



Education and Early Childhood Development

Annual Report
2013-2014



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Province of New Brunswick
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The Honourable Jocelyne Roy-Vienneau

Lieutenant-Governor of New Brunswick

May it please your Honour:

It is my privilege to submit the Annual Report of the Department of Education and Early Childhood Development, Province of New Brunswick, for the fiscal year April 1, 2013, to March 31, 2014.

Respectfully submitted,



Hon. Serge Rousselle, Q.C.
Minister

Hon. Serge Rousselle, Q.C.

Minister of Education and Early Childhood Development

Sir:

I am pleased to be able to present the Annual Report describing operations of the Department of Education and Early Childhood Development for the fiscal year 2013-2014.

Respectfully submitted,



John McLaughlin
Deputy Minister

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Minister's Message

I am pleased to present the annual report by the Department of Education and Early Childhood Development for the 2013-2014 fiscal year. In keeping with the *Accountability and Continuous Improvement Act*, this document details various actions undertaken by the Department to enhance the public education system for the benefit of all children and youth in New Brunswick.

Overall, in 2013-2014, the Department focused specifically on strengthening public schools, supporting educators and staff, and maintaining positive and safe learning environments in which all young New Brunswickers can continue to thrive and excel.

To these ends, the Department continued its work to ensure the school system remains more focused on and becomes more responsive to students' needs, promoting inclusive education, optimizing resources for students' learning, maintaining safe and healthy schools, and integrating early childhood services and the education system. The Department also continued implementing measures to help families with the costs of early learning and childcare, and to enhance wages for early learning and childcare staff.

Altogether, this work exemplifies the Department's success in carrying out its mandate to ensure all New Brunswick students have the opportunity to achieve their academic best on their journey to reach their potential.

I want to express my sincere gratitude to all staff members of the Department and our partners in fostering the development of young children and in educating our students. All can be very proud of their ongoing dedication and countless contributions to New Brunswick's progress in strengthening the public school system in 2013-2014 and in previous years.

I look forward to building on this success with Department staff and all our partners — including parents, community members, school staff, district education councils, school districts and early childhood partners — whose contribution is invaluable and greatly appreciated.

Sincerely,



Hon. Serge Rousselle, Q.C.
Minister of Education and Early Childhood Development

Deputy Ministers' Message

The Province of New Brunswick places great importance on the personal and educational development of our children and youth. Our team at the Department, within our means and ensuring fiscal sustainability, of Education & Early Childhood Development takes pride in striving for excellence. In creating the conditions whereby this goal can be realized. Working with District Education Councils, our First Nation partners, private enterprise, not-for-profit organizations, other government entities, and other important stakeholders, we are creating a truly inclusive learning environment, one that is supported not just by education professionals, but by the greater community as well.

To support the province's objectives of living within our means and ensuring fiscal sustainability, the Department implemented a number of initiatives during the 2013-2014 fiscal year to increase efficiency and accountability, streamline administrations and ultimately enhance education and early childhood services.

Fiscal year 2013-2014 marks the first year of implementation for the performance excellence process (PEP), a formal management system built upon leading business practices to develop, communicate and review strategy. PEP features many best-practice methodologies, including a Strategy Map, Balanced Scorecard, SOMIA and Lean Six Sigma. The Strategy Map outlines the department's improvement priorities for the fiscal year. The Balanced Scorecard translates the strategy into a set of objectives and measures to allow the department to track its progress in achieving its objectives. The SOMIA is a tool to manage the execution of our improvement initiatives and actions.

Since performance excellence practices requires ongoing commitment and discipline, the Department also trained staff to identify and remove wastes from processes, implemented the concept of performance excellence throughout the seven school districts, trained Process Improvement Facilitators in each district, and hired a Master Blackbelt to help accelerate the Department's improvement rate. Improvement projects are now in place which will lead to a more efficient administrative structure as well as improved student learning at the classroom level.

We are truly proud of our progress and accomplishments thus far and look forward to building on this success in the current fiscal year and beyond.

Sincerely,



John McLaughlin
Deputy Minister
Anglophone Sector



Gérald Richard
Sous-ministre
Secteur francophone

Highlights

Continued promotion of inclusive education through: the introduction of New Brunswick's first Inclusive Education policy; the implementation of the inclusive education action plan; and the hiring of 18 inclusive learning facilitators to support instructional practices and ensure excellence for all students.



Formation of a partnership with the RCMP and the Department of Public Safety and Justice and the Attorney General to take measures to protect children and youth from online predators.



Launch of the *Premier's Challenge*, a pilot program for schools to promote at least one hour of physical activity by students every day.



Co-implementation of *New Brunswick's Labour Force and Skills Development Strategy 2013-2016* with the Department of Post-secondary Education, Training and Labour.



Trained the leadership teams in the department and in the districts on the tools, methods and principles of formal management (performance excellence).



Continued implementation of the three-year action plan to: enhance wages for early learning and childcare staff; invest in the Day Care Assistance program to increase childcare subsidies; and expand the program eligibility to help families with the costs of early learning and childcare.



Investment of \$120.8 million in support of 14 projects to build new schools and renovate and expand existing ones throughout the province.



Investment of \$20.7 million in repairs to ensure public schools continue to be safe in terms of structure, water and radon.



Continued support for teachers through: the restoration of a mentorship program for first-year teachers that had been discontinued in 2009; the re-offering of the \$250 Classroom Supply Fund; and the extension of the fund to literacy, numeracy and resource teachers, among others.



Enacted legislation to facilitate the sharing of information between public bodies for the purpose of providing an integrated service to benefit individuals in need.

Strategic Priorities

Strategy Management

The Government of New Brunswick (GNB) has implemented a formal management system built on leading business practices to develop, communicate and review strategy. This process provides the public service with a proven methodology in both public and private sectors to execute strategy.

The formal management system starts with a strategic vision. The government expresses its vision through the themes for a stronger economy and an enhanced quality of life while living within our means. This strategic vision is articulated through the strategy map, which is a tool to provide focus and overall direction for improvement.

The Perspectives of the Strategy Map

The strategy map focuses on what's important to citizens: stimulating job creation and getting more people working; access to necessary programs and services; and providing value for their tax dollars.

The financial perspective addresses the financial requirements needed to sustainably support the commitment to citizens, stretching across all three themes of the vision. The financial perspective focuses on supporting the private sector to stimulate growth, ensuring the government lives within its means by achieving a sustainable budget, and funding priority programs to contribute to an enhanced quality of life.

The internal processes are government's direct role in achieving the vision. They are the strategic improvements government needs to successfully implement to achieve the vision. Each department sets its own goals and priorities within the strategic themes to match its programs and specialized needs.

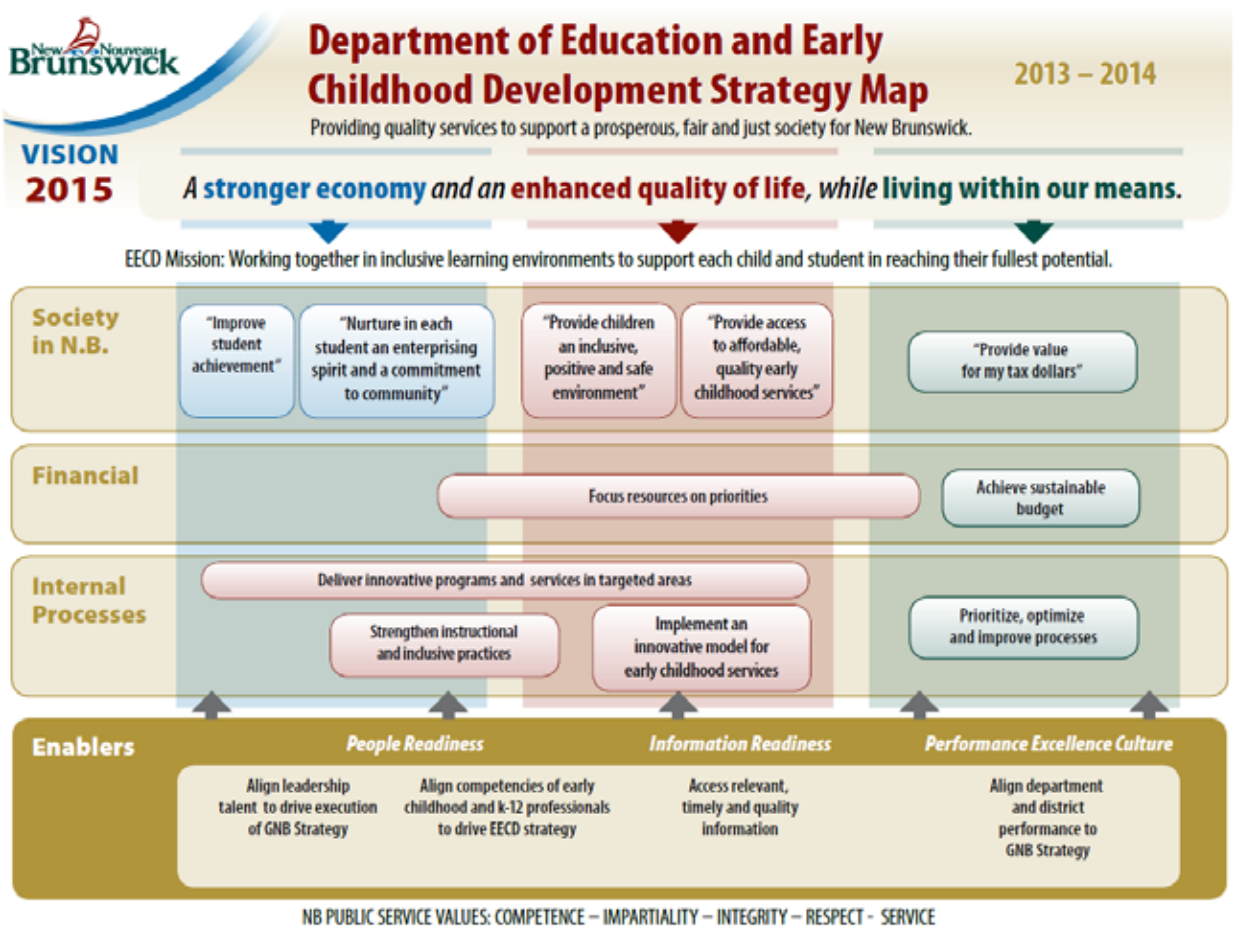
The enablers ensure that GNB is ready to execute the strategy through internal processes. Leaders and employees need to develop and demonstrate behaviours that engage others to ensure the success of strategic projects. Leaders need the right information at the right time to make strategic decisions, and the culture must align and recognize those who contribute to the achievement of the strategy.

Departmental Strategy Map

In 2013-2014, the Department of Education and Early Childhood Development adopted Performance Excellence Process (PEP) as its formal management system. PEP is a results-oriented, long-term approach to management. It utilizes several best practice methodologies including Strategy Map, Balanced Scorecard, and Lean6sigma.

EECD's 2013-2014 strategy map on the following page is a blueprint for describing, measuring and aligning the department's focus. It provides the link with the strategic themes of the Government of New Brunswick and outlines the department's priorities for 2013-2014. Initiatives undertaken by the department in 2013-2014 aligned to one of the strategic themes set out by the province.

The map contains the department's mission statement, with specific objectives on where to focus improvement efforts. It was inspired by a number of key action plans including: government's response to the recommendations of Strengthening Inclusion, Strengthening Schools; Putting Children First: Positioning Early Childhood for the Future; and the education plans.



Performance Measures

Strategic Theme: A Stronger Economy	Measures
Improve student achievement	Grade 9 English Language Proficiency Assessment score
	Grade 8 Math Assessment score
	Regular and modified Grade 11 French provincial evaluation success rate
Nurture in each student an enterprising spirit and a commitment to community	# of implemented business projects NEW
Strategic Theme: Enhanced Quality of Life	Measures
Provide access to affordable, quality early childhood services	% coverage of childcare spaces by infant, preschooler and after-school
Deliver innovative programs and services in targeted areas	# of youth on waitlist for Mental Health and Addiction services (ISD)
Strengthen instructional and inclusive practices	% of time Educational Support Teachers support teachers and students NEW
Strategic Theme: Living Within Our Means	Measures
Achieve Sustainable Budget	Ratio of actual budgeted expenditures
Prioritize, optimize and improve service delivery	Dollars saved per: continuous improvement
Enablers (HR, IT, Performance Excellence Culture)	Measure
Align department and district performance to GNB Strategy	# of sick leave days in EECD Part II

Strategic Theme A Stronger Economy

Objective of the measure

Improve student achievement in the New Brunswick Anglophone System

Measure

Grade 9 English Language Proficiency Assessment (ELPA) score: Reading

Description of measure

The ELPA assesses students' reading and writing skills based on the English language arts curriculum outcomes (Gr. 8) and related achievement standards. It is an assessment of functional literacy.

Overall performance

There has been a steady increase in student results over time.

Baseline: 78.1%

Target: 80.1%

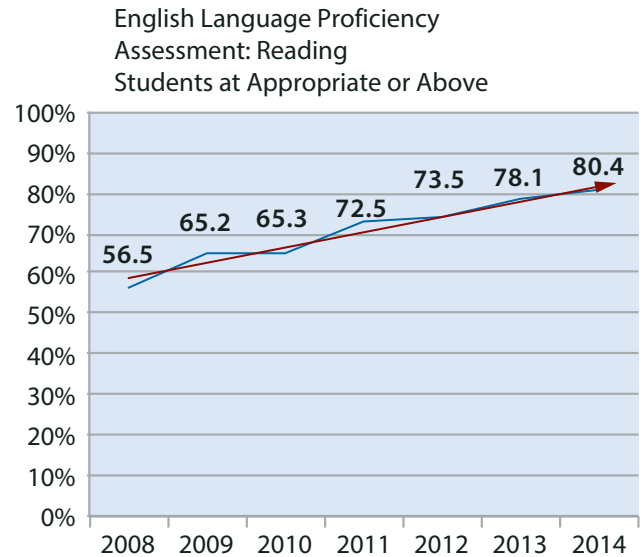
Actual: 80.4%

Why do we measure this?

The Grade 9 English Language Proficiency Assessment (ELPA) is a graduation requirement for all students registered in the New Brunswick Anglophone school system. It is an assessment of students' literacy skills based on the Atlantic Canada English Language Arts Curriculum Outcomes (Grade 8) and the New Brunswick Provincial Achievement Standards in Reading and Writing (end of Grade 8). The OECD supports to the end of Grade 8 as a functional literacy level. Students who are not successful receive interventions and rewrite the assessment in Grades 11 and/or 12. The goal is to ensure students leaving New Brunswick Anglophone Schools have at least functional literacy skills to transition to a post-secondary or the world of work.

What projects were undertaken in the reporting year to achieve the outcome?

- Efforts continued to ensure teachers of all subject areas understand their role in developing literacy skills and the literacy achievement standards defined for each grade level.
- Through the inclusion project, more students have access to assistive technology to support their learning.
- Three provincial professional learning days were allocated to helping teachers learn about the principles of *Universal Design for Learning*. The goal is for teachers to implement proactive planning practices that better address the diverse needs of students.
- A research pilot of *Read 180*, a literacy intervention, was conducted in several high schools in 2013-14.
- Teachers are becoming more adept at using formative assessment practices, including benchmark literacy assessments in the middle level, and modifying instruction based on the resulting data.
- Provincial marking sessions and professional learning opportunities continue to contribute to improvements.



Strategic Theme A Stronger Economy

Objective of the measure

Improve student achievement in the New Brunswick Anglophone System

Measure

Grade 8 Math Assessment score

Description of measure

Census. Aligned to the NB curricular outcomes for Grade 8.

Overall performance

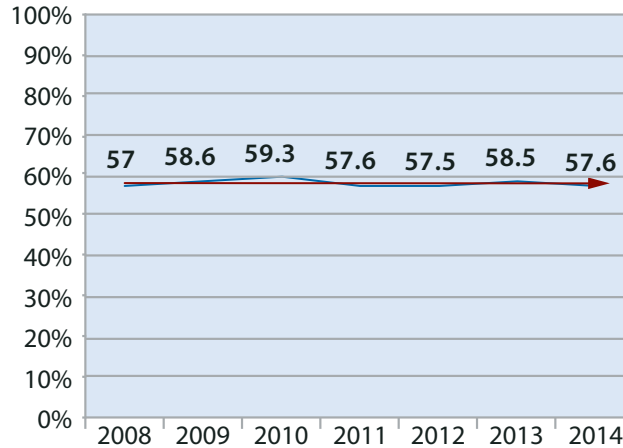
Trend line data indicate performance on this measure has flat-lined.

Baseline: 58.6%

Target: 85%

Actual: 58.5%

Provincial Mathematics Assessment at Grade 8
Students at Appropriate or Above



Why do we measure this?

A sound mathematical understanding is essential in preparing our students for life in modern society. It is important to ensure students have the knowledge and skills needed to solve problems and to communicate mathematically.

What projects were undertaken in the reporting year to achieve the outcome?

- **Education Support Teachers-Numeracy leads** are in all school districts to provide teacher support; a co-teaching and coaching model are being implemented.
- **Achievement indicator exemplars** were collected from the school system to help clarify mathematics expectations of students at various grade levels.
- **Grade 8 Mathematics: Secondary Release document** that presents in-depth information from the Provincial Mathematics Assessment, with specific information on constructed response items, was circulated among educators.
- **Extensive professional learning opportunities** have been provided to strengthen teachers' instructional expertise in numeracy as new curricula have been implemented K-12.
- **Formative Assessment** is a key focus in the province; professional learning opportunities and other supports for the effective use of formative assessment in classrooms are being provided.
- **Universal Design for Learning (UDL)** has been a focus of professional learning over the past two years. It underscores the need to address the uniqueness of each student's learning by ensuring information is presented in different ways and students are given the choice of demonstrating their learning in different ways.

Strategic Theme

A stronger economy

Objective of the Measure

Improve student achievement in the New Brunswick Francophone System

Measure

Success rate on provincial Grade 11 French assessments, regular and modified levels

Description of measure

The percentage of students in the regular and modified levels obtaining at least 55% on the provincial French assessment (reading and writing components).

Overall performance

Outcomes have been statistically constant for the past four years.

Baseline: Regular (2010-2011): 71%

Modified: (2008-2009): 55%

Target: 85% for both levels

Actual: Regular: 69%

Modified: 64%

Why do we measure this?

All New Brunswick students must be ready for the labour market and be prepared to take advantage of every opportunity they get to improve their quality of life and make a positive contribution to society and to the economy as full-fledged citizens.

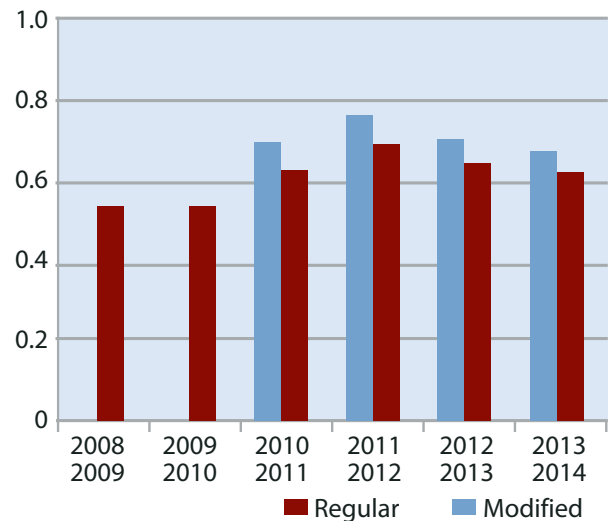
Reading and writing skills are essential for labour force participation.

The Department of Education and Early Childhood Development has a provincial assessment program to measure students' progress in reading and writing and to provide staff with the support they need to help improve the students' outcomes.

What projects were undertaken in the reporting year to achieve the outcome?

High school teachers are becoming increasingly familiar with strategic instruction and with practices that enable them to offer their students more reading and writing support, regardless of the subject taught.

Literacy is one of the main priorities of the provincial education plans. There are also strategies and definitive courses of action for improving student achievement in literacy under the Linguistic and Cultural Development Policy.



Strategic Theme

A stronger economy

Objective of the measure

Nurture in each student an enterprising spirit and a commitment to community in the New Brunswick Francophone System.

Measure

Number of entrepreneurial projects implemented between April 1, 2013 and March 31, 2014.

Description of measure

Number of entrepreneurial projects implemented under the "Entrepreneurial Spirit Development Fund."

Overall performance

The Department is on track to reach the target of 200 projects per year.

Reference: Not determined – the reference point will be established as of 2013-2014.

Target: 200 (per fiscal year)

Actual: 160

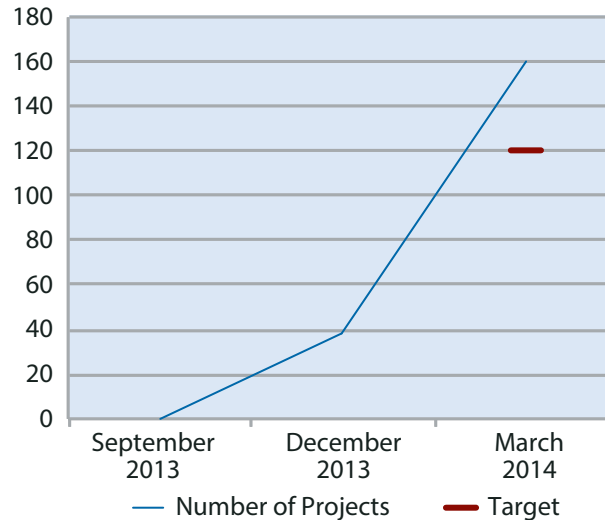
Why do we measure this?

An entrepreneurial spirit means the attitude or mind set leading a student to take initiatives, take on challenges, and become an active participant in his or her own future. Having students develop their entrepreneurial spirit means asking them to innovate, to make their ideas a reality, to expand their area of action, and to make choices that will have a positive effect on their overall health and on their community engagement.

With priority being given to the development of an entrepreneurial spirit, students will be able to develop the skills they need to make the transition to post-secondary education or the labour market. They will develop qualities and behaviours that will be useful to them throughout their lives: self-confidence, a sense of responsibility, leadership, ingenuity, creativity, and pride in identity and culture.

What projects were undertaken in the reporting year to achieve the outcome?

- In November, a provincial initiative on developing an entrepreneurial spirit was launched in the province's Francophone schools to enable as many students as possible to be involved in entrepreneurial projects.
- The Department provides ongoing support to the three school districts to help them initiate as many entrepreneurial projects as possible. In the past year, among other things, the Department organized three provincial meetings for all community school coordinators.
- Since the organization Place aux compétences (PAC) plays a major role in the schools that want to set up entrepreneurial projects, the Department agreed this year to second the services of one person on a half-time basis to that organization.
- The development of an entrepreneurial spirit is one of the priorities of the provincial education plan, which means that the Department will continue to place much emphasis on it over the next few years.



Strategic Theme Enhanced Quality of Life

Objective of the measure

Provide access to affordable, quality early childhood services.

Measure

% coverage of childcare spaces by infant, preschooler and after-school.

Description of measure

This measure tracks the percentage of child care spaces by specific age groupings and in relation to the total number of children in each age grouping. It provides a more accurate picture of the need for child care spaces to support New Brunswickers.

Overall performance

Below target

Baseline: October 2010

Infant 13 %

Preschool 47%

Afterschool 17 %

Target: *Infant 16%*

Preschool 64 %

Afterschool 20% s

Actual: *Infant 13 %*

Preschool 48%

Afterschool 19 %

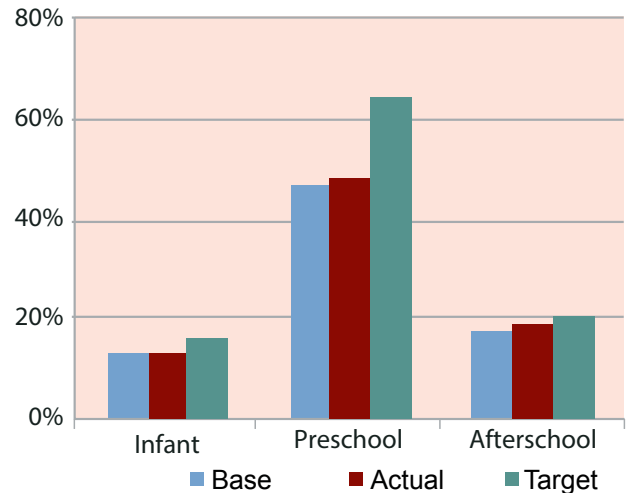
Why do we measure this?

We measure percent coverage of childcare spaces to monitor the status of our objective which is to provide access to affordable and quality early childhood services.

What projects were undertaken in the reporting year to achieve the outcome?

In 2013 -2014, an additional \$850,000 was invested in the Early Learning and Child Care Trust Fund. Of that amount \$750,000 was allocated to support the creation of infant, rural, non traditional and minority language spaces.

In 2013-2014, the Department conducted an assessment of the current space coverage for infants, preschool and afterschool by population demographics across each of the 7 school districts to identify gaps and potential future initiatives to support growth.



Strategic Theme

Enhanced Quality of Life

Objective of the measure

Deliver innovative programs and services in targeted areas.

Measure

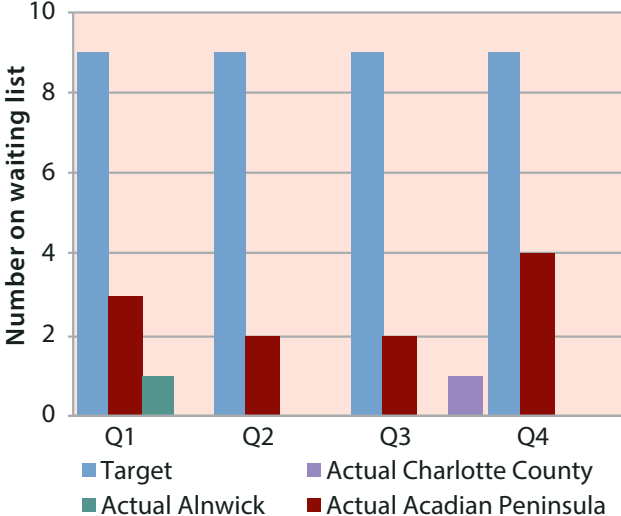
Number of youth on waitlist for Mental Health and Addiction services.

Description of measure

This measure targets the number of children and youth who are on the waitlist to receive services from Addictions and Mental health, the goal being to reduce or eliminate these waitlists completely.

Overall performance

The Alnwick and Charlotte county sites both met the stretch target at year end, with 0 children and youth on waitlist. The Acadian Peninsula site met the target of between 1 to 9 children and youth on waitlist by year end.



Baseline: The baseline as captured in May 2011 prior to implementation of Integrated Services Delivery (ISD) was:

Peninsula/Alnwick: 46 (note that prior to ISD, Acadian Peninsula and Alnwick were a combined site)

Charlotte County: 9

Target: 1-9 youth

Actual: Acadian Peninsula: 4

Alnwick: 0

Charlotte County: 0

Why do we measure this?

The Integrated Service Delivery (ISD) model was implemented in two demonstration sites in 2010. The ISD initiative strives to offer the right service at the right time and at the right intensity to our children and youth. This means avoiding situations where a child is put on a waitlist, which often causes his or her situation to worsen as time passes.

What projects were undertaken in the reporting year to achieve the outcome?

- An evaluation report was published in October 2013, that made some recommendations for improvement. These have since been implemented and have had a significant impact on waitlists. During the past year, processes for the creation of a common plan for each child or youth presenting high risks have been established. This brings all service providers together and enables a more holistic approach to treatment. Improved collaboration with school Education Support Services Teams (ESSTs) has also had a significant impact on the way the Child and Youth (C&Y) teams have been able to provide services to children and youth along the entire continuum of services. By getting to them earlier, the C&Y Teams are preventing problems from escalating and thus reducing the need for a higher intensity of services. Historically, these services have been in high demand, often due to the lack of alternative options. By providing other options and treating problems before they escalate, there is less demand on these services, and thus shorter to no waitlists.

Strategic Theme Enhanced quality of life

Objective of the measure

Strengthen instructional and inclusive practices in the New Brunswick Anglophone System

Measure

% of time Educational Support Teachers- Resource provide **support to subject teachers**

EST-R = Educational Support Teachers – Resource, previously called: Resource Teacher

Description of measure

EST-Resource time use is recorded in 15 minute segments over a sample of three days. This measure is the proportion of time EST-Rs engage in supporting teachers vs. working with students vs. other tasks.

Overall performance

Policy was implemented in 2013; no immediate gains

Baseline: The data collection process was piloted for two years. 2013 is our baseline year for this measure. It is also the year new expectations were introduced through policy.

Target: 2014 Target: 28% of time supporting subject teachers

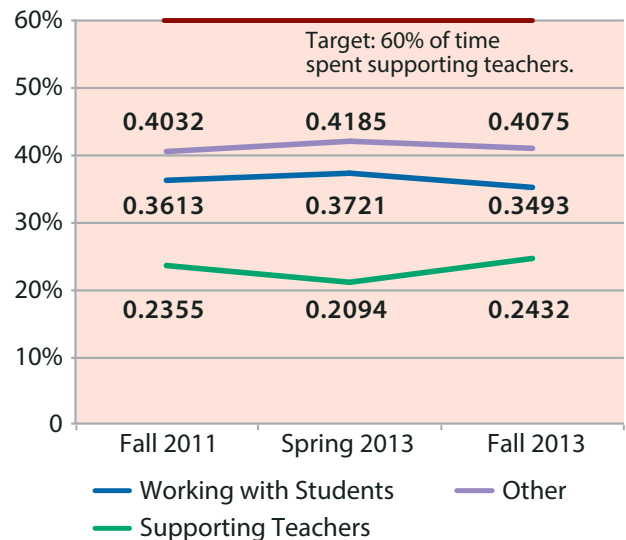
Actual: 2013: 24

Why do we measure this?

Research indicates overall performance increases when students of diverse abilities learn together. Teachers require particular skills and supports in such inclusive environments. EST-R have specialized skills currently used predominantly for working directly with students. This approach has not fostered the capacity of subject teachers. Policy direction, based on *Strengthening Inclusion Strengthening Schools* (2012) recommendations is re-focusing the role of EST-R to better support teachers.

What projects were undertaken in the reporting year to achieve the outcome?

- **Created standards documents and entrenched in policy.**
- Policy 322-*Inclusive Education*, requiring a “minimum of 60% of time spent directly supporting and collaborating with classroom teachers”, was implemented in September 2013.
- Guideline document was developed to establish the service delivery model, support school-based Educational Support Services (ESS) Teams and inform team members of their roles.
- **Targeted professional learning** was provided to ESTs to clarify new roles; all ESTs (K-12) participated (approximately 800) in the sessions. The goal is to increase the amount of time EST-Rs, in particular, spend supporting classroom teachers. Historically, much of their time has focused on “other duties” which include supporting EAs, attending meetings, analyzing student data, and working with other professionals.
- **Included EST-R time use in the School Improvement Review process:** worked with 32 school teams, 32 principals of schools to be reviewed in the future, and 54 district personnel to engage leadership teams in examination of practices that support students and improve performance. The functioning of the ESS Team and role of the EST-R was examined in each school and strategies for improvement developed as needed. This process is used for job-embedded knowledge transfer in the Anglophone sector.



Strategic Theme

Living Within Our Means

Objective of the measure

Achieve Sustainable Budget.

Measure

Ratio of actual to budgeted expenditures.

Description of measure

Actual expenditures divided by projected budgeted expenditures.

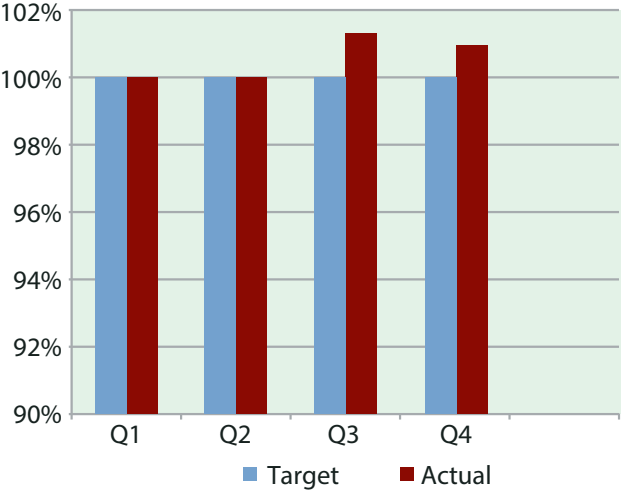
Overall performance

Slightly higher than anticipated.

Baseline: 100.2%

Target: 100.0%

Actual: 101.0%



Why do we measure this?

This indicator measures the department’s ability to manage its overall expenses compared to budget and its ability to take corrective actions if expenses are projected to be over-budget during the year.

What projects were undertaken in the reporting year to achieve the outcome?

A number of operational efficiency projects were undertaken but results were not achieved during calendar year in question.

Strategic Theme Living Within Our Means

Objective of the measure

Prioritize, optimize and improve processes.

Measure

Dollars saved per: continuous improvement.

Description of measure

This measure targets savings (including revenue generation activities, hard cost avoidance, and hard cost reduction) results from Lean Six Sigma projects and related continuous improvement efforts.

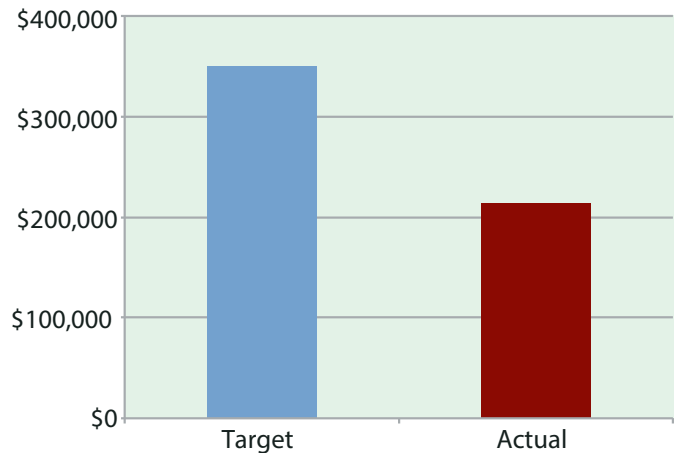
Overall performance

Improved performance
(between base and target)

Baseline: \$0

Target: \$350,000

Actual: \$213,426



Why do we measure this?

The Department is changing to reduce costs and improve the quality and sustainability of programs and services. An important aspect of this change is embedding a culture of continuous improvement. This means that, project by project the Department can do more with less.

What projects were undertaken in the reporting year to achieve the outcome?

Continuous improvement within EECD is being driven through the recognized, proven business practice known as "Lean Six Sigma." This methodology focuses on identifying customer needs, eliminating waste and improving quality while reducing costs.

In 2013-2014, EECD carried out two Lean Six Sigma (LSS) projects. One project reviewed the inquiry, approval, monitoring and renewal processes performed by the 18 Early Childhood Services Coordinators across the province. As a result of this project the work process was standardized for increased consistency and productivity was increased by reducing the amount of time involved within each process to allow ECS Coordinators to take on an increased caseload and effectively meet sector demands.

The other project examined the way the Anglophone sector resourced curriculum. As a result of this project, the Department has improved the way it resources curriculum by streamlining the process and providing teachers more choice in terms of resources for their classrooms.

The Department also achieved savings through a number of waste walks.

In 2013-2014, EECD trained one Black Belt per district and two black belts within the department. The black belts are responsible for carrying out LSS, and other improvement related projects.

Strategic Theme Enablers (HR, IT, Performance Excellence Culture)

Objective of the measure

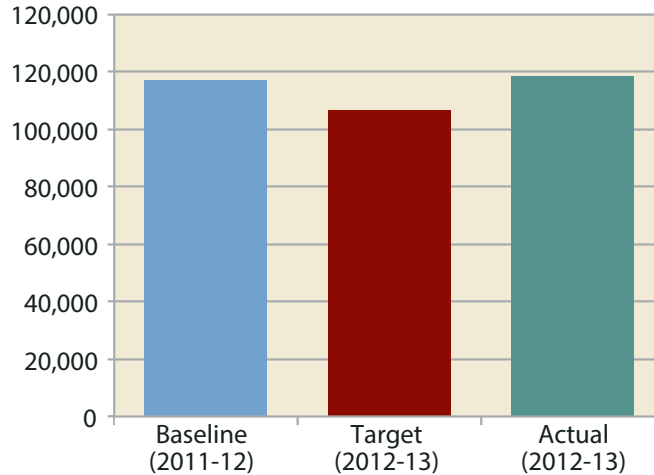
Align department and district performance to GNB Strategy.

Measure

of sick leave days in Part II of the New Brunswick Public Service.

Description of measure

Item is measured in overall number of sick days taken in Part II during the School Calendar Year (2012-13). The target was calculated through applying a 0.75 sick day reduction for Part II Employees (13,883 FTE) when compared to actuals from the 2011-12 School Year.



Overall performance

Did not meet target.

Baseline: 117,164 days

Target: 106,751 days

Actual: 118,407 days

Why do we measure this?

Attendance management is an important responsibility within any organization. Effectively managing attendance has a number of valuable outcomes including higher levels of employee wellness, productivity and efficiency in operations.

The Government of New Brunswick has announced a target reduction of 20% in sick leave usage by March 31, 2015. As a result, this item has been added to EECD's balanced scorecard given their linkage with Part II of the New Brunswick Public Service. It is being tracked on a quarterly basis.

What projects were undertaken in the reporting year to achieve the outcome?

- Conducting an internal review regarding current practices in attendance management in Part II;
- Working with the Department of Human Resources regarding the establishment of a revised Attendance Support Program (to be implemented initially in Part I of Government); and
- The establishment of Joint Committees on Teacher Wellness and Attendance At Work between the Government of New Brunswick and the NBTF.

There is continued interest in establishing similar relationships with our other Unions in Part II to collaboratively review and address key factors that influence attendance in Part II.

This area continues to be a priority for EECD in the current fiscal year.

Overview of Departmental Operations

Overview

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing the best public education system possible, where all students have a chance to achieve their academic best and where parents are involved in their children's education.

Organization of the School System

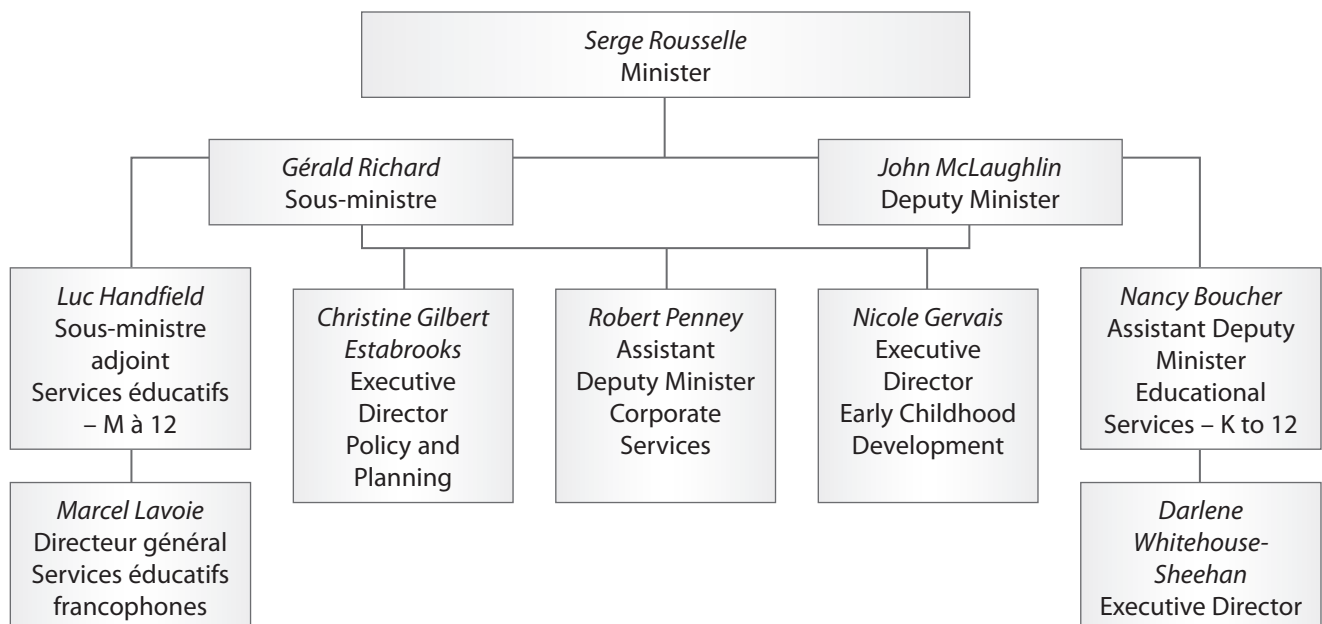
The Department of Education and Early Childhood Development has responsibility for public education (kindergarten through Grade 12).

Since 1967, the provincial government has had sole responsibility for financing public schools and is committed to equal opportunity for all students. The Minister of Education and Early Childhood Development prescribes curriculum and establishes educational goals and standards.

Serving Canada's only officially bilingual province, New Brunswick's education system offers students the opportunity to learn in both French and English through two parallel, but separate education systems. Each linguistic sector of the Department of Education and Early Childhood Development is responsible for its own curriculum and assessment.

The public education system has seven school districts -- three French and four English. District Education Councils (DECs), consisting of publicly and locally elected members, are responsible for establishing the direction and priorities for the school district and for making decisions as to how the districts and schools are operated.

High-level organizational chart



Division overview and highlights

Anglophone Educational Services Division

The Educational Services Division (ESD) is responsible for the establishment of provincial education standards, programs, and services as well as the monitoring of system effectiveness for the education system K-12. The Division contributes to the development, implementation and monitoring of the Anglophone Education Plan and public accountability processes. ESD staff also work with provincial, regional and national stakeholders and external partners to improve learning and service delivery for students. The Division consists of five branches.

Highlights

- Implemented draft *School-based Education Support Services (ESS) Teams Guidelines* to establish the new roles and service delivery model.
- Developed professional learning sessions on inclusive education and provided these to the entire school system.
- Developed six online modules for system-wide strengthening of Universal Design for Learning (UDL) practices; these were introduced on provincial professional learning days.
- Developed an online module and identified resources on formative assessment practices for instructional leaders.
- Launched component one of Level 2 Autism online training and began development of component two.
- Completed the revision of high school mathematics courses; all courses are implemented with the exception of *Calculus 120* which will be introduced in September 2014.
- Implemented all recommendations from the Auditor General's Report (2009).
- Provided professional learning to improve First Nations cultural awareness; topics included identity, stereotypes and Residential Schools.
- Implemented the new *Early Career Teacher Education Program* to support 90 first year teachers.
- Continued consultations on high school renewal.

Key Performance Indicators

Literacy and Numeracy

From baseline measures, achievement on provincial assessments will increase at a rate of at least 2% per year toward the following targets:

- Elementary Level: 90% of the students, in their program of study, will achieve the expected level of language and mathematical literacies on provincial assessments.
- Middle Level: 85% of the students, in their program of study, will achieve or surpass the expected level of language and mathematical literacies on provincial assessments.
- High School: 85% of the students, in their program of study, will achieve or surpass the expected level language literacies on provincial assessments.

Inclusive Learning Environments

From baseline measures, either established or to be determined, the following targets will be achieved by June 2016.

- Ensure professional learning for school administrators includes best inclusive environment practices.
- All students from grades 6 to 12 will be engaged in the development of an active career portfolio.
- Increase by 5% the number of school-wide initiatives that promote First Nation cultural understanding; a baseline will be established in 2013-2014.

Anglophone School Districts

The public education system includes four Anglophone School Districts, governed by District Education Councils whose members are publically and locally elected. Each District Education Council employs a superintendent to oversee the leadership of the district. Each school district is responsible to ensure:

- implementation of provincial educational policy,
- development of district education and expenditure plans,
- identification of school district priorities,
- implementation of provincial curricula and related programs and services, and
- establishment of local policies to address its needs.

Highlights

The following are some school district highlights for the 2013-14 fiscal year:

- Implemented recommendations arising from the *Strengthening Inclusion, Strengthening Inclusion* report to improve inclusive learning environments and build capacity in related instructional practices,
- Participated in Formal Management training,
- Continued to focus on strengthening student learning,
- Provided support to strengthen school leadership, and
- Focused on increasing understanding of formative assessment practices,

For further details on each school district, please consult: <http://www.gnb.ca/0000/SchoolDistricts.asp>

Key Performance Indicators

Services éducatifs francophones

The Services éducatifs francophones Division establishes standards for its programs and services and reports on their attainment. It is responsible for the development, implementation, and evaluation of the education plan, curricula, learning support services, and teaching. It verifies students' learning, coordinates and administers various evaluation programs in the schools, and is also responsible for the Francophone school system's budgetary and administrative planning.

The Division assumes responsibilities for the development of various educational projects in cooperation with other departments and various organizations and agencies at the provincial, regional, national, and international levels.

It discharges its responsibilities in compliance with the established rules of governance, working closely with the District Education Councils (DECs), the school districts, and the Acadian and Francophone community.

Highlights

- Hired school inclusion coordinators and launched a series of professional development activities for school staff in relation to the implementation of the recommendations of the report *Strengthening Inclusion, Strengthening Schools*, which promotes the inclusion of all students at school.
- Held the forum on the Language and Cultural Development Policy for the French education system, which brought together more than 120 education partners and was designed to validate the first draft of the policy.
- Launched an initiative to develop an entrepreneurial spirit, specifically by supporting the initiation of entrepreneurial educational projects for kindergarten to Grade 12 students in the 93 Francophone schools in the province.
- Implemented a new Grade 11 math curriculum enabling students to learn math according to their areas of interest, their passions, and their career and life plans.
- Launched a writing strategy for elementary school level to improve students' (written) literacy skills.

Key Performance Indicators

Literacy and numeracy

- 85% of students attain at least level 3 (expected) on provincial Grade 2 and 4 reading tests.

Current measures:

- 77% of 2nd grade students achieve at least the Level 3 (expected) at the provincial language reading evaluation;
- 68% of 4th grade students achieve at least the Level 3 (expected) at the provincial language reading evaluation;
- 85% of students attain at least the appropriate level and 60% of students attain the expected or superior level on provincial elementary school French and math tests.

Current measures

- 71% of 5th grade students achieve at least the acceptable level and 35% achieve the expected or superior level at the 5th Grade provincial French evaluation;
- 67% of 8th grade students achieve at least the acceptable level and 31% achieve the expected or superior level at the 8th Grade provincial French evaluation;
- 76 % of 3rd grade students achieve at least the acceptable level and 48% achieve the expected or superior level at the 3rd Grade provincial Math evaluation;
- 80 % of 5th grade students achieve at least the acceptable level and 55 % achieve the expected or superior level at the 5th Grade provincial Math evaluation;
- 58% of 8th grade students achieve at least the acceptable level and 45 % achieve the expected or superior level at the 8th Grade provincial Math evaluation.
- 85% of students attain the appropriate level on provincial Grade 10 math and Grade 11 French tests.

Current measures

- No data available for the 10th Grade Maths (new evaluation starting in June 2014)
- 64,7% of students enrolled in the regular 11th Grade French course achieve at least the acceptable level (55%) at the 11th Grade regular French provincial evaluation.

Inclusion

- 100% of principals participate annually in professional development opportunities in connection with best education practices that promote the introduction of an inclusive learning environment.
- 100% of resource teachers and other learning support services staff participate annually in professional development opportunities in connection with inclusive teaching.

Current measures

- 100% of school directors, resource teachers and other Education Support Services staff took part in professional development opportunities related to inclusion principles.

Life/career

- All grade 6 to 12 students are involved in a process of developing their life/career plan.

Current measures

- No data until 2015
- At least 200 educational entrepreneurial and guidance-oriented projects are implemented annually in the schools.

Current measures

- 160 implemented business educational and guiding projects in 2013-14.

Identity building

- 95% of graduates report having taken part in cultural activities organized by the school.

Current measures

- 83% of graduates declared that they participated in cultural events organized by their school.

Francophone school districts

The public school system includes three Francophone school districts administered by District Education Councils whose members are elected publicly and locally. Each district education council hires a superintendent. The Francophone school districts are responsible for the following:

- Compliance with provincial education policies;
- Establishing the directions and priorities for their district;
- Preparing education and expenditure plans;
- Implementing curricula, policies, and provincial services;
- Establishing local policies to better meet the needs of their respective school district.

Highlights

For more details on highlights, please visit:
<http://www.gnb.ca/0000/DistrictScolairef.asp>

Early Childhood Services

Early Childhood Services was transferred to the Department of Education and Early Childhood Development to create a continuum of learning from birth to high school graduation within a robust system with greater policy coherence. In positioning early childhood for the future, government has expanded the definition of early childhood to focus on children from birth to age eight.

The Early Childhood Services Division is responsible to implement the new vision of integration through alignment of program design, policies and guidelines to guide service delivery within government and community agencies supporting families and children from birth to age eight.

The Early Childhood Services Division is the lead for all provincial stakeholder relations relevant to early childhood with specific responsibility for the following departmental early childhood programs and services:

- Day Care Assistance Program
- Family and Early Childhood(Early Intervention)
- Day Care Services
- Developmental Childcare Program
- Enhanced Support Worker Program
- Prenatal Benefit Program
- Quality Improvement Funding Support Program
- Services for Preschool Children with Autism Spectrum Disorder
- Early Language Program (Talk with Me)
- Excellence in Parenting / Born to Read

The Early Childhood Services Division consists of 12 central office staff and 25 regional staff across the province.

Highlights

- 7 Early Childhood Services Directors have provided leadership towards the continued integration of early childhood services and education at the local/district level.
- The re-designed Early Intervention Program was effective April 1, 2013. Aligned with the department's school districts, the 7 agencies have an expanded mandate from zero to five years to zero to eight years and provide a continuum of support for children and families who need it. This new mandate further includes transition to school activities.
- Effective October 1, 2013, the income level at which a family benefits from Government's full time child care subsidy increased to \$27,000 and the upper household annual income threshold increased to \$50,000.
- The maximum daily subsidies for infants (birth to 24 months) increased by \$1 per day, bringing the maximum daily rate to \$27.50 per day from \$26.50 per day.
- The maximum daily subsidies for preschoolers (two to five years old) increased by \$.50/day, bringing the maximum daily rate to \$23.75 per day from \$23.25 per day.
- The wage top up for the one year ECE Certificate increased by \$.25/hour raising the trained wage enhancement rate from \$4.50/hour to \$4.75 per hour
- Funding to support 25 additional spaces was allocated to reduce the waiting lists in the Support Worker Program.
- EECD continued to partner with the New Brunswick Association for Community Living to support a three year project of Community-Based Inclusion Facilitation, as proposed by the Ministerial Advisory Committee.

Policy and Planning

The Policy and Planning Division is divided into three branches. It is responsible for policy development and advice, submissions to Executive Council and Board of Management, legislature support and coordination and the preparation of briefing materials for key government activities. It is responsible for the administration of the *Education Act*, the *Early Childhood Services Act*, the *Right to Information and Protection of Privacy Act*, the *Personal Health Information Privacy and Access Act*, the *Public Interest Disclosure Act*, the federal *Copyright Act* and other legislation relevant to the mandate of the department. In addition, the division collects and analyses key statistical information and develops and implements relevant data gathering instruments to ensure timely and sound information, project management, surveys, accountability tools and performance indicators. Finally, the division is responsible for the management of ministerial correspondence as well as the linguistic revision of documents to ensure quality for the Department and its stakeholders.

Highlights

Policy and Planning Division

- Delivered department-wide information sessions on the *Right to Information and Protection of Privacy Act*.
- Developed Policy 322 *Inclusive Education* to establish the requirements to ensure New Brunswick public schools are inclusive.
- Revised Policy 703 *Positive Learning and Working Environment* to reinforce the application of the policy, including environments that are inclusive, safe, respect human rights, support diversity and address discrimination for all students.
- Enacted legislation to facilitate the sharing of information between public bodies for the purpose of delivering an authorized program, service or activity to the benefit of an individual in need.
- Developed three regulations to accompany the *Early Childhood Services Act*.

Corporate Services

The Corporate Services Division is responsible for providing support services in the areas of Human Resources, Information Systems, Finance and Services, Educational Facilities and Pupil Transportation to the K-12 and Early Childhood sectors both at the central office and school district levels.

Highlights

- Focus on financial process and operational efficiency changes centrally and in school districts.
- Initiated three year action plan on employee engagement.
- Initiated deployment of new Student Information System in two school districts.

Key Performance Indicators

Cost per student K-12.

Financial Information

Departmental Expenditure Status Report by Program/Primary

Fiscal Year Ending March 31, 2014

	Budget (\$000)	Actual (\$000)
Corporate & other Education Services		
Personnel Services	9,693,227	9,001,344
Other Services	852,125	881,843
Materials and Supplies	56,800	232,188
Property and Equipment	38,200	16,994
Contributions, Grants and Subsidies	-	-
Debt and Other Charges	-	-
TOTAL	<u>10,640,352</u>	<u>10,132,369</u>
Elementary & Secondary Education		
Personnel Services	856,893,450	855,784,664
Other Services	112,579,828	110,306,591
Materials and Supplies	22,019,787	22,936,545
Property and Equipment	5,847,374	7,428,200
Contributions, Grants and Subsidies	5,555,754	5,621,581
Debt and Other Charges	6,978,500	6,982,851
Miscellaneous	-	-204,960
TOTAL	<u>1,009,874,693</u>	<u>1,008,855,472</u>
Early Childhood Development		
Personnel Services	3,258,800	2,503,541
Other Services	100,900	643,084
Materials and Supplies	5,000	92,469
Property and Equipment	-	257,979
Contributions, Grants and Subsidies	64,301,945	62,616,986
Debt and Other Charges	-	-
	<u>67,666,645</u>	<u>66,114,059</u>
GRAND TOTAL	<u>1,088,181,690</u>	<u>1,085,101,900</u>

Summary of Staffing Activity

Pursuant to section 4 of the *Civil Service Act*, the Deputy Minister of the Department of Human Resources delegates staffing to each Deputy Head for their respective departments. Please find below a summary of the staffing activity for 2013-2014 for the Department of Education and Early Childhood Development.

The Department advertised 38 competitions, including 22 open (public) competitions and 16 closed (internal) competitions.

Pursuant to section 15 and 16 of the *Civil Service Act*, the Department made the following appointments using other processes to establish merit than the competitive process:

Appointment type	Appointment description	Section of the Civil Service Act	Number
Specialized Professional, Scientific or Technical	An appointment may be made without competition when a position requires: <ul style="list-style-type: none"> • a high degree of expertise and training • a high degree of technical skill • recognized experts in their field 	15(1)	0
Equal Employment Opportunity Program	Provides Aboriginals, persons with disabilities and members of a visible minority group with equal access to employment, training and advancement opportunities.	16(1)(a)	0
Department Talent Management Program	Permanent employees identified in corporate and departmental talent pools, who meet the four-point criteria for assessing talent, namely performance, readiness, willingness and criticalness.	16(1)(b)	4
Lateral transfer	The GNB transfer process facilitates the transfer of employees from within Part I, II (School Boards Districts) and III (Hospital Corporations) of the Public Service.	16(1) or 16(1)(c)	8
Regular appointment of casual/temporary	An individual hired on a casual or temporary basis under section 17 may be appointed without competition to a regular properly classified position within the Civil Service.	16(1)(d)(i)	3
Regular appointment of students/apprentices	Summer students, university or community college co-op students or apprentices may be appointed without competition to an entry level position within the Civil Service.	16(1)(d)(ii)	0

Summary of Legislation and Legislative Activity

Bill #	Name of legislation	Date of Royal Assent	Link to Bill
23	An Act Respecting the <i>Delivery of Integrated Services, Programs and Activities</i>	December 13, 2013	http://www1.gnb.ca/legis/bill/editform-e.asp?ID=1059&legi=57&num=4
6	An Act to Amend the <i>Early Childhood Services Act</i>	December 13, 2013	http://www1.gnb.ca/legis/bill/editform-e.asp?ID=1038&legi=57&num=4

Summary of Official Languages Activities

Introduction	The Department of Education and Early Childhood Development developed a <i>Draft Action Plan</i> that included strategic means for each of the four sectors of activity (focus) found in the <i>Government Plan on Official Languages 2011-2014</i> . Although the Plan has not yet been approved by Senior Management, we were successful in improving awareness and promoting Official Languages internally.
Focus 1	<p><i>Ensure access to service of equal quality in English and French throughout the province:</i></p> <ul style="list-style-type: none"> • One of the objectives / challenges the Department focused on addressing in 2013-2014 was an increase in the level of participation in casual/formal second language communication within the Department at its Central Office. • Employees at the Department are encouraged to speak to one another in their second language in order to improve second language skills. This can take the form of selecting a common language of communication on certain days or through providing opportunities to discuss key elements of grammar and vocabulary. The Department is also a strong proponent for second language training, as well as conducting meetings in both official languages. • All linguistic profiles are reviewed on an annual basis to validate accuracy. The linguistic profiles are well-maintained and kept up-to-date to ensure that it has the capability to offer quality services in both official languages.
Focus 2	<p><i>An environment and climate that encourages, for all employees, the use of the official language of their choice in their workplace:</i></p> <ul style="list-style-type: none"> • An objective of the Department in 2013-14 was to create an environment where employees were free to use their language of choice. • Employee preference was collected and updated in the Human Resources Information System (HRIS). • All performance reviews are carried out in the employee's official language of choice. Recommendations were made to randomly review 5% of departmental performance reviews to ensure they are completed in the employee's language of choice. • All seasonal/holiday/employee appreciation activities are held in both official languages. • Although not awarded by EECD, nominations for individuals and groups within EECD were sought out that were providing "Excellence in the delivery of bilingual services" and nominated for said award. Awards were provided to the Policy and Planning Division, as well as, staff from Human Resources for their efforts.
Focus 3	<p><i>What strategic means did your department implement in order to ensure that new and revised government programs and policies took into account the realities of the province's official language communities (promotion of official languages)? For example, did you hold public consultations?</i></p> <ul style="list-style-type: none"> • A section has been added in the Department's Annual Report dealing with official languages and providing a status report where activities are reflected. • We continue to try to identify solutions to ensure the policies are being followed and that the service provided is of a superior level.

Focus 4	<p><i>Ensure public service employees have a thorough knowledge and understanding of the Official Languages Act, relevant policies, regulations, and the Province's obligations with respect to official languages:</i></p> <ul style="list-style-type: none"> • Performance Review Forms now include a section where official languages are discussed. • iLearn modules on Language of Work and Language of Service policies are promoted and completion rates are being monitored.
Conclusion	<p>As mentioned above, the Policy and Planning Division, and representatives from the Human Resources Branch were among the inaugural winners of "excellence in the delivery of bilingual services and the use of the two official languages in the workplace" by the Commissioner of Official Languages.</p> <p>Branches within the Department have also taken the initiative to create their own activities in order to encourage and promote the use of second language while in the work environment.</p>

Summary of Recommendations from the Office of the Auditor General

Name and year of audit area with link to online document	Recommendations	
	Total	Adopted
Provincial Testing of Students – Anglophone Sector (2009) http://www.gnb.ca/OAG-BVG/2009v3/2009v3-E.ASP Chapter 2	16	16
Testing of Payments (2009) http://www.gnb.ca/oag-bvg/2009v2/chap4e.pdf Chapter 4, pages 76, to 83	6	6
Payroll System for School Districts (Gestion & EPay) (2012) http://www.gnb.ca/oag-bvg/2012v1/chap3e.pdf Chapter 3, pages 74, 91 to 93	4	2
Information Technology (2013) http://www.gnb.ca/oag-bvg/2013v1/chap5e.pdf Chapter 4, pages 94 to 98	No Recommendations	No Recommendations
Accounts Receivable – First Nation Tuition (2013) http://www.gnb.ca/oag-bvg/2013v1/chap5e.pdf Chapter 5, pages 217 to 222	1	1