



Superintendents – Anglophone Sector

Education Governance Renewal

BUILDING A BETTER PUBLIC EDUCATION SYSTEM



Scenario

The Department of Education and Early Childhood Development (EECD) has made changes to improve the public education governance structure in New Brunswick.



Overall goal is to improve the public education system.



Changes made to the *Education Act* prioritize educational outcomes, quality of services and student voices.



New and enhanced mandates, clear reporting structures and new accountability mechanisms will support the achievement of common goals and regional objectives, while ensuring a culture of continuous improvement throughout the system.

Superintendents

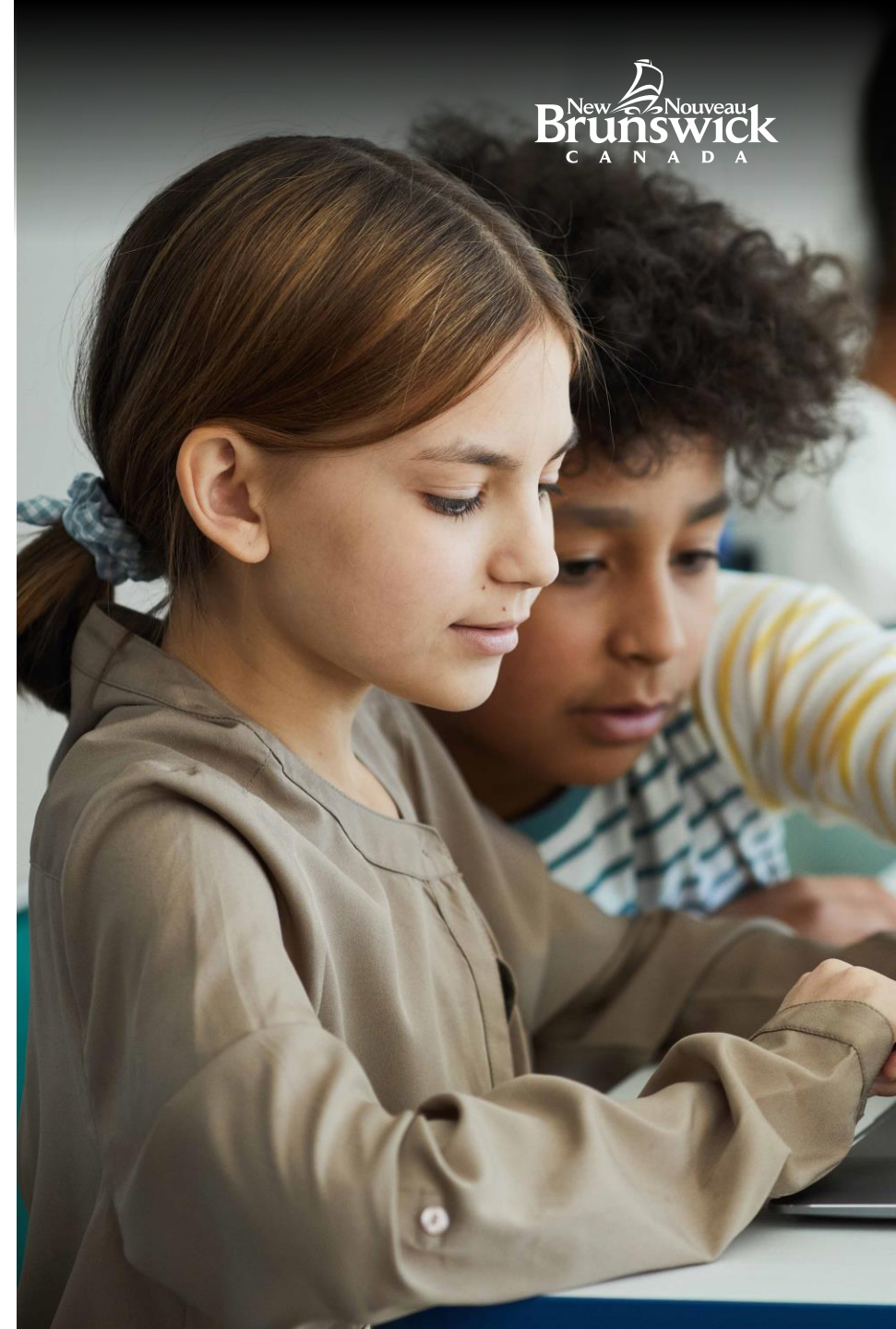
This document outlines the key changes to the governance model, what is staying the same, and how it impacts Superintendents and District Staff.

- Superintendents will maintain authority over their districts.
- The anglophone districts will become separate legal entities.
- Clearer lines of reporting and accountability will reduce competing mandates:
 - Superintendents will now report to the Deputy Minister of Education and Early Childhood Development (EECD), not District Education Councils (DECs).
- Some responsibilities held by DEC's will transfer to Superintendents and District staff. All parties will have the framework, tools and resources they need to embrace these changes.

Overview of Changes

ANGLOPHONE GOVERNANCE MODEL

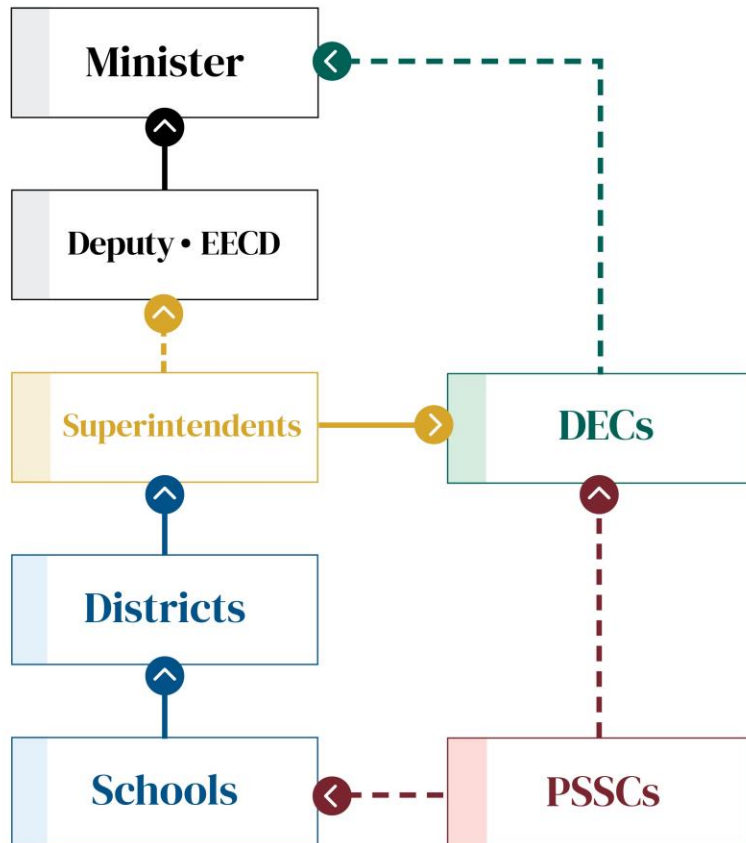
- No day-to-day change to classrooms.
- Implementing a more direct reporting flow:
Schools → District → Superintendent → Deputy Minister → Minister
- Critical advisory and accountability roles from District Education Councils (DECs).
- These changes will improve monitoring, decision-making and accountability, while further empowering the local school voice.
- PSSCs will be applying an approval process for the determination of School Improvement Plan (SIP) goals. This process will be established by the PSSC and the broader school community, including principals.



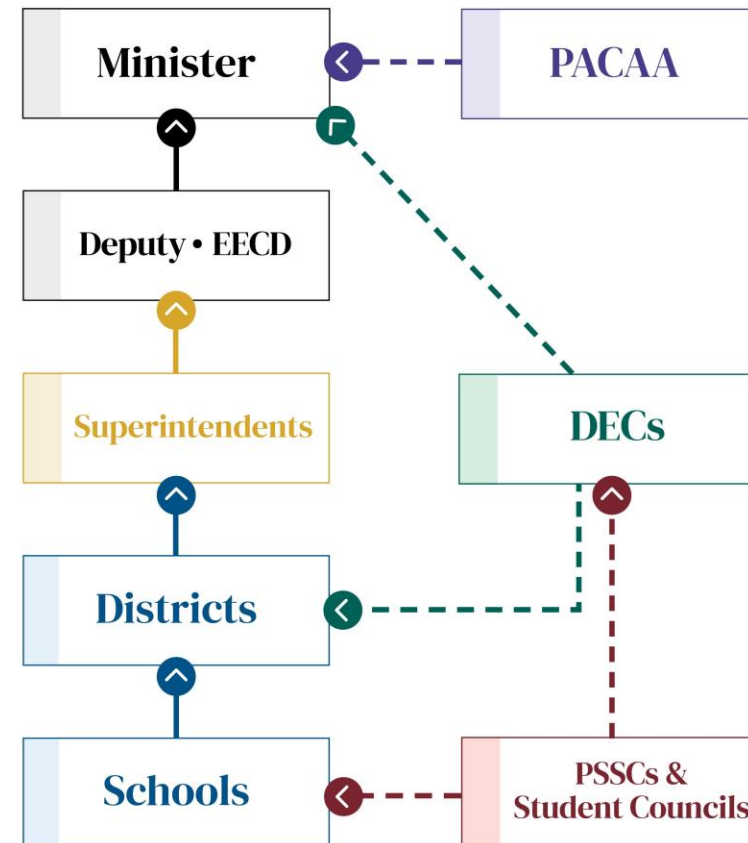
Comparison of Current and Proposed Models

ANGLOPHONE GOVERNANCE MODEL

CURRENT MODEL



PROPOSED MODEL



ADVISORY

AUTHORITY

Roles and Responsibilities

ANGLOPHONE GOVERNANCE MODEL

Moving forward, key roles and responsibilities within the anglophone governance model will now appear as follows:



What will be the Impact?

SUPERINTENDENTS

This chart outlines the key changes to the governance model and what is staying the same as it relates to Superintendents:

What will stay the same?

Superintendents will maintain authority over their districts.

District staff roles and organizational structure will remain the same.

What is changing?

DECs will no longer supervise the superintendent.

Report to the Deputy Minister (EECD), not DEC.

Superintendents will have authority to create processes and procedures aligned with Dept (EECD) policies.



Engagement

- We listened to a wide range of voices with different perspectives through extensive consultation of close to 3,000 rights and stakeholders.
- We thank everyone for their active participation, involvement and passion.

Our Approach

ANGLOPHONE & FRANCOPHONE MODELS

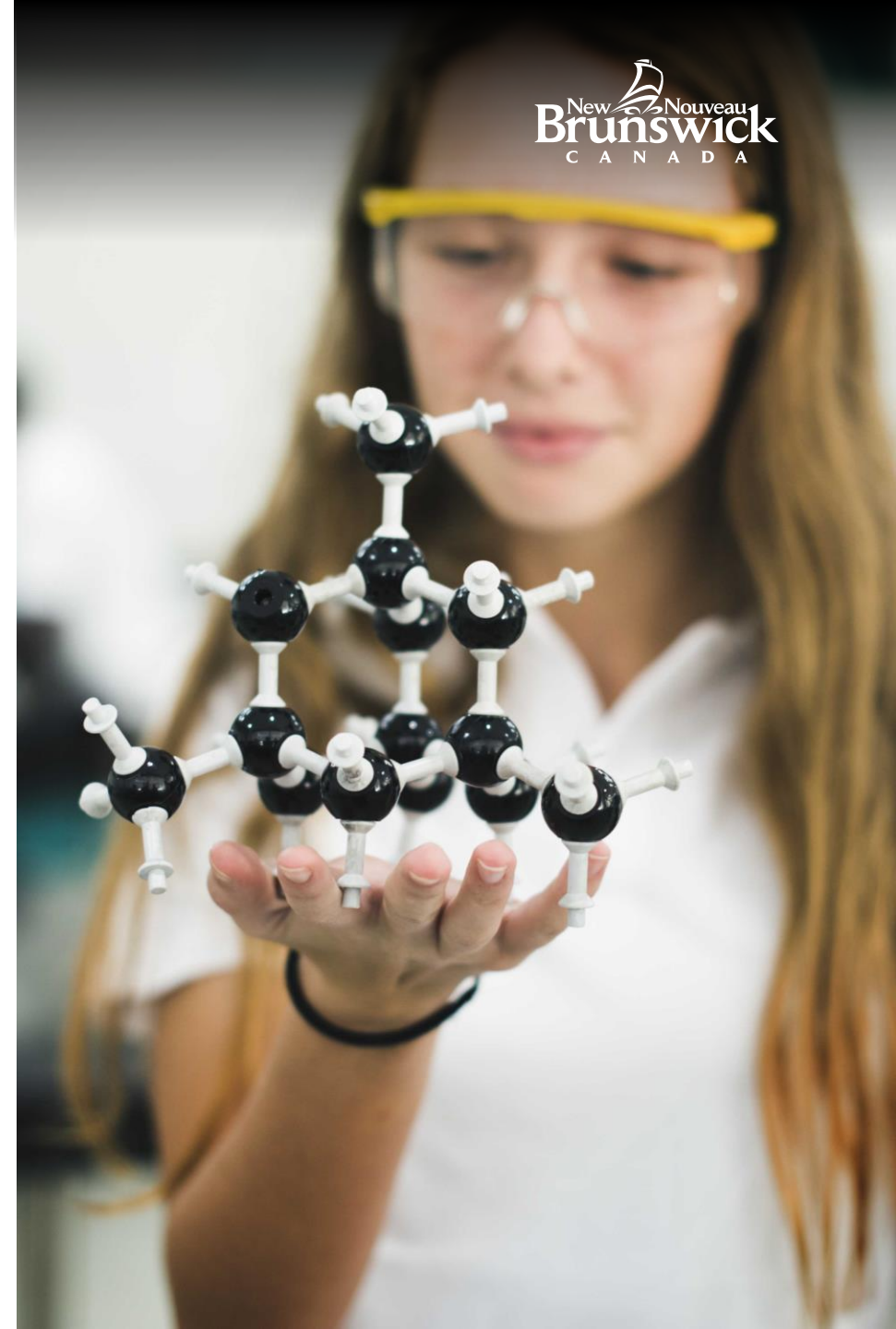
- One of the guiding principles has been our Charter obligation to preserve and promote the rights of the minority.
- DEC's will retain their existing authorities in the francophone sector.
- In both sectors:
 - Students will have increased participation, responsibility, and influence.
 - The role of parent-school support committees will be enhanced.



Moving Forward

SUPERINTENDENTS

- GNB will work closely with partners across the public education system on implementation plans in the coming months and years.
- Ensure Superintendents have the framework, tools and resources they need to implement these changes and build successful learning conditions for students.
- New *Education Act* comes into effect on July 1, 2023.





Education Governance Renewal

SUPERINTENDENTS

gnb.ca/EducationGovernance | May 2023