

# Education and Early Childhood Development

Annual Report  
**2017–2018**





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Education and Early Childhood Development  
Annual Report 2017-2018

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, 2017, to March 31, 2018.

Respectfully submitted,



Honourable Dominic Cardy  
Minister

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### From the Deputy Minister to the Minister

Honourable Dominic Cardy  
Minister of Department 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 April 1, 2017, to March 31, 2018.

Respectfully submitted,



John McLaughlin  
Deputy Minister, Anglophone sector

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### From the Deputy Minister to the Minister

Honourable Dominic Cardy  
Minister of Department 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 April 1, 2017, to March 31, 2018.

Respectfully submitted,



Gérald Richard  
Deputy Minister, Francophone sector



# Minister's message

Ensuring that New Brunswick's children and youth receive an education that will prepare them for the future is critical to the prosperity of our province.

Learning is a process that begins at birth and follows us throughout our lives. Our goal is to support learners who are passionate about their education.

During the past year, the department worked closely with our many stakeholders to implement several strategic priorities identified in the 10-year education plans, *Everyone at their Best* and *Donnons à nos enfants une longueur d'avance*.

This report reflects the hard work carried out in our schools, school districts, child care centres, and in the department.

We are committed to building excellence in New Brunswick's early learning and education system.

As the newly named Minister of the Department of Education and Early Childhood Development, I look forward to building on this success with 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.

A handwritten signature in black ink that reads "Dominic Cardy". The signature is written in a cursive, flowing style.

Honourable Dominic Cardy  
Minister of Education and Early Childhood Development

# Deputy Minister's message

The Department of Education and Early Childhood Development is focused on creating outstanding educational experiences for learners across New Brunswick.

The department works closely with school districts, District Education Councils, teachers, administrators, First Nations, early childhood stakeholders, parents and learners to ensure we are fostering an inclusive learning environment where children and youth have the tools they need to succeed.

Throughout the past year, the department saw the implementation of several strategic priorities identified in the 10-year education plan, *Everyone at their Best*. These initiatives have contributed to the overall enhancement of the early learning and education system.

For the first time, early childhood is embedded in the education plan. This long-term strategy recognizes the value of early learning in the first years of a child's life and its critical impacts on development. In January, the department launched *Everyone at their best...from the start: Early Learning and Child Care Action Plan*. The plan aims to provide high-quality, accessible and affordable early learning and childcare in our province.

We saw the establishment of free child care for families with an annual family income of \$37,500 or less. This initiative will also see that no family pays more than 20 per cent of their annual family income on child care fees for their preschool aged children when they attend a designated New Brunswick Early Learning Centre.

The department has been working toward better alignment between provincial and First Nation educational goals. We continued to develop the Mi'kmaq and Wolastoqey Advanced Language curriculum, and worked together to establish an online Wolastoqey language course pilot project in two First Nation communities.

We launched a local and healthy food pilot project in six Anglophone schools. The initiative saw three schools pair with three champion schools where successful programs were already in place. Providing students with an opportunity to learn the importance of smart food choices is essential for promoting healthy minds as they grow at school and into adulthood.

The department partnered with the New Brunswick Teachers Federation on a research project that will see an increase in instructional time for kindergarten to Grade 2 students by one hour per day. The extra time will be used to provide greater opportunities for students to reach the expected learning outcomes with a focus on literacy, numeracy, physical education, art and music.

We are proud of the accomplishments and progress we have achieved this year. We will continue to work toward fulfilling our objectives identified in *Everyone at Their Best*.



John McLaughlin  
Deputy Minister, Anglophone sector



# Deputy Minister's message

Over the past year, the Department of Education and Early Childhood Development continued to work on implementing the 10-year education plan, whose vision is that each person, from early childhood to adulthood, develops and realizes his or her full potential; becomes an engaged citizen who is open to the world; and contributes to the vitality, the development, and the influence of the Acadian and Francophone community and New Brunswick society.

Many new initiatives were launched, and work continued on several others in order to address the priorities set out in the 10-year education plan.

The early childhood sector is going through a period of great transformation as it seeks to offer children a more stimulating and enriching learning environment that will better prepare them for school entry.

Under a three-year bilateral agreement between the Government of New Brunswick and the Government of Canada, investments have been made to improve learning and child care for young children.

The Department unveiled its Early Learning and Child Care Action Plan with the aim of offering equitable and affordable access to early learning and child care services by removing barriers linked to family income, children's abilities and needs, language, and minority settings.

Investments were also made to help families most in need to access child care services offered in designated early learning centres in New Brunswick.

In the schools, we continued the work already under way on mental health in the schools, inclusive education, and First Nations history, as well as the deployment of a common provincial bulletin.

Also, several initiatives related to life/career are being implemented, notably skills development through three (3) school prototypes, and other projects in other schools.

As for inclusive education, a pilot project was developed to help students with special needs make an easier transition to the labour market. Also, a support services platform is currently in development.

Online training was developed and offered to educational personnel to improve services for children living with autism spectrum disorder.

In closing, you will note from reading our report in more detail that considerable effort has been made to improve learning and the learning environment for Francophone students. This was done by working with stakeholders and partners to better prepare our young people to become the independent and productive adults of tomorrow.



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:

- *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.
- *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 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.
- *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.
- *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.
- *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 2017-2018 fiscal year, the Department of Education and Early Childhood Development focused on these strategic priorities through the:

- signing of a three-year bilateral early learning and child care agreement with the Federal Government to improve early learning and child care for pre-school-aged children in the province;
- launch of the *Everyone at their best...from the start: Early Learning and Child Care Action Plan* aiming to offer equitable and affordable access to high-quality early learning and childcare services by removing barriers linked to family income, children's abilities and needs, language, and minority settings;
- introduction of a new designation of New Brunswick Early Learning Centre implemented in a phased-in approach beginning with the City of Saint John and the Greater Edmundston area;
- establishment of free child care for families with an annual family income of \$37,500 or less and measures that establish that no family will pay more than 20% of their annual family income on child care fees for their preschool aged children when their preschool aged children attend a designated New Brunswick Early Learning Centre;
- implementation of the Kindergarten to Grade 2 (K-2) Literacy and Numeracy Improvement initiative with a focus on formative assessment, the balanced approach to literacy, and a use of the Math Improvement tools;
- implementation of the Grade 1 entry point for French Immersion and development of the program for French Language Opportunities for Rural Areas (FLORA);
- identification of six global competencies and development of an action plan to guide the changes required to curriculum and instruction; and introduction of a model for personalization of learning and support for mental wellness. The Department has been recognized internationally for this work;
- development and pilot of the Essential Skills program for the Anglophone sector (Program as an alternate pathway for graduation) in partnership with the Department of Post-Secondary Training and Labour (PETL) and the New Brunswick Community College;
- better alignment between provincial and First Nation community educational goals. The Mi'kmaq and Wolastoqey language curricula continued to be developed with online access for students. A complementary Wolastoqey language course was launched for First Nation communities;
- publication of a literacy reference framework for kindergarten to Grade 6 teaching staff and performance standards for writing at the elementary school level to improve students' (written) literacy skills;
- online professional development for educational staff with respect to autism;
- continuation of the positive mental health initiative in the three Francophone school districts as well as related educational services;
- strategic planning of a pilot project on the transition to the labour market or post-secondary education for students with diverse needs;
- purchase and development of resources in connection with the Perspective des Premières Nations Branch, including residential schools and training for Grades 9 to 12 teaching staff on residential schools and their legacy;
- amendment of the *Education Act* to formalize Government's obligations regarding First Nation education in New Brunswick public schools;
- proclamation of the *Early Childhood Services Act* and established three new regulations under this act;
- coordination pilot projects in six Anglophone schools and two Francophone schools to promote local and healthy foods in schools;
- support toward the design and implementation of the Early Childhood Development childcare registry;
- leading of various Lean Six Sigma projects aimed to improve key department programs, services and initiatives processes, including teacher replacement process, use of internet of things (IoT) devices in classrooms, distribution of educational support workers (ESWs) in daycares, and more;
- facilitation of various sessions on GNB Formal Management System and Lean Six Sigma Tools aimed to improve process monitoring, reporting and accountability throughout the department; and
- leading a K-2 research project jointly with the New Brunswick Teachers Federation.

# Performance measures

Education	Long term measures (10-year Education Plan)	Short term measures (2016-2018)
Ensure all pre-school children develop the competencies they need to be successful in school and in life	Increase the number of children who demonstrate an appropriate level of development at the pre-kindergarten assessment.	% of children registered at birth
Improve literacy skills for all learners. (Anglophone sector)	% of students achieving appropriate and higher levels of performance on provincial reading assessments.	% of K-2 teachers using the 9 components of the Balanced Literacy Approach. % of K-2 teachers using formative assessment to inform and guide instruction and learning.
Improve learner's literacy skills. (Francophone sector)	Percentage of students who attain at least the expected level in provincial Grade 2 reading assessments.	Percentage of Garde 2 classroom teachers in targeted schools who assess the reading level of their students using the GB+ evaluation kit, at least once per semester.
Improve numeracy skills for all learners. (Anglophone sector)	% of students achieving appropriate and higher levels of performance on provincial mathematics assessments.	% of K-2 teachers are using formative assessment to inform and guide instruction and learning. % 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.	Number of schools per district piloting the competency-based approach.
Families	Long-term measures	Short-term measures
Women's Equality		Increase percentage of children aged 0-5 who are attending a NB Early Learning Centre from 0% to 10% by 2018
		Increase number of licensed child care spaces for infants from 2210 to 2213 by 2018
		445 children benefiting from a subsidized space in a New Brunswick Early Learning Centre (NB ELC) by 2018

## **Ensure all pre-school children develop the competencies they need to be successful in school and in life.**

### **Long-term measure (10-year Education Plan)**

Increase the number of children who demonstrate an appropriate level of development at the pre-kindergarten assessment.

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

% of children registered at birth

### **Description of measure**

This measure tracks the percentage of newborns in the province who are registered. The intent is to register the newborns as part of an existing registration process.

### **Overall performance**

This project was put on hold during this reporting period in order to focus on the database and parent portal as well as the implementation of the early learning centres and subsidy model.

### **Why do we measure this?**

Registry at birth will provide a single point of entry for parents to access resources and receive information on available support. The expectation is that earlier access to available support resources will increase the number of families participating in early childhood programs. This should, in turn, improve child development.

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

This project was put on hold during this reporting period in order to focus on the database and parent portal as well as the implementation of the early learning centres and subsidy model.

## 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 all components of the Balanced Literacy Approach.

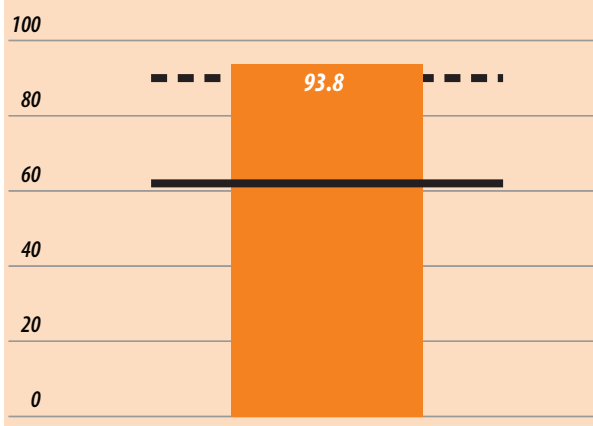
### Description of measure

This measure, through a self-reporting process, tracks the percentage of teachers who routinely use all components of a Balanced Literacy approach in their classroom. By doing so, teachers can provide students with a range of authentic literacy experiences that impact the development of foundational skills for communication and learning. In addition, teachers are tracking the level of integration 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.

### Short-term overall performance

The baseline data has exceeded the target of 90% of teachers intentionally using the components of balanced literacy instruction.



### Why do we measure this?

Research in reading achievement 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 are able to integrate authentic reading, writing, oral language and word work into student 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*. Grades K-2 teachers received job-embedded, timely, and personalized professional learning from Literacy Leads. Principals of K-2 schools 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 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 and lead teachers, the teachers reflect on which level best describes their use of formative assessment in their classrooms and record it on the scale.

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

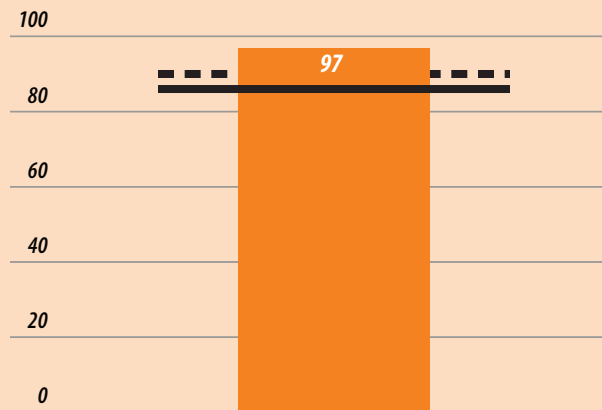
### Short-term overall performance

Implementing formative assessment is recognized as a leading practice that has been a goal of school districts and the department during the past few years.

The baseline data, which includes teachers at the “Improving” level and above, is very close to target of 90% 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.”

*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.*



### 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 the use of formative assessment, teachers are able to collect detailed information that is used 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.

### 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 have been 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 receive job-embedded, timely, and personalized professional learning from Literacy Leads who are deployed at a low ratio (approximately 1:15). The Leads provide instructional coaching to enhance the practices of K-2 teachers focussing on the teaching process map, literacy expertise, and pedagogy.

Principals of K-2 schools received professional learning through provincial and school 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 Grade 2 reading assessments.

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

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

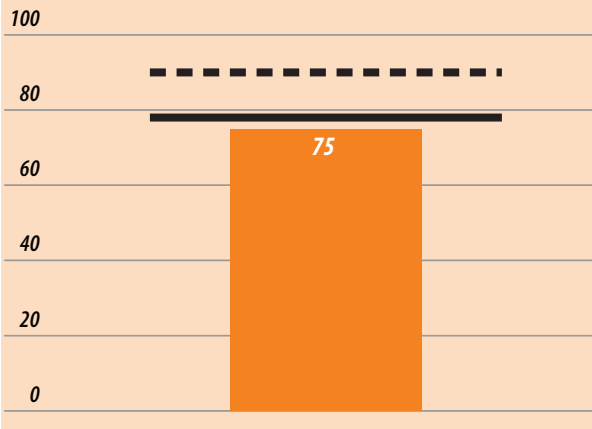
### Description of measure

All Grade 2 homeroom teachers are asked to participate in a survey three times during the school year in order to check whether they have conducted evaluations using a diagnostic tool with all of the students in their classes using the GB+ evaluation kit, and if not, identify obstacles preventing them from doing so.

### Overall performance

As at March 31, 2018, 75% of Grade 2 teachers said that they had conducted at least one evaluation using the diagnostic with all their students during the second semester of the school year.

The percentage of teachers who conducted evaluations using the diagnostic tool with all their students is slightly lower than the baseline established in the previous fiscal year.



### Why do we measure this?

Miscue analysis diagnostic tool is a proven practice in literacy. It makes it possible to identify specific reading problems that students are having, allows for the teacher to take measures to correct the specific 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 using the diagnostic tool (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 provided GB+ evaluation 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, such as:

- knowing;
- willing;
- learning;
- improving;
- doing; and
- sustaining.

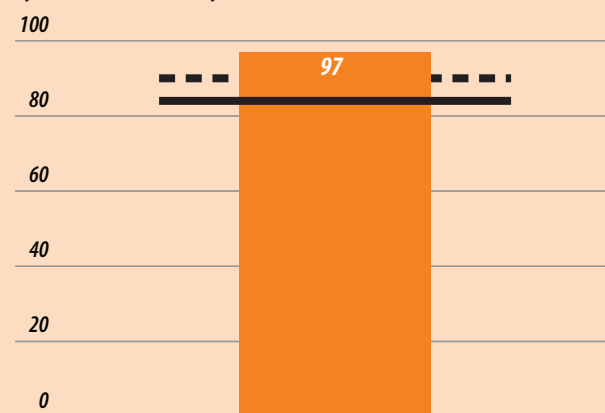
With support from their principals, the teachers reflect on which level best describes their use of formative assessment in their classrooms and record it on the scale.

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

### Short-term 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 overall initial performance for this initiative has been deemed a success.

The baseline data, which includes teachers at the “Improving” level and above, is very close to the target of 90% 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.”



### **Why do we measure this?**

Formative assessment is a teaching and learning process. It is recognized internationally as a high yield practice. Through the use of formative assessment, teachers are able to collect detailed information that is 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 have been 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 receive job-embedded, timely, and personalized professional learning from Numeracy Leads who are deployed at a low ratio (approximately 1:15). The leads provide Instructional coaching to enhance the practices of K-2 math teachers focusing on the teaching process map, math expertise, and pedagogy.

Principals of K-2 schools 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

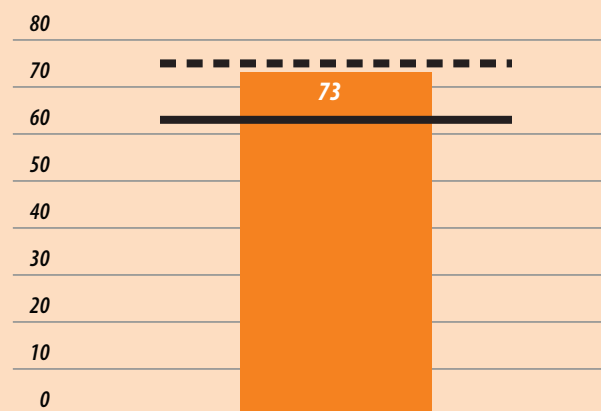
K-2 numeracy lead teachers will dedicate 75% of their time to instructional coaching of teachers on the teaching and intervention process, mathematical expertise and pedagogy. The purpose is to enhance teachers' instructional practice. Instructional Coaching includes observing, modeling, co-planning, review 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 (PLCs).

The data is 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 plus 1 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 provides 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 this Fall and were not familiar with the Math Improvement work. Data was 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 a demanding task. 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 was shared with their district leadership teams to collaborate with the schools to address challenges and maximize the impact of Instructional Coaching.



### **Why do we measure this?**

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

In NB, teachers with subject-matter expertise in mathematics often teach at the secondary level. It is essential to enhance teacher capacity to directly impact 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 focus 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 (approximately 1:15) to provide effective professional learning.

Rather than focus on identified individual teachers, the Numeracy Leads are providing support to teams of teachers at each school. With this approach, teachers have a common language and understanding of the K-2 Math Improvement work. It also builds collective capacity, so teachers can continue to support each other when the Numeracy Lead is 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 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 one of the 10-year education Plan  
(Francophone Sector)

### Objective 1 of the 10-Year Education Plan

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

### 10-Year Plan Indicator

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

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

Number of schools per district piloting the competency-based approach.

### Description of the indicator

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

### Overall performance

1.0

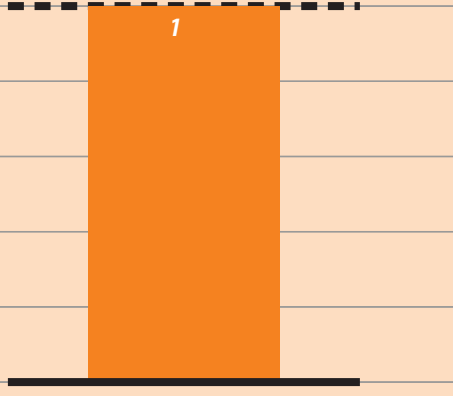
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0.6

0.4

0.2

0.0



### 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, all along their education, to develop in learning environments that promote a competency-based approach and regularly help students carry out complex, context-specific and meaningful tasks.

The move to focus on the development of competencies is a significant paradigm shift that requires an in-depth assessment and close collaboration between schools, school districts and EECD. The department is working with relevant experts and using information from the initial prototype schools to help with the joint construction of this model.

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

- Training provided by and discussions held with a wellknown 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;
- Development of an implementation plan to give effect to the graduate profile in the classroom through prototype schools.

## Improve women's equality

### Long-term measure (N/A)

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

Increase percentage of children aged 0-5 who are attending a NB Early Learning Centre from 0% to 10% by 2018

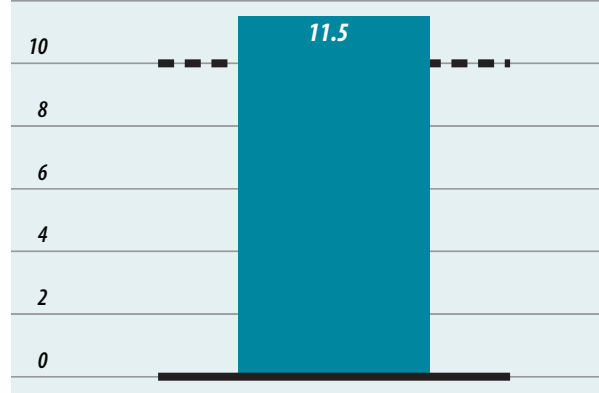
### Description of measure

It is the percentage of children aged 0 to 5 who are attending a designated NB Early Learning Centre in comparison to the number of children aged 0 to 5 attending all licensed facilities. Not all licensed facilities will be designated.

### Short-term overall performance

The implementation of the NB Early Learning Centres began in January – March 2018 as a phased in approach; a number of facilities have submitted their application for designation to begin in early 2018-2019. The overall initial performance for this initiative has been deemed a success.

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### Why do we measure this?

The licensed facilities which will apply and receive the new designation as a NB Early Learning Centres will be higher in quality due to annual assessments and quality improvement plans; therefore, it is important to measure the percentage of children attending NB ELC since these centres will have quality measured.

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

The provincial government has signed a three-year bilateral agreement under the Early Learning and Child Care federal framework. The provincial and federal funding will result in the creation of NB Early Learning Centres through which families will access affordable quality child care. Grants to help pay for the cost of providing quality child care will be provided through EECD directly to the NB Early Learning Centres. There was a phased-in approach for the designation initiative, Phase 1 began in Q4 2017-2018 with 55 facilities being initially targeted, and subsequently approved, for designation.

## Improve women's equality

### Long-term measure

Maintaining an adequate number of infant spaces

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

Increase number of licensed child care spaces for infants from 2210 to 2213 by 2018

### Description of measure

Measuring the increase in the number of infant spaces created during the time period.

### Short-term overall performance

This measure was not met because the related initiative was modified to reflect the actual reality within the sector. The revised initiative will be implanted over the 2018-2019 year to assist with the creation of infant spaces.

### Why do we measure this?

The Child Care Review Task Force Final Report "Valuing Children, Families and Child Care", released in 2016, recommended an increase in infant spaces given there are significant challenges with the viability of early learning and childcare centres, particularly with spaces for children from birth to age four, especially with infant spaces. The recommendation called for consistent incremental increases in public investments to build a sustainable early learning and childcare system for children from birth to age four.

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

The NB Early Learning Centre designation is intended to provide incentives to centres and homes to increase the number of infant spaces. Monthly grants in the amount of \$10/infant spaces are being provided to help maintain the current number of infant spaces and to assist with the creation of new spaces.

# Improve women's equality

## Long-term measure (N/A) Short-term measure (2016-2018)

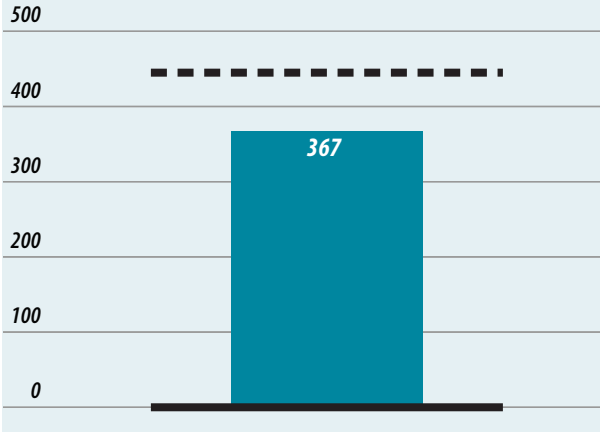
445 children benefiting from a subsidized space in a New Brunswick Early Learning Centre by 2018.

### Description of measure

As early learning and childcare facilities become designated centres, families with children aged 0 to 5 attending these NB Early Learning Centres will have access to the new Designated Centre – Parent Subsidy program. This measure will track the number of children benefiting from this program.

### Short-term Overall performance

The initial results are positive and are heading in an upward trend.



## Why do we measure this?

The new Designated Centre – Parent Subsidy program will provide free child care to families with a gross income of \$37,500 or less. There is a sliding scale for the new subsidy which begins at the [Market Fee Threshold](#) for families with an annual family income of \$37,501 and above.

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

The Designated Centre – Parent Subsidy is financial support provided by the Government of New Brunswick for low and middle-income families to help pay for the costs of child care. The subsidy for children attending a designated centre ensures affordable childcare to New Brunswick families.

The Designated Centre – Parent Subsidy results in two outcomes:

1. No family in New Brunswick will pay more than 20% of their gross annual family income to cover child care costs while their child is attending a New Brunswick Early Learning Centre. This increase supports families with multiple children under five years of age.
2. Free childcare for preschool aged children for families with a gross annual income under \$37,500 attending a New Brunswick Early Learning Centre, regardless of the location and fee charged by the operator.



# Overview of departmental operations

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

- 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 daycares.

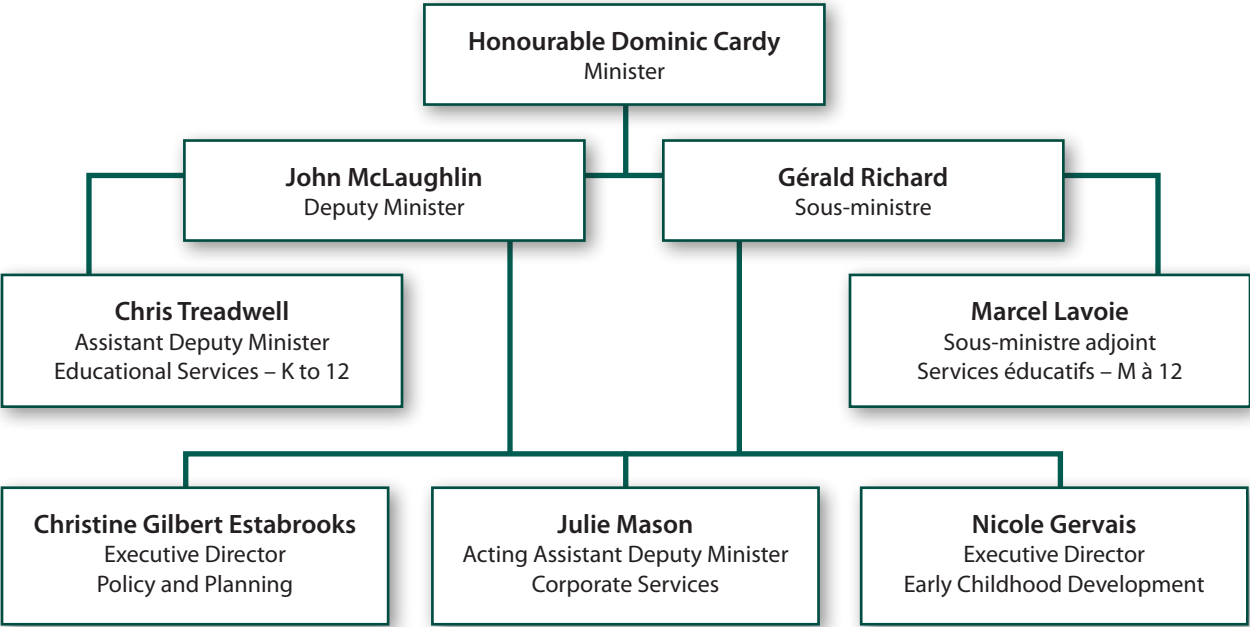
Since 1967, the Government of New Brunswick has had sole responsibility for financing public schools and is committed to equal opportunity for all students.

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, student services and assessment.

The public education system has seven school districts – four Anglophone and three Francophone. District Education Councils (DECs), 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, under the leadership of the Superintendent.

Early childhood services and programs are mainly delivered through community-based organisations. However, services are aligned according to the different geographical zones and the Official Language used in the local school district. 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 852 licensed daycares.

## High-level organizational chart



# Division overview and highlights

## Early Childhood Services Division

The Early Childhood Services Division is responsible for leading the strategic planning and delivery of all provincial early childhood programs and services as well as the strategic alignment of early childhood services and education services to ensure a continuity programs and services to support the success of all children in the province.

The Early Childhood Services Division leads, directs, oversees and supports the following programs and services:

- Prenatal Benefit Program,
- Early Learning and Childcare Licensing and Monitoring Services,
- Early Learning and Child Care Curriculum Frameworks,
- New Brunswick Early Learning Centre designation,
- Centers of Excellence in Preschool Education and Professional Learning for early childhood educators,
- Designated Centre Parent Subsidies,
- Day Care Assistance Program.
- Services for Preschool Children with Autism Spectrum Disorder,
- Quality Improvement Funding Support Program for Early Learning and Childcare Facilities,
- Enhanced Support Worker Program.
- Early Language Development and Early Literacy,
- Excellence in Parenting / Communities Raising Children,
- Early Intervention Services and Developmental Child Care, and
- Welcome to Kindergarten Program.

## HIGHLIGHTS

- ◆ *On August 30th, 2017, the federal and provincial governments signed a three-year bilateral early learning and child care agreement, under which the federal government committed to invest \$30 million to improve early learning and child care for preschool-aged children in the province. The province committed to a \$41 million contribution for a total of \$71 million to the Everyone at their best...from the start: Early Learning and Child Care Action Plan.*

- ◆ *Government introduced the new designation of New Brunswick Early Learning Centre in January 2018 in a phased-in approach beginning with the City of Saint John and the Greater Edmundston area. Licensed early learning and child care facilities can become designated as New Brunswick Early Learning Centres through a voluntary application process to offer higher quality services to preschool children aged five and under. Centres will work in collaboration with government with the aim of offering equitable and affordable access to high-quality early learning and childcare services by removing barriers linked to family income, children's abilities and needs, language, and minority settings. This will be accompanied by on-going operational funding.*
- ◆ *Government announced access to free child care for families with an annual family income of \$37,500 or less and that no family will pay more than 20% of their annual family income on child care fees for their preschool aged children when their preschool aged children attend a designated New Brunswick Early Learning Centre.*
- ◆ *Government further announced on-going financial funding to licensed early learning and childcare facilities with the new designation of New Brunswick Early Learning Centre. These centers are eligible to receive \$10 per day per infant space as well as \$2.50 per day for preschool spaces. This on-going monthly funding is to support the increase of quality and affordability of child care services in the province.*
- ◆ *\$3.1 million were distributed to early learning and childcare facilities as a one-time Quality Improvement Grant to increase the quality of both indoor and outdoor learning environments, including equipment and materials, for children aged five and under.*
- ◆ *On February 1<sup>st</sup>, the Early Childhood Services Act was proclaimed, modernizing the previous 30-year-old legislation.*
- ◆ *A literacy framework for early childhood literacy, based on Talk, Sing, Read, Create through Play Every Day! (Exploring Literacies Handbook and the Cadre de référence de la littératie à la petite enfance), has been created to promote strong early literacy messaging in both languages.*

- ◆ *More than 50 literacy grants totalling over \$450,000 were provided to all New Brunswick Family Resource Centres, Family and Early Childhood Agencies, New Brunswick Public Libraries and other early childhood non-profit organizations to improve their early childhood literacy programs.*

### Key Performance Indicators (KPIs)

- 1,161 licensed early learning and childcare spaces were created, bringing the total number to 28,851. The coverage of licensed daycare spaces for the province is at 30.34%, up 1.2% from the previous year.
- From April 1st, 2017 to March 31st, 2018, 851 children received services from the Preschool Autism Intervention Program. In September 2017, 169 children transitioned to the school environment.

- As of March 31st, 2018, 310 early childhood educators received training specific to teaching techniques in early literacy.
- As of March 31st, 2018, 76% of the 53 targeted licensed Early Learning and Child Care Centres (Edmundston region and Saint John) had been designated as a New Brunswick Early Learning Centres which is a new initiative created under *Everyone at their best... from the start: Early Learning and Child Care Action Plan*.
- As of March 31st, 2018, 506 (86.8%) out of 583 total eligible early learning and childcare facilities, submitted an application and received funding under the one-time Quality Improvement Grant initiative.
- In 2017-2018, 55% of parents who registered their children in Francophone school districts and 51% of parents in Anglophone school districts indicated that their child participated at least to one of Early Childhood Services on a regular basis prior school entry.

## Anglophone Educational Services Division

The **Anglophone Educational Services Division** is responsible for the establishment of provincial public 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.

- ◆ *The pilot projects to provide intervention in Grade 6 and Grade 9 was continued by school districts and extended to additional schools.*
- ◆ *The partnership with ONB/CyberNB continued collaboration for positioning NB as a national leader in digital literacy and cyber-security. This year, New Brunswick students ranked second in the national Cyber Titan competition.*
- ◆ *All high schools were provided with thick-wire access for high-speed connectivity.*
- ◆ *High school welding lab upgrades continued in the Anglophone sector.*
- ◆ *An online course was developed to provide standardized training for Early Childhood Educators across the province. This included a module on exploring literacies. Additionally, a brochure with QR codes made literacy information available interactively for families.*

### HIGHLIGHTS

- ◆ *Implementation of the K-2 Literacy and Numeracy Improvement initiative, through the Priority Development Unit, was continued with a focus on formative assessment, the balanced approach to literacy, and a use of the Math Improvement tools.*

- ◆ *The Grade 1 entry point for French Immersion was implemented in 124 classes in 68 schools, 7 of these offering early FI for the first time. Work was started on the Grade 2 program and to develop the program for French Language Opportunities for Rural Areas (FLORA). FLORA is a blended face-to-face and digital learning program that makes French language learning opportunities equitable for K-3 learners. Four pilot sites began the implementation of the first level of the program in September 2017.*
- ◆ *Work began in collaboration with school district coordinators to support Grades 3 – 10 educators to build students' scientific literacy and to emphasize skills for inquiry.*
- ◆ *The K – 5 Physical Education curriculum update was completed and includes a focus on physical literacy and building capacity for physical wellness. Districts were provided with a professional learning package and implementation funding, and new equipment was purchased for every elementary school.*
- ◆ *Experiential learning opportunities were expanded to include virtual French and English work placements. Coop 120 was made accessible to all French second language learners through the introduction of an online course.*
- ◆ *Six global competencies were identified and an action plan was developed through consultations to guide the changes required to curriculum and instruction. The competencies are: Critical Thinking and Problem Solving; Collaboration; Communication; Innovation, Creativity, and Entrepreneurship; Learning to Learn/Self-Aware & Self-Directed; Global Citizenship and Sustainability. In conjunction, an evolving model for personalization of learning and support for mental wellness was introduced to school leaders to address learner agency, engagement and development of the global competencies.*
- ◆ *Collaborative efforts across departments, districts and immigrant serving agencies have ensured welcoming learning environments and ongoing academic and social support for culturally and linguistically diverse classrooms.*
- ◆ *The Essential Skills program (an alternate high school pathway) was developed and piloted in partnership with the Department of Post-Secondary Training and Labour (PETL) as well as the New Brunswick Community College.*
- ◆ *An electronic Personalized Learning Plan (PLP) platform, ESS Connect, is in development and will be rolled out in the new year*
- ◆ *Standards and processes were developed to enable schools to reliably track student attendance to support student safety and academic success. This will also enable the provision of dependable data for monitoring the impact of the 10-year education plan.*
- ◆ *The Education Act was amended to strengthen the duties of the provincial education system for First Nation students.*
- ◆ *Committees instrumental to First Nation Education were initiated, including a Ministerial appointed Truth and Reconciliation Commission/Education Plan Objective 6 Fulfillment committee and a First Nation Innovators for Education Committee. Participation on National and International committees on best practice is ongoing.*
- ◆ *Data to support evaluation of the First Nations Enhancement Agreements were provided to each of the fifteen First Nation signatory communities.*
- ◆ *The Office of First Nation Education worked toward better alignment between provincial and First Nation community educational goals. Highlights include welding camps hosted on First Nation communities, wellness camps for students, and a tiny home built by volunteer trades teachers on a First Nation community. Resources including a multimedia Indian Day Schools resource and Art K-12 lesson plans were created and Treaty Education Grade 3 resources were launched.*
- ◆ *Mi'kmaq and Wolastoqey language curricula continued to be developed with online access for students. A complimentary Wolastoqey language course was launched for First Nation communities.*
- ◆ *Educators were supported in their operational work through updated online and human resources to assist with maximizing the use of the student information system (PowerSchool).*

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### **Provincial Assessment Data**

- The following Provincial Assessments were completed in 2017-2018:
- Grade 2: Reading (English)
- Grade 4 (Pilot): Reading (English and French Immersion), Math, Science
- Grade 6: Reading (English, Post-Intensive French and French Immersion), Math, Science

- Grade 9: English Language Proficiency Assessment (ELPA)
  - Grade 10: Reading (Post-Intensive French and French Immersion), Math, Science
  - Grade 10: and Grade 12: French Second Language
- Oral Proficiency Interview (OPI)
- Results from these assessments will be released in the fall of 2018

#### Provincial Assessment Results from 2016-2017

Assessment	Students at Appropriate or Above	Change from 2015-16	Target
Grade 2 English Reading	75.7%	+1.9%	90%
Grade 6 English Reading	62.0%	+7.9%	90%
Grade 6 Mathematics	38.4%	+18.2%	90%
Grade 6 Science	31.7%	+6.0	90%
Grade 6 French Second Language OPI	22.9%		70% at Intermediate (end of Gr. 10)
Grade 9 English Language Proficiency Assessment	80.5%	+0.1%	90%
Grade 12 French Second Language OPI: Early FI	40.2%	-1.5%	90% Advanced (end of Gr. 12)
Grade 12 French Second Language OPI: Early FI	52.5%	+0.2%	90% Intermediate Plus (end of Gr. 12)

**NOTE: The Grade 4 and the Grade 10 Assessments were not administered in the 2016-2017 school year.**

years to Grade 8 students to assess their knowledge and skills in three subject areas: reading, mathematics and science

#### Pan-Canadian Assessment Program (PCAP)

- This national assessment is administered every three

- The data for 2016 was released this spring. Reading was the major domain so additional data was available such as the performance level (see chart below).

#### Anglophone Sector Results: PCAP 2016

Subject Area	Percentage of Students at Expected Level	NB Mean	Canadian Mean
Reading	84% (Level 2)	498	507
Mathematics	not available	489	511
Science	not available	501	508

#### Inclusive Learning Environments

Each year, a random sample of Personalized Learning Plans-Modified (4%) is reviewed by the Educational Services Support team (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:

Personalized Learning Plan (Modified Plans) components	2017-2018
PLPs have current and up-to-date justification statements	49%
PLPs have current SMART goals (specific, measurable, action-oriented, realistic, time bound)	58%
PLPs have current outcomes to achieve learning goals	79%
Specific information about instructional strategies is included	64%

## 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.

## Anglophone school districts

The English-language public education system consists of four Anglophone school districts, each governed by a District Education Council (DEC), whose members are publicly and locally elected. Each DEC hires a superintendent to oversee the leadership of the school district. The Anglophone school districts are 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

- ◆ For highlights about each school district, please consult: <http://www.gnb.ca/0000/SchoolDistricts.asp>

## Francophone Educational Services Division

### The Department's Francophone Educational Services are responsible for:

- Defining the expectations in terms of what the students must learn from kindergarten to Grade 12;
- Providing the various stakeholders at both 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;
- Encouraging the cooperation and collaboration of education partners in order to implement the education plan of Acadian and Francophone schools.

### HIGHLIGHTS

- ◆ Youth forum on sexual and gender diversity;
- ◆ 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;
- ◆ Development of a support services management platform (mon APPUI);
- ◆ Strategic planning of a pilot project on the transition to the labour market or post-secondary education for special-needs students;
- ◆ Auditory verbal approach training developed and placed online;
- ◆ Awareness-building and support for stakeholders relative to the challenges arising from mental health problems (particularly ISD);
- ◆ Quarterly meetings with the school districts to discuss alignment with and progress made in achieving 10-Year Education Plan priorities;
- ◆ Publication of a literacy reference 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;
- ◆ Publication of the poster for the high school investigative strategy in science and technology and social studies;
- ◆ Development of exemplars for the provincial report card;
- ◆ Strategic planning to further promote the incorporation of technology into teaching;
- ◆ Purchase and development of resources regarding First Nations viewpoints including residential schools in order to respond to Call to Action 62;
- ◆ Training of Grades 9 to 12 teaching staff on residential schools and their legacy in an effort to respond to Call to Action 57;
- ◆ Implementation of Jordan's Principle in the school system to respond to Call to Action 3;
- ◆ Continued implementation of the Linguistic and Cultural Development Policy (LCDP) in cooperation with the various partners and consolidation of the Taking the Next Step social marketing strategy;

- ◆ *Piloting the Grade 7 reading and writing assessment;*
- ◆ *Development and piloting of several strategies favouring the development of competencies in a student's graduate profile;*
- ◆ *Provincial principals' meeting on Objective 1 of the 10-year education plan: Life and career plan – Ensure that all students develop the competencies they need to achieve their career and life readiness plan;*

### Key performance indicators:

Literacy and numeracy

Targets

- 90% of students attain at least level 3 (expected) on provincial Grades 2 and 3 reading tests;
- 85% of students attain at least the appropriate level on provincial elementary school French and math tests;
- 80% of students attain the appropriate level on

provincial Grade 10 math and Grade 11 French tests.

Current measures:

- 77% of students attain at least level 3 (expected) on Grade 2 oral reading assessment;
- 63% of students attain at least level 3 (expected) on Grade 4 reading assessment;
- 71% of students attain at least the appropriate level on the Grade 8 French assessment;
- 82% of students attain at least the appropriate level on the Grade 3 math assessment;
- 63% of students attain at least the appropriate level on the Grade 6 math assessment;
- 75% of students attain at least the appropriate level on the Grade 8 math assessment;
- 54% of students attain the appropriate level in Grade 10 math (path A) and 71% of students attain the appropriate level in Grade 10 math (path BC);
- 57% of students 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.

### HIGHLIGHTS

- ◆ *To find out all 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: Policy and Legislative Affairs; Corporate Data Management and Analysis and Teacher certification. It is responsible for strategic planning and reporting, policy development and advice on early childhood development and public education issues, submissions to Executive Council, 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 *Transparency in Election Commitments Act*, the *Copyright Act* and other legislation relevant to the mandate of the department. Policy and Planning facilitates the Department's coordinated approach to interdepartmental and intergovernmental activities, including the Council of Ministers of Education, Canada.

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. 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

- ◆ *Amended the Education Act to formalize Government's obligations regarding First Nation education in New Brunswick public schools.*
- ◆ *Amended the Education Act to appropriately reflect how personal information and personal health information is collected, used and disclosed for the purpose of delivering public education.*
- ◆ *Proclaimed the Early Childhood Services Act and established three new regulations under this act (Licensing Regulation, Childcare subsidies Regulation, and Programs for Children with Autism Spectrum Disorder Regulation).*
- ◆ *Amended the School Administration Regulation 97-150 under the Education Act to allow for District Education Council retention of accumulated surplus.*
- ◆ *Revised Policy 101: Financial Responsibilities of School Districts.*
- ◆ *Revised Appendix A for the Anglophone sector of Policy 316: Graduation Requirements*
- ◆ *Published the Report on Bullying 2014-2016.*
- ◆ *Coordinated pilot projects in six Anglophone schools and two Francophone schools to promote local and healthy foods in schools in the 2017-2018 school year.*

## Key Performance Indicators (KPIs)

- 100 per cent (42 out of 42) of requests under the *Right to Information and Protection of Privacy Act* were processed within the legislated timeframe (exceeding the target of 90 per cent).

## Corporate Services Division

The **Corporate Services Division** is responsible for providing efficient and effective support in the areas of Performance Excellence and continuous improvement, Finance and Services, Accountability and Quality Assurance, Educational Facilities and Pupil Transportation, and IT Strategy and Planning for the K-12 and Early Childhood sectors, both at the department's central office and in liaison with the school district offices. Additionally, responsibility for the assurance of service levels with Service New Brunswick, in particular for Human Resources services, Technology services, and Procurement services provided to EECD and the school districts are coordinated through this division.

The **Performance Excellence Unit** is responsible for the implementation of GNB's Formal Management system within the department and in collaboration with the school districts. This includes working with senior management to develop, communicate and execute the department's strategy and 10-year Education Plans, measuring departmental performance with tools like the balanced scorecard and key performance indicators, ensuring the alignment of effort and EECD's strategy through the Departmental SOMIA framework (Strategy, Objective, Measure, Initiative and Actions), identifying and carrying out Lean Six Sigma improvement projects that are aligned with the department's strategic objectives and aimed to improve processes through the elimination of waste and variation, enabling a culture of Performance Excellence to drive results and encourage continuous improvement; and coaching and supporting department Green and Black Belts candidates in their certification training process and Lean Six Sigma improvement projects.

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 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 **Accountability and Quality Assurance Branch** provides independent and objective assurance designed to improve and add value to District and Departmental operations. Its activities include the assessment of existing risk management, governance and control processes, while also providing training, support, and promoting accountability. The Branch is also responsible to provide project and change management across EECD's portfolio of initiatives.

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 **Information Technology Strategy and Planning Branch** is responsible for IT strategy development and planning activities for the use of information technology 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 IT services teams in the school districts. 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, districts and schools.

In coordination with Service New Brunswick's **Human Resources services Branch**, Corporate Services develops, promotes and supports human resource 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, central staff and school districts.

## HIGHLIGHTS

- ◆ *Providing support toward the implementation of the department's numerous Platform Commitments;*
- ◆ *Providing support toward the design and implementation of the Early Childhood Development childcare registry and bi-lateral action plan implementation;*
- ◆ *Leading various Lean Six Sigma projects aimed to improve key department programs, services and initiatives processes, including teacher replacement process, use of internet of things (IoT) devices in classrooms, distribution of educational support workers (ESWs) in daycares, and more;*
- ◆ *Facilitation of various sessions on GNB Formal Management System and Lean Six Sigma Tools aimed to improve process monitoring, reporting and accountability throughout the department;*
- ◆ *Leading a K-2 research project jointly with the New Brunswick Teachers Federation (NBTF).*

# Financial information

## Departmental expenditure

### Status report by program/primary

Fiscal year ending March 31, 2018

	Budget (\$000)	Actual (\$000)
<b>Corporate and other Education Services</b>		
Personnel Services	19,461,500	17,732,900
Other Services	21,102,400	19,422,900
Materials and Supplies	1,087,100	1,921,400
Property and Equipment	6,158,500	6,457,400
Contributions, Grants and Subsidies	8,204,000	8,650,200
<b>TOTAL</b>	<b>56,013,500</b>	<b>54,184,800</b>
<b>School Districts</b>		
Personnel Services	927,890,600	929,990,200
Other Services	99,751,100	101,682,700
Materials and Supplies	25,242,200	21,023,300
Property and Equipment	2,580,800	5,923,600
Contributions, Grants and Subsidies	350,000	722,900
Debt and Other Charges	250,000	31,000
<b>TOTAL</b>	<b>1,056,064,700</b>	<b>1,059,373,700</b>
<b>Early Childhood Development</b>		
Personnel Services	4,461,100	4,920,600
Other Services	541,300	2,300,900
Materials and Supplies	114,800	673,700
Property and Equipment	-	21,400
Contributions, Grants and Subsidies 87,135,100	80,580,700	
<b>TOTAL</b>	<b>92,252,300</b>	<b>88,497,300</b>
<b>GRAND TOTAL</b>	<b>1,204,330,500</b>	<b>1,202,055,800*</b>

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

# 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 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 Dec. 31 of each year		
Employee type	2017	2016
Permanent	151	149
Temporary	81	53
<b>TOTAL</b>	<b>232</b>	<b>202</b>

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

Pursuant to sections 15 and 16 of the *Civil Service Act*, the department made the following appointments using processes to establish merit other 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"> <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)	1
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)	1
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 favoritism were made to the Deputy Ministers of Department of Education and Early Childhood Development and no complaints against the Department were submitted to the Ombud.

# Summary of legislation and legislative activity

Bill #	Name of Legislation	Date of Royal Assent	Summary of changes
10	<a href="#">An Act to Amend the Education Act</a>	May 5, 2017	The <i>Education Act</i> was amended to formalize Government's obligations regarding First Nation education in New Brunswick public schools.
33	<a href="#">An Act to Amend the Early Childhood Services Act</a>	December 20, 2017	The <i>Early Childhood Services Act</i> was amended to provide authorities regarding the on-line registry and to allow for collection, use and disclosure of social insurance number to determine parent's eligibility for daycare assistance. The act was proclaimed on February 1 <sup>st</sup> , 2018.
58	<a href="#">An Act Respecting the Education Act and the Personal Health Information Privacy and Access Act</a>	May 5, 2017	The <i>Education Act</i> was amended to appropriately reflect how personal information and personal health information is collected, used and disclosed for the purpose of delivering public education.

Name of regulation	Effective date	Summary of changes
<i>Licensing Regulation 2018-11 under the Early Childhood Services Act</i>	February 1, 2018	New regulation established to set the requirements for childcare facility licensing.
<i>Childcare subsidies Regulation 2018-12 under the Early Childhood Services Act</i>	February 1, 2018	New regulation established to set the parameters for the provision of parent subsidies to facilities in order to help make childcare more affordable and accessible.
<i>Programs for Children with Autism Spectrum Disorder Regulation 2018-13 under the Early Childhood Services Act</i>	February 1, 2018	New regulation established to address eligibility for children diagnosed with autism spectrum disorder to receive evidence-based pre-school interventions.
<i>School Administration Regulation 97-150 under the Education Act</i>	March 13, 2018	Amended the <i>School Administration Regulation 97150</i> under the <i>Education Act</i> to allow for District Education Council retention of accumulated surplus.

The legislation and regulations for which the Department of Education and Early Childhood Development is responsible are found here: [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 the newly revised GNB's *Plan on Official Languages – Official Bilingualism: A Fundamental Value*, the Department of Education and Early Childhood Development has developed and approved an action plan that includes strategic means for each of the four sectors of activity identified (i.e., Language of Service; Language of Work; Development of the Two Official Linguistic Communities; 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 schools and school district offices.

## Focus 1

- One of the objectives the department continued to focus on was increasing the level of participation in casual/formal second-language communication at central office.
- Employees at the department are encouraged to speak to one another in their second Official Language to improve their second-language skills. The department is a strong proponent for second-language training as well as conducting meetings in both Official Languages, where appropriate.
- The Department continues to work toward ensuring that linguistic profiles are reviewed to validate accuracy. Efforts have been 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 continues 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 are 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 is 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 have implemented and continue to have a monthly huddle for employees to provide high-lights and news of the department. Each Deputy Minister speaks in their respective language in a welcoming, engaging and often humorous way. This has been a very successful initiative reflected by the large number of employees who frequently attend.

## Focus 3

- The department's annual report contains a section dealing with Official Languages and provides a status report where activities are reflected.
- The department continues 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 are required to read and review the policy on Official Languages.
- iLearn modules on Language of Work and Language of Service policies are promoted and completion rates are monitored and now reported quarterly.

#### **Conclusion**

The Department of Education and Early Childhood Development is a workplace where respect for and promotion of official languages is at the core of our business both internally and in our relationships with stakeholders. The employees feel free to use their Official Language of choice and they often speak to one another in their second Official Language to improve their second-language skills. This is done within the context of duality, as legislated in the *Education Act*.

This commitment to duality and bilingualism is demonstrated by the Deputy Ministers who host a monthly huddle for all employees; this is done in order to provide highlights and news of the Department to employees. Each Deputy Minister speaks in their respective language to staff in a welcoming, engaging and often humorous way. This has been a very successful initiative reflected by the large number of employees who continue 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
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	7	6

## 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 2017-2018 fiscal year.

# Appendix A

## Grade 12 Exit Survey – Anglophone sector

How do you feel about each of the following statements?	2013	2014	2015	2016	2017
My learning is interrupted by the behaviour problems of other students.	40.8%	40.9%	41.5%	39.6%	39.2%
My school is a place where I never felt like an outsider.	54.0%	58.3%	57.0%	71.5%	69.0%
Students are generally well behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	58.6%	64.7%	59.0%	62.2%	58.9%
Discipline is managed effectively at my school.	66.3%	66.3%	63.6%	66.7%	65.5%
Students are generally well behaved in class.	74.5%	75.9%	76.0%	78.8%	78.0%
I felt respected at my school.	75.8%	78.2%	76.3%	78.0%	77.6%
I enjoyed my school experience.	77.0%	78.1%	75.4%	74.9%	73.7%
If I had a problem, there was an adult I could talk to at my school.	79.1%	80.1%	79.9%	81.0%	80.4%
I feel safe at my school.	87.0%	87.3%	87.9%	87.4%	89.3%

## Grade 12 Exit Survey – Francophone sector

How do you feel about each of the following statements?	2013	2014	2015	2016	2017
My learning is interrupted by the behaviour problems of other students.	41,8 %	39,9 %	38,0 %	37,5 %	41,9 %
My school is a place where I never felt like an outsider.	69,7 %	68,3 %	61,4 %	75,0 %	74,4 %
Students are generally well behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	76,4 %	74,7 %	79,0 %	78,1 %	76,7 %
Discipline is managed effectively at my school.	80,6 %	75,8 %	81,3 %	79,3 %	78,3 %
Students are generally well behaved in class.	85,3 %	86,7 %	89,0 %	88,6 %	87,7 %
I felt respected at my school.	84,1 %	84,0 %	84,9 %	85,1 %	85,0 %
I enjoyed my school experience.	82,0 %	82,8 %	83,3 %	82,9 %	81,4 %
If I had a problem, there was an adult I could talk to at my school.	87,3 %	87,8 %	88,4 %	86,5 %	86,2 %
I feel safe at my school.	87,7 %	92,6 %	92,6 %	92,7 %	91,7 %