

# Education and Early Childhood Development

Annual Report  
**2016–2017**

**Education and Early Childhood Development  
Annual Report 2016-2017**

Province of New Brunswick  
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## Transmittal letters

### From the Minister to the Lieutenant-Governor

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, 2016, to March 31, 2017.

Respectfully submitted,



Honourable Brian Kenny  
Minister

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### From the Deputy Ministers to the Minister

Honourable Brian Kenny  
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, Province of New Brunswick, for the fiscal year April 1, 2016, to March 31, 2017.

Respectfully submitted,



John McLaughlin  
Deputy Minister, Anglophone sector

Sir:

I am pleased to be able to present the annual report describing operations of the Department of Education and Early Childhood Development, Province of New Brunswick, for the fiscal year April 1, 2016, to March 31, 2017.

Respectfully submitted,



Gérald Richard  
Deputy Minister, Francophone sector

# Table of contents

Minister's message . . . . .	1
Deputy Minister's message . . . . .	2
Deputy Minister's message . . . . .	3
Strategic priorities . . . . .	4
Highlights . . . . .	5
Performance measures . . . . .	6
Overview of departmental operations . . . . .	12
Division overview and highlights . . . . .	13
Financial information . . . . .	19
Summary of staffing activity . . . . .	20
Summary of legislation and legislative activity . . . . .	21
Summary of Official Languages activities . . . . .	22
Summary of recommendations from the Office of the Auditor General . . . . .	23
Report on the <i>Public Interest Disclosure Act</i> . . . . .	23
Appendix . . . . .	24

# Minister's message

Education is one of our government's key priorities. We are committed to ensuring that New Brunswick's children and youth receive an education that will prepare them for the future. We understand that learning is a process that begins at birth and follows us throughout our lives. Our goal is to create learners in this province who are passionate about their education.

The government understands how important education is to New Brunswick's families. We have invested more in education than any government in the province's history to ensure that future generations are provided with the education they deserve. We are working hard to give our students the skills and abilities they need to be productive participants in our society and economy. Education and early childhood learning are some of the best investments we can make for our prosperity.

We are committed to making affordable, quality and inclusive child care more accessible to New Brunswick's families. We maintain our commitment to creating excellence in our early learning and education system.

During the past year, we developed many resources and tools to strengthen professional development and support educators in a number of areas, including literacy, numeracy and skills development.

This report reflects the hard work carried out in our schools, school district and child care centres as well as in the department. We will continue to build on this work and ensure our education system is sustainable to serve the needs of learners for many years to come.

A handwritten signature in cursive script that reads "Brian Kenny".

Honourable Brian Kenny  
Minister of Education and Early Childhood Development

# Deputy Minister's message

The Department of Education and Early Childhood Development strives to provide excellence in our education system. While our schools support students from kindergarten to Grade 12, we know how important it is to inspire a love of learning at the earliest age possible. We work closely with our partners in districts, district education councils, the early childhood sector, educators, administrators, support staff, stakeholders, parents, learners, First Nations and communities across the province to ensure our learners have the skills and knowledge they need to succeed from start to finish.

During the past year, many positive initiatives that augment our excellent education system were introduced. We started to implement the 10-year plans developed in 2015-2016 and the results have been positive. In keeping with the plans, programs were developed to allow for a return to a Grade 1 entry point for French immersion and to offer more French language opportunities to rural communities.

We have continued our work and provided additional resources for educators in the key focus areas of literacy and mathematics. These focus primarily on our youngest learners, giving them a solid foundation for the future. More professional development opportunities have been provided for educators, and new leads have been added to provide additional support for educators in literacy and math. In addition, we continue to expand opportunities for students to explore the trades, science, technology and the arts.

The department is committed to providing a safe, healthy and welcoming learning environment for children and youth. We want to ensure all our learners understand the value of diversity and have a strong sense of belonging in their learning environment. During the past year, we welcomed 650 Syrian students into schools across the province. Expert educators have been hired to welcome newcomer learners and their families as well as support LGBTQ inclusive education. We continue to work with partners to incorporate Indigenous world views into the curriculum.

In early learning, an enhanced model for the Preschool Autism Intervention Program was introduced and funding was increased. In August 2016, the New Brunswick Child Care Review Task Force report was released. It sets a path for our commitment to providing New Brunswickers with accessible, affordable and inclusive child care. The department provided funding for 13 family resource centres to increase their capacity. This will effectively support early language development and literacy for families and children.

We will continue to work toward fulfilling our objectives in the 10-year education plan *Everyone at Their Best* and provide outstanding educational experiences for learners across the province.



John McLaughlin  
Deputy Minister, Anglophone sector

# Deputy Minister's message

The Department of Education and Early Childhood Development is committed to ensuring that New Brunswick's students have the competencies and skills they need for personal growth and professional development. Our goal is to support a generation of life-long learners.

The 10-year education plan *Donnons à nos enfants une longueur d'avance (Giving our children an edge)* began its implementation this year. Since then, we have been hard at work with our partners in the school districts to align and advance the priorities of this plan.

The department has undertaken a number of initiatives to ensure our learners are provided with the support they need to succeed. We have developed and published *Profil de sortie d'un élève acadien et francophone du Nouveau-Brunswick*. This profile, along with expert consultations, has assisted in the development of programming to help learners receive individualized educational experiences that will help prepare them to participate in the New Brunswick economy. We have also established a common vision for the first objective of our education plan, which is centred on allowing learners to explore their interests and passions as well as to explore different career opportunities. These initiatives were brought together in the development of our projet d'écoles prototypes.

During the past year, we implemented a new provincial learning assessment program. In continuing our work to promote strong literacy skills within our learners, we published a literacy framework guide for teachers in kindergarten and Grade 1. We published performance writing standards to improve writing skills.

An assessment has been added to Grade 6 mathematics classes that will help educators identify students who may not be successful in years to come. Most importantly, this assessment will allow teachers to intervene and help these students get back on track toward success.

We have expanded the secondary survey strategy in technology as well as in social sciences and humanities. We have engaged in strategic planning to ensure our students are prepared to take part in the future workforces by further integrating technology into pedagogy.

We continued to work with stakeholders and partners to address the challenges of mental health issues, to promote inclusion and to purchase and develop resources to offer First Nations perspectives in the classroom.

We look forward to continuing this work and helping New Brunswick's children and youth become passionate about their education and prepared for the future.



Gérald Richard  
Deputy Minister, Francophone sector

# Strategic priorities

## Strategy management

The Government of New Brunswick (GNB) uses 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 to execute strategy, increase accountability and continuously drive improvement.

The development of the strategy, using the Formal Management system, starts with a strategic vision to move New Brunswick forward. This vision is anchored in five priority areas:

- 1. Jobs** – Creating the best environment for jobs to be generated by New Brunswickers, by businesses, by their ideas, by their entrepreneurial spirit, and by their hard work. Growth efforts will be guided by the *New Brunswick Economic Growth Plan*, which focuses on strengthening the workforce; expanding innovation capacity; increasing the agility of government; fostering public and private investment in strategic infrastructure; and growing capital investment from the private sector.
- 2. Education** – Improving education as guided by two 10-year plans, *Everyone at Their Best* for the Anglophone sector and *Donnons à nos enfants une longueur d'avance* for the Francophone sector, that identify objectives for the early learning and education system and establish clear expectations for standards and performance. The areas of focus for the first year are: ensuring children and other learners develop the competencies they need to be successful in school and life; improving both literacy and numeracy skills for all learners; and working to make post-secondary education more accessible and affordable.
- 3. Families** – Creating a healthier and stronger New Brunswick by focusing on seven key areas: improving access to primary and acute care; promoting wellness; supporting those with mental health challenges; fostering healthy aging and support for seniors; advancing women's equality; reducing poverty; and providing support for persons living with a disability.
- 4. Federal and Aboriginal Relations** – Building stronger relationships with First Nations; strengthening action on climate change; and working with the federal government to maximize federal funding, including optimizing infrastructure funding and growing the workforce through immigration.
- 5. Smart Province** – Providing taxpayers with better value for their money by transforming the culture of government by eliminating duplication; adopting new innovations in technology to improve services and savings; and ensuring GNB has a ready workforce that has the skills, training, support, leadership and working environments it needs to thrive.



# Highlights

During the 2016-2017 fiscal year, the Department of Education and Early Childhood Development focused on these strategic priorities through:

- ◆ Establishing the Education Priority Delivery Unit, with emphasis on improvements in early learning, literacy and numeracy programming.
- ◆ Completing the co-chairs recommendation reports on the establishment of the 10-year education plans. This followed extensive consultation with First Nations, educators, learners, parents, community and business leaders, school district personnel, district education councils and others through a series of open houses, one-on-one meetings, workshops and opportunities to comment online.
- ◆ Launching of the 10-year education plans *Everyone at Their Best* for the Anglophone sector and *Donnons à nos enfants une longueur d'avance* for the Francophone sector.
- ◆ Establishing a guiding coalition of senior leaders from school districts and central office to plan for, oversee and direct efforts toward the goals of the 10-year education plans.
- ◆ Releasing of the New Brunswick Child Care Review Task Force report, with recommendations on how to create the right conditions for quality child care that is accessible, affordable and inclusive, and that supports parents' participation in the workforce.
- ◆ Re-establishing French Immersion at Grade 1 to begin in the fall of 2017, with emphasis on program design, curriculum development, assessment and evaluation, resource development, finance, teacher recruitment and training, financial considerations, transportation and infrastructure.
- ◆ Strengthening educational partnerships with Indigenous communities.
- ◆ Signing a Memorandum of Understanding with Opportunities New Brunswick and the Department of Post-Secondary Education Training and Labour to collaborate on cybersecurity initiatives.
- ◆ Welcoming 650 Syrian students and working with partners to enhance the experiences of their families as they settled across New Brunswick.

# Performance measures

Education	Long-term measures (10- year education plan)	Short-term measures (2016-2018)
Improve literacy skills for all learners. (Anglophone sector)	Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments.	Percentage of K-2 teachers using the nine components of the Balanced Literacy Approach.
		Percentage of K-2 teachers using formative assessment to inform and guide instruction and learning.
Improve learners' literacy skills (Francophone sector)	Percentage of students who attain at least the expected level in provincial Grades 2 and 3 reading assessments.	Percentage of Grade 2 classroom teachers in targeted schools who assess the reading level of their pupils using the GB+ kit, at least once per semester.
Improve numeracy skills for all learners. (Anglophone sector)	Percentage of students achieving appropriate and higher levels of performance on provincial mathematics assessments.	Percentage of K-2 teachers using formative assessment to inform and guide instruction and learning.
		Percentage of K-2 Numeracy Leads' time dedicated to instructional coaching.
Ensure that all students develop the competencies they need to achieve their career and life readiness plan (Francophone sector)	Percentage of Grade 8 students who indicate that their time in elementary school helped them identify their strengths and areas of interest.	Percentage of school administrations in the French-language education sector who say that they fully understand the vision and basic concepts of the skills-based approach (2017).

## Improve literacy skills for all learners

*Objective three of the 10-Year Education Plan (Anglophone Sector)*

### Long-term measure (10-year education plan)

Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments.

### Short-term measure (2016-2018)

Percentage of K-2 teachers using the nine components of the Balanced Literacy Approach.

### Description of measure

This measure, through a self-reporting process, tracks the percentage of teachers who plan for and regularly use the nine components of balanced literacy instruction. By doing so, teachers are able to provide students with a range of authentic literacy experiences that impact development of foundational skills for communication and learning. In addition, teachers are tracking the level of integration (identified as +1) of these practices across all curricular areas.

The components of balanced literacy include: Read Aloud, Shared Reading, Guided Reading, Independent Reading, Modelled Writing, Shared Writing, Independent Writing, Word Work and Oral Language.

### Overall performance

The baseline data are close to the target of 90 per cent of teachers using the components of balanced literacy instruction.

Baseline: 80%	Target: 90%	Actual: 80%
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### Why do we measure this?

Research reveals the positive impact a balanced literacy approach can have when teachers use these approaches to target instruction to individual student need.

Using a balanced approach to literacy, teachers can integrate authentic reading, writing, oral language and word work into learning to provide a wide range of experiences for students. Along with targeted support, this will positively impact literacy achievement of students.

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

Literacy Leads received professional learning on balanced literacy and the use of the *Balanced Literacy Needs Assessment*. K-2 teachers received job-embedded, timely and personalized professional learning from Literacy Leads. K-2 school principals received professional learning through provincial and district sessions.

## Improve literacy skills for all learners

*Objective three of the 10-Year Education Plan (Anglophone Sector)*

### Long-term measure (10-year education plan)

Percentage of students achieving appropriate and higher levels of performance on provincial reading assessments.

### Short-term measure (2016-2018)

Percentage of K-2 teachers using formative assessment to inform and guide instruction and learning.

### Description of measure

This measure tracks the percentage of K-2 teachers using formative assessment as an integral component of literacy instruction. For this instructional practice to be effective, teachers must include all components of the learning cycle: plan based on evidence of student learning; do facilitate student learning; check for understanding daily and record data; and act on evidence to adjust instruction. This cycle is further detailed on the *Teaching Process Map*.

Teachers use the Formative Assessment Learning Scale to self-report their use of this practice. There are six levels on the scale: knowing, willing, learning, improving, doing and sustaining. With support from their principals, the teachers reflect on which level best describes their use of formative assessment in their classrooms and record it on the scale.

The data include teachers who reported being at one of the top three levels of the scale divided by the total number of K-2 teachers participating.

### Overall performance

Implementing formative assessment practices has been a goal of school districts and the department during the past few years. As a result, most teachers should be at least at the levels of "Knowing" and "Willing."

The baseline data, which include teachers at the "Improving" level and above, is close to target of 90 per cent of teachers using formative assessment. However, to achieve the goal of full implementation of formative assessment in K-2 classrooms, teachers need to reach the level of "Doing," which is described as: "I am regularly doing all parts of the formative assessment cycle with all of my students."

Baseline: 86%	Target: 90%	Actual: 86%
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### Why do we measure this?

Formative assessments are a range of formal and informal assessments conducted during learning to inform and guide instruction and learning. It is a high-yield practice. Through formative assessment, teachers are able to collect detailed information to improve instruction and student learning. This allows teachers to provide effective, consistent and intentional instruction and support to students. This will have an overall positive impact on student achievement and reduce learning gaps.

Doing: I am regularly doing all parts of the formative assessment cycle with all of my students.

Sustaining: This is the way I will continue to assess in my classroom.

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

Literacy Leads received professional learning on formative assessment and the use of the Teaching Process Map and the learning cycle (plan, do, check, act).

Resources and tools were developed and made available to teachers to support them in following the map and learning cycle (e.g., tasks to use to check for prior learning and curriculum expectations, data collection tools, tasks to extend learning).

K-2 teachers received job-embedded, timely and personalized professional learning from Numeracy Leads deployed at a low ratio (about 1:15). The leads provided instructional coaching to enhance the practices of K-2 teachers focusing on the teaching process map, literacy expertise and pedagogy.

K-2 school principals received professional learning through provincial and district sessions.

## Improve learner's literacy skills

*Objective seven of the 10-Year Education Plan  
(Francophone sector)*

### 10-Year Plan Indicator

Percentage of students who attain at least the expected level in provincial Grades 2 and 3 reading assessments.

### Short-term indicator (2016–2018)

Percentage of Grade 2 classroom teachers in targeted schools who assess the reading level of their pupils using the GB+ kit, at least once per semester.

### Description of measure

All Grade 2 teachers are asked to participate in a survey three times during the school year in order to check whether they have analyzed poor reading comprehension skills with all of the pupils in their classes using the GB+ kit, and if not, identify obstacles preventing them from having good reading comprehension skills.

### Overall performance

The results of the provincial assessments are available at the following address:

[http://www2.gnb.ca/content/gnb/fr/ministeres/education/m12/content/secteur\\_francophone/bulletins.html](http://www2.gnb.ca/content/gnb/fr/ministeres/education/m12/content/secteur_francophone/bulletins.html)

As at March 31, 2017, 78 per cent of Grade 2 teachers said that they had conducted at least one analysis of poor reading comprehension skills with all of their pupils during the second semester of the school year.

The percentage of teachers who analyzed poor reading comprehension skills with all of their students is slightly lower than the baseline established in the previous semester. However, in the second semester in some areas, students missed up to one month of school because of snowstorms and an ice storm. In order to truly verify whether there was an improvement in this teaching practice, it will be necessary to make comparisons between years, for corresponding semesters.

Reference: 80% (1st semester of the 2016-2017 school year)	Target: 90%	Actual: 78% (2nd semester of the 2016-2017 school year)
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### Why do we measure this?

The analysis of poor reading comprehension skills is a proven literacy practice. It makes it possible to identify specific reading problems that students are having,

take measures to correct the problems, and ensure that young readers are reading within their zone of proximal development.

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

The survey helped teachers express their needs in terms of conducting analyses of poor reading comprehension skills (e.g., kits not available, lack of training, and class management problems). The Department of Education and Early Childhood Development and the school districts implemented initiatives to meet the identified needs. For example, the Department of Education and Early Childhood Development provided GB+ kits for teachers who said they did not have one.

## Improve numeracy skills for all learners

*Objective four of the 10-Year Education Plan  
(Anglophone Sector)*

### Long-term measure (10-year education plan)

Percentage of students achieving appropriate and higher levels of performance on provincial mathematics assessments.

### Short-term measure (2016-2018)

Percentage of K-2 teachers are using formative assessment to inform and guide instruction and learning.

### Description of measure

This measure tracks the percentage of K-2 teachers using formative assessment in their math classrooms. For this instructional practice to be effective, teachers need to include all components of the learning cycle: plan based on evidence of student learning; do: facilitate student learning; check for understanding daily and record data; and act on evidence to adjust instruction. This cycle is further detailed on the *Teaching Process Map*.

Teachers use the Formative Assessment Learning Scale to self-report their current level of use of this practice. There are six levels on the scale: knowing, willing, learning, improving, doing and sustaining. With support from their principals, the teachers reflect on which level best describes their use of formative assessment in their classrooms and record it on the scale.

The data include teachers who reported being at one of the top three levels of the scale divided by the total number of K-2 teachers participating in the initiative.

### Overall performance

Implementing formative assessment practices has been a goal of school districts and the department during the past few years. As a result, most teachers should be at least at the levels of “Knowing” and “Willing.”

The baseline data, which include teachers at the “Improving” level and above, is close to the target of 90 per cent of teachers using formative assessment. However, to achieve the goal of full implementation of formative assessment in K-2 math classrooms, teachers need to reach the level of “Doing,” which is described as: “I am regularly doing all parts of the formative assessment cycle with all of my students.”

Baseline: 84% <i>(data collection only in Q4; it is the baseline)</i>	Target: 90%	Actual: 84%
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### Why do we measure this?

Formative assessment is a teaching and learning process. It is recognized internationally as a high-yield practice. Through formative assessment, teachers can collect detailed information used to improve instruction and student learning. This allows teachers to provide effective, consistent and intentional instruction to respond to learning needs (intervene or extend). Solid and consistent formative assessment will have an overall positive impact on student achievement and reduce learning gaps.

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

Numeracy Leads received professional learning on formative assessment and the use of the Teaching Process Map and the learning cycle (plan, do, check, act).

Resources and tools were developed and made available to teachers to support them in following the process map and the learning cycle (e.g., tasks to use to check for prior learning and curriculum expectations, data collection tools, tasks to extend learning).

K-2 numeracy teachers received job-embedded, timely and personalized professional learning from Numeracy Leads deployed at a low ratio (about 1:15). The leads

provided instructional coaching to enhance the practices of K-2 math teachers focusing on the teaching process map, math expertise and pedagogy.

K-2 school principals received professional learning through provincial and district sessions.

## Improve numeracy skills for all learners

### Objective four of the 10-Year Education Plan (Anglophone Sector)

#### Long-term measure (10-year education plan)

Percentage of students achieving appropriate and higher levels of performance on provincial mathematics assessments.

#### Short-term measure (2016-2018)

Percentage of K-2 Numeracy Leads time dedicated to instructional coaching.

#### Description of measure

K-2 Numeracy Leads will dedicate 75 per cent of their time to instructional coaching of teachers on teaching and intervention, mathematical expertise and pedagogy. The purpose is to enhance teachers’ instructional practice. Instructional coaching includes observing, modelling, co-planning, reviewing data, co-teaching and reflecting. Instructional coaching time also includes supporting students (as part of the coaching model and primarily in the classroom) as well as providing support for professional learning committees.

Data are collected through a “Time Use Survey.” Numeracy Leads track the hours they spend providing instructional coaching support to teachers. The total number of hours used to provide support each day is divided by 5.5 hours (total number of hours in the instructional day, 4.5 hours, plus one hour of flexible support time that may be provided before school, at lunch or after school). The following are included in the total for a given week: sick days of Numeracy Leads; scheduled school closures (e.g., parent/teacher, professional learning), unscheduled school closures (e.g., storm days), mandated district meetings and mandated provincial meetings (including professional learning and other).

## Overall performance

The instructional coaching model provided K-2 Numeracy Leads with a framework for the various ways they can support teachers and build their capacity. Many leads were new to this role in the fall of 2016 and were not familiar with the math improvement work. Data were not collected during the first months of this initiative (Q3) to provide time for leads to receive professional learning and establish schedules and relationships.

Many leads found completing the Time Use Survey each day to be demanding. However, it provided useful data on the various barriers they were encountering in their efforts to work with teachers (e.g., no K-2 math classes taking place at certain times of day, events taking place during math time). This data were shared with their district leadership teams to collaborate with the schools to address challenges and maximize the impact of instructional coaching.

Baseline: 69% <i>(data collection only in Q4; it is the baseline)</i>	Target: 75%	Actual: 69%
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### Why do we measure this?

Many factors contribute to student success; research suggests that teacher capacity is a critical component. Instructional coaching builds instructional capacity.

In New Brunswick, teachers with subject-matter expertise in mathematics often teach at the secondary level. It is essential to enhance teacher capacity to impact directly student achievement in numeracy in the early years. Criteria for effective professional learning include: job-embedded, timely and personalized. The instructional coaching model, which uses a low ratio of teachers to Numeracy Leads, incorporates all of these criteria.

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

Numeracy Leads focused their work to provide instructional coaching to enhance the practices of K-2 math teachers (teaching process, math expertise and pedagogy).

They were deployed at a low ratio (about 1:15) to provide effective professional learning.

Rather than focus on identified individual teachers, the Numeracy Leads provided support to teams of teachers at each school. With this approach, teachers had a common language and understanding of K-2 math improvement work. It also built collective capacity so teachers could support each other when the Numeracy Lead was not at their school.

Numeracy Leads received professional learning during the school year on the instructional coaching model and principles of adult learning.

Regular calls (via Lync) were held (weekly, then bi-weekly) with each district team to discuss challenges, share successes and ensure ongoing communication. Challenges were regularly examined and addressed by the Priority Development Unit.

## Ensure that all students develop the competencies they need to achieve their career and life readiness plan

*Objective 1 of the 10-Year Education Plan  
(Francophone sector)*

### 10-Year Plan indicator

Percentage of Grade 8 students who indicate that their time in elementary school helped them identify their strengths and areas of interest.

### Short-term indicator (2016–2018)

Number of prototype schools that are carrying out the project to shift the focus towards development set out in the document entitled *Profil de sortie d'un élève acadien et francophone du Nouveau-Brunswick* (New Brunswick Acadian and Francophone school system graduate profile) (2017).

### Description of the indicator

Schools that teach grades 6 to 8 are invited to apply for selection as a prototype school. Three schools will be chosen during the selection process, i.e., one per district, and these schools, working with the Department of Education and Early Childhood Development and the school districts, will begin the shift towards a teaching approach focusing on the development of the competencies set out in the graduate profile document.

## Overall performance

The selection process has been initiated, and the three prototype schools will be announced in the spring of 2017.

Reference: 0	Target: 0 (1 per school district during the 2017-2018 school year)	Actual: 0 (March 31, 2017)
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### Why do we measure this?

This indicator is related to the competency-based approach action area under Objective 1 of the 10-Year Education Plan, the objective of which is to help all students, throughout their education pathway, to develop in learning environments that promote a competency-based approach and regularly help students carry out complex, context-specific and meaningful tasks.

The shift in focus towards the development of competencies is a significant paradigm shift that requires an in depth assessment and close collaboration between schools, school districts and the Department of Education and Early Childhood Development. In that regard, the Department of Education and Early Childhood Development called upon the expertise of a well known researcher in the field of competency development. In order to increase the initiative's chances of success, it is vitally important to jointly construct the educational

model underlying the competency-based approach. The initial three prototype schools will help with the joint construction of this model.

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

- The *Profil de sortie d'un élève acadien et francophone du Nouveau-Brunswick* (New Brunswick Acadian and Francophone school system graduate profile) was published. It describes the three competencies identified as essential for our students to develop.
- Training provided by and discussions held with a well known researcher in the field of competency development.
- Development of a common perception of Objective 1 (life and career plan) and of the graduate profile within the French-language education services team (Department of Education and Early Childhood Development), and among school district administrators and learning specialists.
- Research relative to a number of themes within French-language education services regarding the competency-based approach (curricula, assessments, structure and environment, innovative projects, and literature reviews).
- Development of an implementation plan to give effect to the graduate profile in the classroom through prototype schools.

# Overview of departmental operations

The Department of Education and Early Childhood Development's vision is to make a difference in diverse classrooms and early learning environments by focusing on strategic services to support the learning and development of all children and students. The department's roles are:

- to provide public education (kindergarten through Grade 12);
- to oversee, support and regulate early childhood services for the province; and
- to ensure the public's interest in the safety, security and healthy development of children up to age 12 who attend regulated day cares.

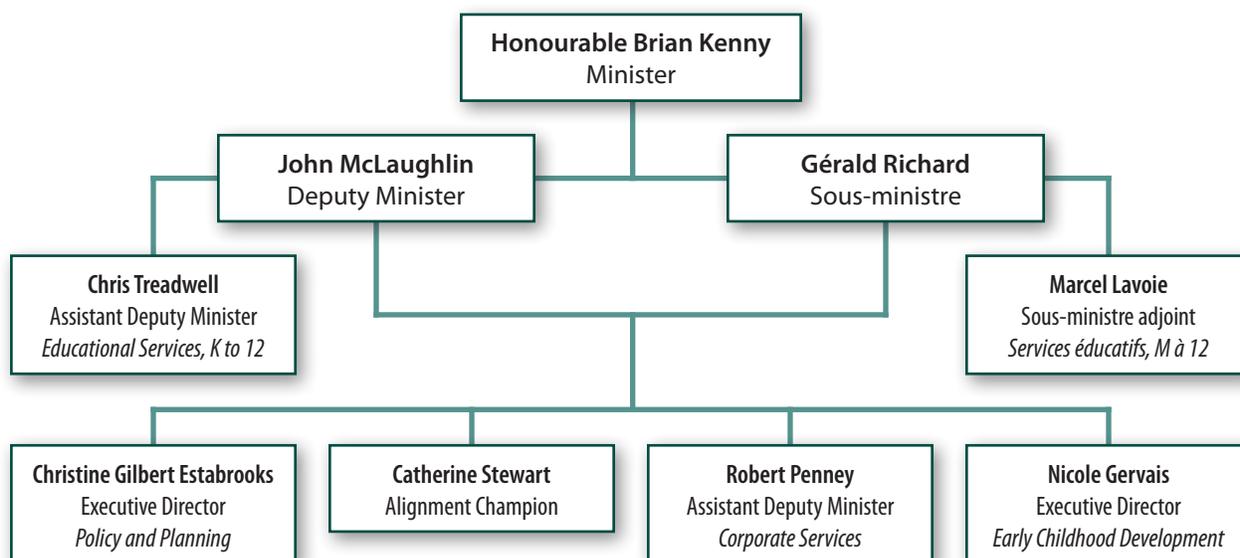
Since 1967, GNB has had sole responsibility for financing public schools, and it is committed to equal opportunity for all students. The Minister prescribes curriculum and establishes educational goals and standards.

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

The public education system has seven school districts – four anglophone and three francophone. District education councils, consisting of publicly and locally elected members, are responsible for establishing the direction and priorities for their respective district and for making decisions as to how the districts and schools are operated.

Early childhood services and programs are mainly delivered through community-based organizations. However, services are aligned according to the different geographical zones and the Official Language used in the districts. The department plays a crucial role in regulating the services through legislation and standards. While the department delivers some programs and services, most early childhood programs are contracted to community-based organizations or to private agencies that offer services such as the preschool autism program or the early intervention program for families with children who are at risk of developmental delays. Programs and services also include a network of 829 licensed day cares.

## High-level organizational chart





# Division overview and highlights

## Early Childhood Services Division

The **Early Childhood Services Division** provides leadership for the early childhood development sector. It is also responsible for ensuring the bridging of early childhood services and school services as well as monitoring early childhood programs and services. It administers the following early childhood programs and services for the department:

- Day Care Assistance Program;
- Early Intervention Program (family and early childhood), including the Developmental Child Care Program; Early Years Evaluation-Direct Assessment;
- Day Care Services: licensing and monitoring;
- Enhanced Support Worker Program;
- Prenatal Benefit Program;
- Quality Improvement Funding Support program;
- Preschool Autism Program;
- Early Language Program (Talk With Me);
- Welcome to Kindergarten program; and
- Excellence in Parenting/Born to Read.

The division consists of nine branches: five anglophone branches (one central and four within the coverage areas of the districts) and four francophone branches (one central branch and three within the coverage areas of the districts).

### HIGHLIGHTS

- ♦ *The department introduced an enhanced model for the Preschool Autism Intervention Program and increased funding from \$27,500 to almost \$33,000 per child.*
- ♦ *The department developed preschool autism online training available to personnel working with children with autism. This training will align with the online training for school professionals.*
- ♦ *The department aligned the new autism training model with districts to ensure children were served equally throughout the province and had an easier transition to school. This meant that children received services by the agency in their district.*
- ♦ *The department continued its partnership with the New Brunswick Association for Community Living to support a project to facilitate inclusion practices within early learning and child cares.*

- ♦ *The New Brunswick Child Care Review Task Force report was released in August 2016. It contains 39 recommendations as a path for creating the right conditions for quality child care that is accessible, affordable and inclusive, and that supports parents' participation in the workforce.*
- ♦ *The department provided funding to 13 family resource centres to increase their capacity to support effectively early language development and early literacy for families and children who attend their program.*

### Key Performance Indicators (KPIs)

- Eight-hundred thirty-nine (839) licensed day care spaces were created, bringing the total number to 27,690 and thus bringing the coverage for the province to 52.48%, up 17.28 percentage points from the previous year.
- From April 2016 to March 2017, 795 children received services from the preschool autism program. In September 2016, 225 children transitioned to the school environment.

## Anglophone Educational Services Division

The **Anglophone Educational Services Division** is responsible for the establishment of provincial education standards, programs (including French Second Language) and services for the K-12 education system. The division contributes to the development, implementation and monitoring of the provincial education plan and public accountability processes. The division works with external partners and provincial, regional and national stakeholders to improve learning and service delivery for students.

The division consists of the following branches: Analysis and Design Services, Assessment, Innovation and Technology, Educational Support Services, Learning and Achievement, and the Office of First Nation Education, which supports understanding of traditional and contemporary First Nation cultures, histories and contributions.

## HIGHLIGHTS

- ◆ A return to the Grade 1 entry point for French immersion and a commitment to finding a solution for offering French language opportunities for rural schools were announced in September 2016. Planning and development began in October 2016.
- ◆ A K-2 math improvement initiative was implemented in more than one-half of anglophone schools to enhance educator capacity. A pilot project to provide intervention in Grade 6 began in 42 schools. The Grade 9 pilot, started in 2015-2016, was extended to five more schools.
- ◆ The K-2 literacy improvement initiative was implemented in all anglophone districts. It focused on formative assessment and the balanced approach to literacy. A professional learning package was developed for teaching reading skills for older readers and all grades 8 and 10 language arts and resource teachers received professional learning.
- ◆ Fifty-six lead positions were added to build capacity for quality instruction to support early literacy and numeracy from kindergarten to Grade 2.
- ◆ A new curriculum framework for grades 3-10 science was completed and will guide future curriculum development.
- ◆ A Memorandum of Understanding was signed with Opportunities New Brunswick's CyberNB and the Department of Post-Secondary Education, Training and Labour to collaborate in positioning New Brunswick as a national leader in cybersecurity learning experiences, including the CyberTitan Challenge.
- ◆ Welding labs were upgraded in 16 anglophone high schools.
- ◆ Ten Diversity and Respect Leads were hired to support initiatives related to LGBTQ inclusive education, creating welcoming and inclusive environments for newcomer learners and their families, and promoting pro-social behaviours. To date, all anglophone schools received training on LGBTQ inclusive education.
- ◆ Collaborative efforts across departments and school districts ensured a welcoming transition, and ongoing support, for almost 1,500 Syrian newcomers.
- ◆ All Educational Assistants and School Intervention Workers completed or were enrolled in provincial ASD (Autism Spectrum Disorder) training and Behavioural Interventions Level 1 online training.
- ◆ The Legal Aspects in Education module required for principal certification was redesigned.
- ◆ GNB signed a Memorandum of Understanding with seven First Nation communities respecting First Nations education and the calls to action made by the Truth and Reconciliation Commission of Canada.
- ◆ A data collection process was developed in collaboration with districts to support evaluation of the First Nations enhancement agreements.
- ◆ The Office of First Nation Education worked toward better alignment between provincial and First Nation community educational goals. This resulted in opportunities for advancement in many areas of education such as trades, Mi'kmaq and Wolastoqey language, technology, professional learning, resource development and co-planning of initiatives. Some highlights include trades stations being installed on First Nation communities, online video resources with contributions by community members and construction of a Tiny House for Oromocto First Nation.
- ◆ The three-year consultation and revision of the Provincial Assessment Program was completed. The program now aligns with national and international measures in reading, science and mathematics at grades 4, 6 and 10.

## Key Performance Indicators (KPIs)

### Literacy and numeracy

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

- Elementary level: 90 per cent of students, in their program of study, will achieve the expected level of language and mathematical literacies.

#### Data:

- 2014-2015 Grade 2 Reading: 76.9%
- 2015-2016 Grade 2 Reading: 73.8%
- Overall decrease of 3.1 percentage points

- Middle level: 85 per cent of students, in their program of study, will achieve or surpass the expected level of language and mathematical literacies.

#### Data:

- 2014-2015 Grade 6: Math, Science, Reading Pilot year
- 2015-2016 Grade 6: Math 20.2%, Reading 54.1%, Science 25.7%

- High school: 85 per cent of students, in their program of study, will achieve or surpass the expected level language literacies.

*Data:*

- 2014-2015 ELPA Grade 9: Reading 78.3%
- 2015-2016 ELPA Grade 9: Reading 80.4%
- Overall increase of 2.1 percentage points

### ***Inclusive Learning Environments***

#### LGBTQ-Inclusive Education:

- In 2014-2015, 100 of 218 school leaders (46%), participated in training on the New Brunswick LGBTQ Inclusive Education Resource.
  - Goal for 2015-2016 school year: 100% of remaining school leaders
  - Data: All but 14 elementary schools were provided with the training (94%)

Each year, a random sample of Personalized Learning Plans – Modified (four per cent) is reviewed by the Educational Services Support team (the department and districts) to assess the quality of key components of the plans. The goal is for 100 per cent of plans to meet the identified expectations. This includes:

<b>Personalized Learning Plan (Modified Plans) components</b>	<b>2014-2015</b>	<b>2015-2016</b>
PLPs have current and up-to-date justification statements	68%	56%
PLPs have current SMART goals (specific, measurable, action-oriented, realistic, time bound)	76%	71%
PLPs have current outcomes to achieve learning goals	70%	74%
Specific information about instructional strategies is included	76%	70%

### ***Improve First Nation cultural understanding***

Work is ongoing to incorporate indigenous world views into the Language Arts curriculum, addressing specific skills. In 2015-2016, new resources were identified for 64 of the 153 learning outcomes of the English Language Arts curriculum for grades 9 to 12:

- Baseline 2014-2015: 0%
- 2015-2016: 42%
- Goal for 2019-2020: 100%

## **Francophone Educational Services Division**

The **Francophone Educational Services Division** is responsible for:

- defining the expectations in terms of what the students must learn from kindergarten to Grade 12;
- providing the various stakeholders at the provincial and local levels with information about the degree of success in terms of student learning;
- offering school programs and learning support services to promote the inclusion and educational success of all students;
- delivering online courses; and
- encouraging the cooperation and collaboration of education partners to implement the education plan of the Acadian and francophone school systems.

### **HIGHLIGHTS**

- ♦ *Awareness of sexual and gender diversity in all of the province's schools.*
- ♦ *Online professional development for educational staff with respect to autism.*
- ♦ *Continuation of the positive mental health initiative in the three school districts as well as in educational services.*
- ♦ *Awareness-building and support for stakeholders relative to the challenges arising from mental health problems (particularly ISD).*
- ♦ *Publication of a literacy framework for Kindergarten to Grade 6 teaching staff.*
- ♦ *Publication of performance standards for writing at the elementary school level to improve students' (written) literacy skills.*
- ♦ *Implementation of the new provincial Student Assessment Program.*
- ♦ *Quarterly meetings with the school districts to discuss alignment with and progress made in achieving 10-Year Education Plan priorities.*
- ♦ *Continued implementation of the Linguistic and Cultural Development Policy (LCDP - PALC) in collaboration with various partners, and launch of the initiative "Créons la suite" (Taking the next step).*
- ♦ *Purchase and development of resources in line with the perspectives of First Nations, including residential schools and treaties.*
- ♦ *Addition of a Grade 6 mathematics assessment in order to identify and take action with students at risk of doing poorly in mathematics in future years.*

- ◆ *Publication of the poster associated with the high school investigative strategy for careers in science and technology and social studies.*
- ◆ *Development of exemplars for the provincial report card.*
- ◆ *Strategic planning to promote greater integration of technology into teaching.*

## Key performance indicators (KPIs):

### Literacy and numeracy

- Targets:
  - 85 per cent of students attain at least level 3 (expected) on provincial Grades 2 and 4 reading tests.
  - 85 per cent of students attain at least the appropriate level on provincial elementary school French and math tests.
  - 85 per cent of students attain the appropriate level on provincial Grade 10 math and Grade 11 French tests.
- Current measures:
  - 77 per cent of students attain at least level 3 (expected) on Grade 2 silent reading assessment.
  - 79 per cent of students attain at least level 3 (expected) on Grade 3 oral reading assessment.
  - 56 per cent of students attain at least level 3 (expected) on Grade 4 reading assessment.
  - 71 per cent of students attain at least the appropriate level on Grade 8 French assessment.
  - 81 per cent of students attain at least the appropriate level on Grade 3 math assessment
  - 75 per cent of students attain at least the appropriate level on Grade 8 math assessment.
  - 49 per cent of student attain the appropriate level in Grade 10 math (path A) and 64% of students attain the appropriate level in Grade 10 math (path BC).
  - 60 per cent of student attain the appropriate level in Grade 11 French (regular).

### Francophone school districts

The public school system has 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:

- Ensuring compliance with provincial education policies;

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

## HIGHLIGHT

- ◆ *To find out all of the highlights, please go to <http://www.gnb.ca/0000/DistrictScolairef.asp>*

## Policy and Planning Division

The **Policy and Planning Division** is divided into three branches. It is responsible for policy development and advice, submissions to Executive Council, legislative 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 *Copyright Act* and other legislation relevant to the mandate of the department.

The division collects and analyzes key statistical information, and it develops and implements relevant data gathering instruments to ensure timely and sound information, Project Management, surveys, accountability tools and performance indicators. It 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. The division oversees all aspects of teacher certification in New Brunswick.

## HIGHLIGHTS

- ◆ *Coordinated the development of the 10-year education plans.*
- ◆ *Developed Policy 712 – Searches and Seizures, which describes the standards and procedures in New Brunswick public schools for search and seizure.*
- ◆ *Developed Policy 514 – School Transportation Management, which assists in interpreting the provisions of the Education Act relating to school transportation.*
- ◆ *Updated Policy 120 – Materials Distribution in Schools.*

- ◆ *Amendments were made to School Administration Regulation 97-150 under the Education Act to merge, in each of the linguistic sector, the provincial curriculum advisory committee with that of measurement and evaluation.*
- ◆ *Amendments were made to Regulation 2004-8 on Teacher Certification.*
- ◆ *A report to evaluate the compliance of Policy 711 – Healthier Eating and Nutrition in Public Schools was completed. The reports highlighted areas for improvement and recommendations to help promote and support the policy.*

### Key Performance Indicators (KPIs)

- Ninety-six per cent (46 out of 48) of requests under the *Right to Information and Protection of Privacy Act* were processed within the legislated timeframe (90 per cent target).

### Performance Excellence Unit

The **Performance Excellence Unit** is responsible for the implementation of GNB's Formal Management system within the department, including:

- working with senior management to develop, communicate and execute the department's strategy;
- measuring departmental performance with tools such as the balanced scorecard and Key Performance Indicators (KPIs);
- ensuring alignment of effort with the department's strategy through its SOMIA framework (Strategy, Objective, Measure, Initiative and Actions);
- identifying and carrying-out Lean Six Sigma projects aligned with the department's strategic objectives and aimed to improve processes through the elimination of waste and variation; and
- enabling a culture of Performance Excellence to drive results and Continuous Improvement.

### HIGHLIGHTS

- ◆ *Supported the development and implementation of the first year of the 10-year education plans.*
- ◆ *Facilitated the selection of outcome and input measures for the accountability framework, aligned with the 10-year education plans.*
- ◆ *Led the prioritization of initiatives aligned to the accountability framework.*
- ◆ *Supported key initiatives within the Education, Family and Smart Government Priority Delivery Units (PDUs).*

### Corporate Services Division

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

As of Oct. 1, 2016 the delivery of operational and transactional human resources services was transferred to Service New Brunswick from Part 1 departments and agencies.

The **Human Resources Client Services team** develops, promotes and supports human resources programs and practices that result in a workplace culture committed to achieving a standard of excellence in education and all aspects of service delivery. The branch is responsible for providing comprehensive human resources services to the department's senior administrators, other central staff and representatives in the public school system. The team works to ensure a smooth transition of human resources services to a common services model and that the department's needs and priorities are understood.

The **Information Technology Strategy and Planning Branch** is responsible for Information Technology (IT) strategy development and planning activities for the use of IT in the public school system. This includes responsibility for providing IT leadership, guidance and support to the department's central office staff, early childhood development and the two district IT shared services teams. The branch collaborates closely with Service New Brunswick to ensure business strategies and priorities are understood and IT demand is managed to ensure effective IT service delivery to the department.

The **Finance and Services Branch** consists of the following units: Budget and Accounting, School District Financial Services, School District Payroll Services and Administrative Services. The branch's mandate includes budgeting, accounting, effective departmental internal controls, financial reporting of district operations, payroll services for Part 2 of the Public Service as well as providing general office and administrative support services. The branch promotes accountability and is committed to the continued improvement in the management of financial and administrative support resources.

The **Educational Facilities and Pupil Transportation Branch** provides districts, the department and GNB with support and expertise in the planning and management of educational facilities and pupil transportation. The branch responsibilities include, but are not limited to, the department's major capital program, its Fleet Management programs and its safety, security and emergency response programs. The goal is to enable students to realize their potential through the provision of an appropriate, healthy and safe learning and working environments in a fiscally responsible manner.

The **Accountability and Quality Assurance Branch** provides independent and objective assurance to improve and add value to district and departmental operations. Its activities include the assessment of Risk Management, governance and control processes while providing training and support as well as promoting accountability. It is responsible for Project Management and Change Management across the department.

## HIGHLIGHTS

- ◆ *Led many of the department's Strategic Program Review initiatives.*
- ◆ *Completed the transition of human resources services and associated staff to Service New Brunswick.*
- ◆ *Provided support toward the implementation of the department's commitments made by GNB.*
- ◆ *Recorded school-raised funds in GNB's financial statements.*

# Financial information

<b>Departmental expenditures: Status report by program/primary, fiscal year ending March 31, 2017</b>	<b>Budget (\$000)</b>	<b>Actuals (\$000)</b>
<b>Corporate and other Education Services</b>		
Personnel Services	23,197,600	18,349,879
Other Services	27,913,450	19,222,212
Materials and Supplies	1,803,650	1,132,806
Property and Equipment	5,641,100	8,705,014
Contributions, Grants and Subsidies	7,068,200	8,181,110
<b>TOTAL</b>	<b>65,624,000</b>	<b>55,591,021</b>
<b>School Districts</b>		
Personnel Services	890,675,138	917,030,923
Other Services	117,498,767	95,847,454
Materials and Supplies	16,922,100	20,262,200
Property and Equipment	1,688,600	5,513,987
Contributions, Grants and Subsidies	300,000	691,837
Debt and Other Charges	250,000	226,421
<b>TOTAL</b>	<b>1,027,334,605</b>	<b>1,039,572,822</b>
<b>Early Childhood Development</b>		
Personnel Services	3,524,900	3,805,695
Other Services	829,200	1,086,935
Materials and Supplies	114,800	413,849
Property and Equipment	-	40,798
Contributions, Grants and Subsidies	80,130,100	72,817,776
<b>TOTAL</b>	<b>84,599,000</b>	<b>78,165,053</b>
<b>GRAND TOTAL</b>	<b>1,177,557,605</b>	<b>1,173,328,896</b>

**Note:** Figures are draft and may vary slightly from information subsequently published in Supplementary Information Volume 2 Public Accounts.

# Summary of staffing activity

Pursuant to section 4 of the *Civil Service Act*, the Secretary to the Treasury Board delegates staffing to each deputy head for his or her respective department(s). Please find below a summary of the staffing activity for 2016-2017 for the Department of Education and Early Childhood Development.

Number of permanent and temporary employees, as of December 31 of each year		
Employee type	2016	2015
Permanent	149	183
Temporary	53	50
<b>TOTAL</b>	<b>202</b>	<b>233</b>

The department advertised 61 competitions, including 48 open (public) competitions and 13 closed (internal) competitions.

The department measures the completion of performance reviews with employees as a percentage of overall performance reviews completed based on eligible employees. Eligible employees are those who have been employed and working for at least six months as of December 31 of each year with the department. Ninety-six per cent (96%) of eligible employees had their performance reviews completed and reported by December 31.

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

Appointment type	Appointment description	Section of the <i>Civil Service Act</i>	Number
Specialized Professional, Scientific or Technical	An appointment may be made without competition when a position requires: <ul style="list-style-type: none"> <li>– a high degree of expertise and training</li> <li>– a high degree of technical skill</li> <li>– recognized experts in their field</li> </ul>	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)	0
Lateral transfer	The GNB transfer process facilitates the transfer of employees from within Part 1, 2 (school boards) and 3 (hospital corporations) of the Public Service.	16(1) or 16(1)(c)	2
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)	0
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

Pursuant to section 33 of the *Civil Service Act*, no complaints alleging favouritism were made to the Deputy Head of the Department of Education and Early Childhood Development and no complaints were submitted to the Ombud.



# Summary of legislation and legislative activity

There was not any legislative activity for the period covered by the annual report.

Name of regulation	Effective date	Summary of changes
School Administration Regulation 97-150 under the <i>Education Act</i>	Sept. 16, 2016	Amendments combined the curriculum and evaluation advisory committees in each linguistic sector.
Regulation 2004-8 on Teacher Certification under the <i>Education Act</i>	Dec. 16, 2016	Amendments updated requirements for teachers to be certified.

The legislation and regulations for which the department is responsible are at:

[http://www2.gnb.ca/content/gnb/en/departments/attorney\\_general/acts\\_regulations.html](http://www2.gnb.ca/content/gnb/en/departments/attorney_general/acts_regulations.html)

# Summary of Official Languages activities

## Introduction

With the advent of GNB's *Plan on Official Languages – Official Bilingualism: A Fundamental Value*, the department has developed and approved an action plan that includes strategic means for each of the four sectors of activity identified (Language of Service; Language of Work; Development of the Two Official Linguistic Communities; and Knowledge of the *Official Languages Act* and other obligations).

The Official Language policy and action plan apply to the department; however, given the linguistic duality within the education system, it does not apply to divisions of the department that have been established on the basis of one or the other of the two Official Languages. This policy does not apply within the schools and district offices.

## Focus 1

- One of the objectives on which the department continued to focus was increasing the level of participation in casual/formal second-language communication at central office.
- Employees at the department were encouraged to speak to one another in their second Official Language to improve their second-language skills. The department remained a strong proponent of second-language training and conducted meetings in both Official Languages.
- The department continued to work toward ensuring that linguistic profiles are reviewed to validate accuracy. Efforts were made, and continue to be made, to maintain the linguistic profiles and ensure the department has the capability to offer quality services in both Official Languages.
- The department's annual all-staff event is simultaneously translated; speakers at the event may present in English and/or French.

## Focus 2

- The department continued to create an environment where employees are free to use their Official Language of choice.
- Employee Official Language preference is contained in the Human Resources Information System (HRIS) and in the employee files.
- All performance reviews were carried out in the employee's Official Language of choice. A communication to ensure that the verification of the language at the performance review occurs was forwarded to executive directors, directors and managers by the Deputy Ministers annually in time for performance reviews.
- All seasonal/holiday/employee appreciation activities are held in both Official Languages. For example, the Deputy Ministers held a monthly huddle for Part 1 employees to provide highlights and news of the department. Each Deputy Minister spoke in his respective language in a welcoming and engaging way. This was a successful initiative reflected by the large number of employees who frequently attended.

## Focus 3

- The department's annual report contained a section on Official Languages and provided a status report where activities were reflected. No Official Languages complaints were made against the department.
- The department continued to identify solutions to ensure Official Languages policies are being followed and that service is provided in both Official Languages.

## Focus 4

- As part of the annual performance review, employees were required to read and review the policy on Official Languages.
- iLearn modules on Language of Work and Language of Service policies were promoted, and completion rates were monitored and are now reported quarterly.

## Conclusion

The Deputy Ministers continued to have a huddle for Part 1 department employees; this was done to provide highlights and news of the department to employees at central office. Each Deputy Minister spoke in his respective language to staff in a welcoming, engaging and often humorous way. This was a very successful initiative reflected by the large number of employees who continued to attend.

# Summary of recommendations from the Office of the Auditor General

Name and year of audit area with link to online document	Recommendations	
	Total	Adopted
Accounts Receivable – First Nation Tuition (2013) <a href="http://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2013V2/Chap5e.pdf">http://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2013V2/Chap5e.pdf</a> Chapter 5, pages 217 to 222	1	1
Administration of School Raised Funds (2015) <a href="http://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2015V3/Chap4e.pdf">http://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2015V3/Chap4e.pdf</a> Chapter 4, pages 77 to 91 * Policy 101 – Financial Responsibilities of School Districts is under revision to address five of seven recommendations (target date is September 2017)	7	*1

## Report on the *Public Interest Disclosure Act*

As provided under section 18(1) of the *Public Interest Disclosure Act*, the chief executive shall prepare a report of any disclosures of wrongdoing that have been made to a supervisor or designated officer of the portion of the Public Service for which the chief executive officer is responsible. Policy and Planning is the division responsible for overseeing such disclosures. The Department of Education and Early Childhood Development did not receive any disclosure(s) of wrongdoings in the 2016-2017 fiscal year.

# Appendix

## Grade 12 Exit Survey, Anglophone sector

How do you feel about each of the following statements?	2012	2013	2014	2015	2016
My learning is interrupted by the behaviour problems of other students.	34.1%	40.8%	40.9%	41.5%	39.6%
My school is a place where I never felt like an outsider.	56.6%	54.0%	58.3%	57.0%	71.5%
Students are generally well behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	59.2%	58.6%	64.7%	59.0%	62.2%
Discipline is managed effectively at my school.	67.7%	66.3%	66.3%	63.6%	66.7%
Students are generally well behaved in class.	77.4%	74.5%	75.9%	76.0%	78.8%
I felt respected at my school.	77.4%	75.8%	78.2%	76.3%	78.0%
I enjoyed my school experience.	78.2%	77.0%	78.1%	75.4%	74.9%
If I had a problem, there was an adult I could talk to at my school.	79.0%	79.1%	80.1%	79.9%	81.0%
I feel safe at my school.	84.5%	87.0%	87.3%	87.9%	87.4%

## Grade 12 Exit Survey, Francophone sector

How do you feel about each of the following statements?	2012	2013	2014	2015	2016
My learning is interrupted by the behaviour problems of other students.	37.8%	41.8%	39.9%	38.0%	37.5%
My school is a place where I never felt like an outsider.	64.0%	69.7%	68.3%	61.4%	75.0%
Students are generally well behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	73.7%	76.4%	74.7%	79.0%	78.1%
Discipline is managed effectively at my school.	76.4%	80.6%	75.8%	81.3%	79.3%
Students are generally well behaved in class.	85.4%	85.3%	86.7%	89.0%	88.6%
I felt respected at my school.	85.9%	84.1%	84.0%	84.9%	85.1%
I enjoyed my school experience.	86.2%	82.0%	82.8%	83.3%	82.9%
If I had a problem, there was an adult I could talk to at my school.	82.7%	87.3%	87.8%	88.4%	86.5%
I feel safe at my school.	91.9%	87.7%	92.6%	92.6%	92.7%