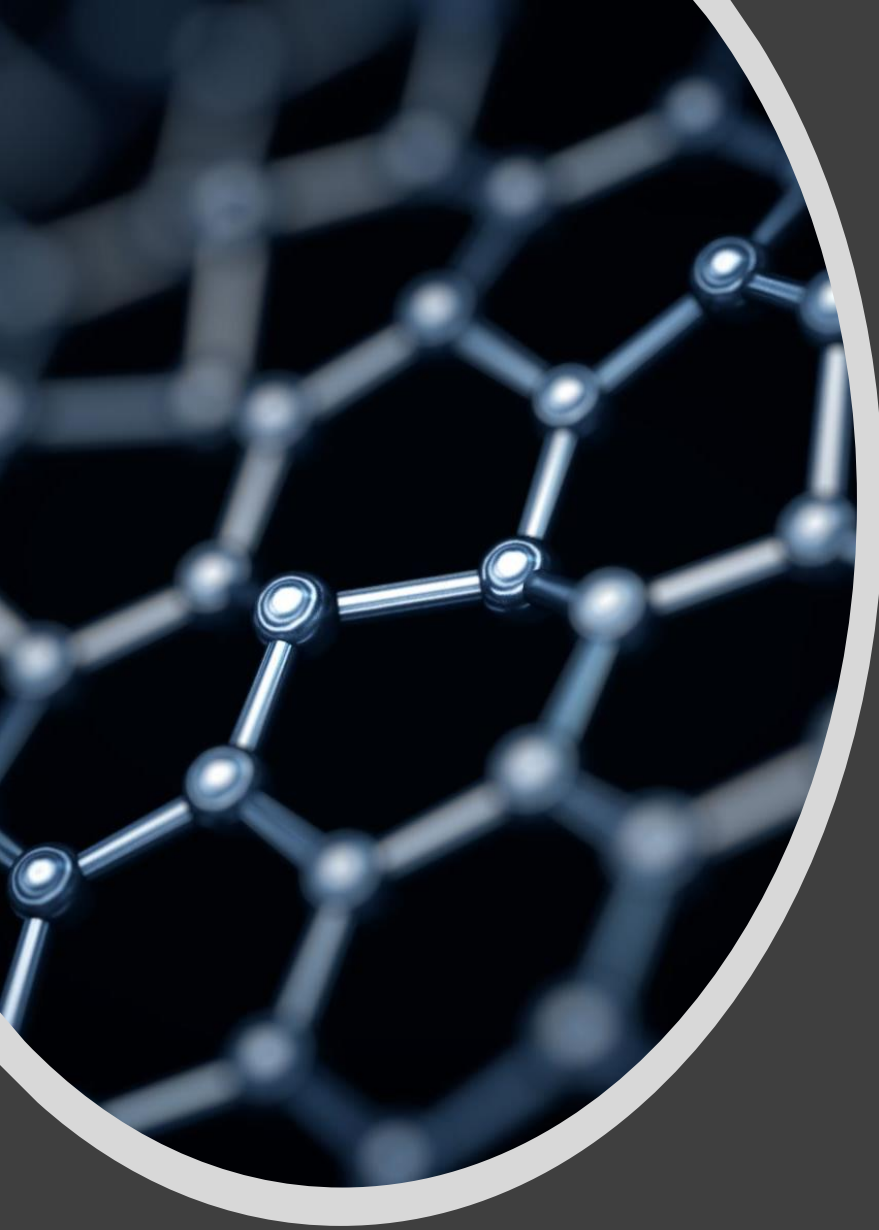
Environments that are
intentionally designed
to have*Everyone at
their Best*

A large orange circle is partially visible on the left side of the slide. Overlapping its right edge is a solid blue rectangle. The text 'Inclusive Education in NB' is written in white inside this blue rectangle.

Inclusive Education in NB

Our goal is **Personalized** education
where all students are learning in their
zone of proximal development... both
academically and **social/emotionally**

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Supporting Inclusive Education in NB

It takes a village

- School is the extension of community
- Families
- Student voice
- School leadership
- Educators and paraeducators
- Early childhood
- Advocacy
- Unions

SUCCESSES AND CONSIDERATIONS

SUCCESS	CONSIDERATION
POLICY 322	<ul style="list-style-type: none"> • SHIFTING FROM A DISABILITY-FOCUSED LENS TO INCLUSION FOR ALL LEARNERS • POLICY TO PRACTICE • COMMUNICATION
ROLES AND RESPONSIBILITIES	<ul style="list-style-type: none"> • HIGHLY QUALIFIED TEACHERS SHOULD BE THE STARTING POINT, NOT THE PARAPROFESSIONAL
UNIVERSAL DESIGN FOR LEARNING	<ul style="list-style-type: none"> • CURRICULUM DESIGN WITH AN INCLUSIVE AND EQUITABLE LENS
PROFESSIONAL LEARNING AND TRAINING	<ul style="list-style-type: none"> • ALL SCHOOL-BASED STAFF • EMBEDDED • “JUST IN TIME PROFESSIONAL LEARNING”
INTEGRATED SERVICE DELIVERY	<ul style="list-style-type: none"> • GETTING TO THE “WE”
COMMUNITY PARTNERS – KEY TO EVOLVING	<ul style="list-style-type: none"> • TAKES TIME – NOT ALWAYS IN AGREEMENT • SHIFTING FROM DEFICIT MODEL TO STRENGTHS-BASED

Merci/Thank You

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