



# Education and Early Childhood Development

**ANNUAL REPORT**

2022-2023

**Department of Education and  
Early Childhood Education Development**  
ANNUAL REPORT 2022-2023

Province of New Brunswick  
PO 6000, Fredericton NB E3B 5H1 CANADA

ISBN 978-1-4605-3858-6 (bilingual print edition)  
ISBN 978-1-4605-3859-3 (PDF: English edition)  
ISSN 2368-4763 (Bilingual print edition)  
ISSN 2368-4771 (PDF: English edition)

Printed in New Brunswick | 23-00861 | 2023

## **TRANSMITTAL LETTERS**

### **From the Minister to the Lieutenant-Governor**

**Her Honour The Honourable Brenda Murphy  
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, 2022, to March 31, 2023.

Respectfully submitted,



Honourable Bill Hogan  
Minister


### **From the Deputy Minister to the Minister**

**Honourable Bill Hogan  
Minister of Education and Early Childhood Development**

Sir / Madam:

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, 2022, to March 31, 2023.

Respectfully submitted,



Ryan Donaghy  
Deputy Minister, Anglophone Sector

**From the Deputy Minister to the Minister**

**Honourable Bill Hogan**  
**Minister of Education and Early Childhood Development**

Sir / Madam:

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, 2022, to March 31, 2023.

Respectfully submitted,



Julie Beaulieu Mason  
Deputy Minister, Francophone Sector

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## MINISTER'S MESSAGE

Building a better education system is our goal at the Department of Education and Early Childhood Development. We believe children are the drivers of the future and they deserve to have safe, meaningful and rewarding learning experiences.

Our annual report provides an opportunity to reflect on and celebrate our accomplishments. Over the last number of years, we have taken significant steps to improve the learning experience for New Brunswick children of all ages – and the 2022-23 year was no exception to this progress. Whether that's additional childcare spaces, the implementation of the building blocks of reading, or continuing to light the spark in our students' desire to learn, to discover their strengths and passions and to dream of the life and career they want to build for themselves, working with all partners, stakeholders and rights holders is improving our education system.

This report reflects what we all know to be true: when we work together, we can accomplish great things. I must acknowledge the tremendous work being carried out by all those working in our schools, school districts, the early learning and childcare sector, and at the department. Working in the education field is not always easy, but it truly does make a difference in the lives of New Brunswick families. Thank you for your passion and dedication to inspiring young minds in our province.

I look forward to continuing to work with families, community members, school staff, district education councils, school districts and our partners in early childhood education as we continue to work toward our shared goals. Together, we will continue to build on the positive momentum as we work to provide New Brunswick students with the skills and tools they need to succeed in their career and in life.



Honourable Bill Hogan  
Minister of Education and Early Childhood Development

## DEPUTY MINISTER'S MESSAGE

The work of the Department of Education and Early Childhood Development impacts the future of our province.

We want our children to have meaningful and rewarding learning experiences, which is why government has been investing and will continue to invest in building a better education system for New Brunswick.

Our 2022-23 annual report speaks to the significant progress we have made in several key areas.

In the Anglophone Sector, we saw an increase in the percentage of high school students actively engaged in post-secondary and career pathway exploration, including more engagement in myBlueprint. Helping our students prepare for life after high school is a strong focus for the Department and these results are encouraging.

We also achieved and exceeded our goals related to reducing incidents of serious misconduct in our schools, ensuring our learning and working environments are increasingly safe and secure spaces for all.

During the 2022-23 year, we also started discussions about a more equitable model for French language learning. Through consultation, a decision was made to not proceed with the proposed framework, but we gained a number of important insights through the process. These insights have been used to help inform a larger effort we know will make a difference for learners in both our English Prime and French learning programs.

On the early learning side, we have continued to invest through the Canada-New Brunswick Canada-Wide Early Learning and Childcare Agreement, with a goal of making childcare more accessible and affordable for New Brunswick families. While there is still work to be done when it comes to creating spaces, our efforts to reduce out-of-pocket fees for families and increase the wages of early childhood educators are making a difference for New Brunswick families.

I would like to thank all those working in our education system for their dedication and commitment to this vital work. Your hard work does not go unnoticed. I look forward to continuing to work together as we build a better education system for all New Brunswickers.



Ryan Donaghy  
Deputy Minister

## DEPUTY MINISTER'S MESSAGE

A strong public education system is essential for New Brunswick's future.

Every year, a great deal of work is done to provide children and youth in our province with high quality learning experiences that will enable them to flourish, both in the classroom and beyond.

Over the last year, we have continued to make significant progress on our priorities as we work toward building a better education system. In this report, you will find details about new initiatives that have been launched over the past year in support of this goal, along with updates related to ongoing work within the system.

We have continued to focus on our work associated with career and life readiness. Our work in this area is multifaceted, focused on providing our students with opportunities for hands-on, experiential learning, the development of skills and competencies, and helping our students plan for their future. We look forward to continuing our work to ensure our students are ready for life beyond high school.

We have also continued our work to develop and implement new courses and curriculum for students at all grade levels and provided opportunities to engage in environmental and climate change action projects.

In the spirit of continuous improvement and learning from others, we hosted two large delegations from France representing various ministries and teacher training institutes. The purpose of these meetings was to establish international cooperation partnerships in areas including initial and continuous teacher training, student and teacher mobility, placement planning, sharing of educational expertise, research project execution and development of inclusive practices in schools.

We continued to invest in and develop the early childhood sector during the 2022-23 year, creating more childcare spaces for families, working to further our inclusive practices and learning environments and providing more support and training opportunities for our early childhood educators. In particular, I would like to highlight the launch of a new initiative, Services à la petite enfance : Ensemble pour vous guider, which was designed to keep families informed about the resources and various services available to children aged 0-8 in their communities and province-wide. Family support services coordinators are now actively working to connect families to the services they require in each of the three francophone school districts.

This is just a snapshot of the activities that have taken place at the Department of Education and Early Childhood Development over the last year. As we reflect, I would also like to take a moment to express my sincere gratitude for all the stakeholders and partners who have come alongside us in our work to provide the best learning and learning environments for our francophone students. I thank them for their dedication and look forward to more collaborative work in the future.

While there is still work to be done, we do have much to celebrate in our education system. I hope this report will be both an encouragement and an inspiration to you as we continue working toward our goals together.



Julie Beaulieu Mason  
Deputy Minister



## **GOVERNMENT PRIORITIES**

### **Delivering for New Brunswickers - One Team One GNB**

*One Team One GNB* is our vision as an organization and a collaborative approach to how we operate. It is our path forward, and it represents a civil service that is working collectively across departments, professions, and sectors. Together, we are learning, growing, and adapting, and discovering new and innovative ways of doing business. It is enabling us to achieve the outcomes needed for New Brunswickers, and we are working more efficiently and effectively than ever before.

As *One Team One GNB*, we are improving the way government departments:

- communicate with one another,
- work side-by-side on important projects, and
- drive focus and accountability.

### **Strategy and Operations 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.

### **Government Priorities**

Our vision for 2022-2023 is a vibrant and sustainable New Brunswick. To make progress towards this vision, we must focus on our government's priorities.

- Energize private sector
- Vibrant and sustainable communities
- Affordable, responsive and high-performing government
- Dependable public health care
- World-class education, and
- Environment

## HIGHLIGHTS

During the 2022-2023 fiscal year, the Department focused on these government priorities through:

### Early learning and childcare

- Reduced out-of-pocket fees for families by an average of 50 per cent since June 1, 2022. The average cost to parents is now \$12.82 per day.
- Signed the \$70M Bilateral and \$544M Canada-Wide Childcare agreements with the federal government, with more than \$70 million in provincial funding invested to increase access to quality, inclusive and affordable childcare.
- Increased wages (24% for Level 1 and 23% for entry level) and implemented an Early Childhood Educator Wage Grid. This has contributed to increasing the retention of educators by 23 per cent and had a direct impact on the quality of early childhood educator for our youngest learners.
- Additionally invested \$20.8 million to improve quality and accessibility of early learning and child-care services. This investment supported an increase to the Market Fee Threshold and increases to operating grants.
- Launched the Early Years Family Navigators to guide parents and caregivers of young children to community resources to support their child's early learning and development.

### Anglophone Sector

- Experiential Learning/Strategic Partnerships - Launched the Centre of Excellence for Digital Innovation, the Road Builder's enhanced coop program and the Essential Skills Achievement Graduation Pathway.
- Literacy support - Updated the English Language Arts curriculum, following a four-year review, to align with the Building Blocks of Reading skills continuum.
- Modernized Curriculum - Updated the core K – 9 curriculum in preparation for a digital platform that will include New Brunswick teacher-created resource bundles

### Francophone Sector

- Launched the "Allumez l'étincelle" campaign. This campaign will increase community involvement in schools and helping students learn about themselves and their world.
- Provided training related to reading success indicators and an update on effective practices related to reading science to K-3 teaching personnel and teachers.

### Both sectors

- Food security - Signed a \$550,000 contract with Food Depot Alimentaire to provide healthy foods to students across 110 schools.
- Development of exit profile skills - CAP projects, climate change projects, and reimagined schools

## PERFORMANCE OUTCOMES

The information below outlines some of the department's priorities and how we measured our performance.

### Quality and cost of early learning and childcare

Percentage of parents that are benefiting from the reduction in their cost of care within early learning centres (0-5).

#### Importance of priority

The early childhood years are a critical period within overall childhood development. Ensuring access to quality early childhood education improves children's social and cognitive skills, and significantly contributes to their future successes.

The early learning and childcare sector, additionally, plays a key role in the New Brunswick economy. Through reducing childcare fees and improving accessibility, more children are able to access quality early learning opportunities and more parents are subsequently able to participate in our labour market.

#### Overall performance

On June 1, 2022, the out-of-pocket parent fees for children 0-5 years, who were enrolled in a designated Early Learning and Childcare facility, were reduced by an average of 50 per cent through the implementation of a Standard Parent Fee Grid, reaching an average daily out-of-pocket cost of \$12.82. The *Early Childhood Services Act* and regulations under the Act were amended to legislate the Parent Fee Grid to standardize the fees across the province that an operator of a designated facility shall charge a parent for services provided to an infant or a preschool child. An additional reduction of parent fees to an average of \$10 a day will be in place by March 2026.

#### Initiatives or projects undertaken to achieve the outcome

The introduction of the Standard Parent Fee Grid in June 2022 set the maximum fees operators of designated facilities can charge parents. Operators of designated facilities are required to apply the fee reduction directly to parent fees and parents provide payment to operators based on the new Standard Parent Fee Grid. In addition, low and middle-income families with a gross annual household income under \$80,000 may be eligible for financial assistance through the Parent Subsidy Program.

**Baseline:** As of March 31, 2022, 72% of the designated spaces were occupied

**Actual:** As of March 31, 2023, 80% of the designated spaces were occupied

**Target:** As of March 31, 2023, 80.2% of the designated spaces were occupied

### Educational and career pathways (Anglophone Sector)

Increase the percentage of high school students actively engaged in post-secondary and career pathway exploration.

## Importance of priority

Young people need to have more preparation in career-related decisions as they make significant investments of time and money in their education.

The need for effective career education is increasing as the labour market becomes more dynamic (i.e., automation, digitalisation, precariousness in employment, climate change, Covid-19 to name a few factors).

New international evidence from the Organization for Economic Co-operation and Development (OECD) shows the connection between school-age career education activities and better long-term outcomes.

## Overall performance

There has been a **+54.6% increase in active engagement** in myBlueprint from start of 2021-22 to end of the 2022-23 school year.

## Initiatives or projects undertaken to achieve the outcome

Career Connected Learning K-12 [Career Connected Learning \(gnb.ca\)](#)

- a. The NB Career Education Framework was developed in collaboration with the OECD [nb-career-education-framework.pdf \(gnb.ca\)](#) and a research/rational document [career-education-framework-rational.pdf \(gnb.ca\)](#) was provided in conjunction with its release.
- b. myBlueprint engagement data evidence increased learner engagement in career pathway transition planning.
- c. Hopeful Transitions ([what-is-hopeful-transitions.pdf \(gnb.ca\)](#)) is a career pathway transition planning pilot taking place in 15-17 high schools across NB (anglophone and francophone school districts).
- d. [Centres of Excellence](#) initiative connects industry and community partners in career sectors with the K-12 system. This builds awareness of various career pathways and opportunities in NB.

**Baseline:** 35.5% are actively engaged in myBlueprint 2021-2022

**Target:** 10% increase in active engagement in myBlueprint

**Actual:** 54.9% are actively engaged in myBlueprint 2022-2023

This is a **+54.6% since 2021-22**

“Active students” are those who have logged in AND have recorded at least one activity from September to June (i.e., portfolio boxes, portfolio reflections, goals created, surveys completed, resumes, cover letters, occupations, post secondary saved and/or courses planned).

## **Inclusive Education - improved classroom learning environment (Anglophone Sector)**

Reduce the number of Complex Behaviors (tier 3 and 4) occurring in NB schools monthly.

### **Importance of priority**

The Department strives to ensure learning and working environments are safe and secure spaces for all.

New Brunswick schools and communities are changing. Educators, along with families, play an important role in supporting children and youth through these changes, while creating experiences that help them develop skills that will prepare them for their future. In addition to academic learning, students must also be supported in learning new social, communication, and adaptive skills with the support of high-quality instruction and evidence-based practices.

Educators must be properly trained, supported and feel secure, in order to support students as they navigate their environments and acquire complex and necessary life skills.

### **Overall performance**

As indicated below, the target of achieving less than 13 incidents of serious misconduct per month, per school, for schools with added resources has been achieved and exceeded.

### **Initiatives or projects undertaken to achieve the outcome**

During the 2022-2023 school year the Positive Behaviour Intervention and Supports (PBIS) framework was implemented in 10 schools. This framework consists of:

- Setting up the learning environment to be positive, predictable, and consistent to support students being successful socially and academically within a Response to Intervention framework;
- Strengthening relationships/connections between all members of the school community;
- Acknowledging, encouraging, and supporting each other, as well as teaching the value of being a positive, contributing community member;
- All school personnel collaborating effectively to identify students in need of additional supports to be successful, utilizing practices and approaches proven to be effective by research; and
- An intentional focus on data to support the programming elements of tiered supports.

An additional 15 schools will be added for the 2023-2024 school year.

**Baseline:** 16.64 (2020-2021) incidents of serious misconduct per school per month

**Target:** Below 13 incidents of serious misconduct per school per month

**Actual:** 10.87 (2022-2023) incidents of serious misconduct per school, per month, for schools with additional resources

## **Create a learning environment that facilitates the 'vie et carrière' initiative (Francophone Sector)**

Increase the percentage of grade 12 students who indicated they are confident in their decisions regarding their transition to post-secondary education or the labour market.

### **Importance of priority**

The world is changing rapidly, and the impact, speed and scale of these changes are constantly increasing. It is essential that the educational support for students is calibrated to ensure our youth are prepared to meet these evolving needs of society.

Preparing students to lead balanced lives, to have a lifelong love of learning, while living an ethical and engaged citizenship, plays an essential role in building a more enlightened, equitable and sustainable world.

A successful transition to post-secondary education or the labour market translates into a solid foundation for realizing aspirations and gaining long-term personal and professional fulfillment.

### **Overall Performance**

In 2022-2023, results increased to 82.8 per cent, compared with 80.2 per cent in 2021-2022. This increase is attributed to: increasing students' awareness of varied educational pathways, offering a wider range of career options for their future and increasing experiential learning opportunities.

### **Initiatives or projects undertaken to achieve the outcome**

The Department, in close collaboration with francophone school districts, continued its efforts in the provincial deployment of the "life and career project". In 2022, the "Allumez l'étincelle!" campaign was launched to raise awareness among parents, employers and the community of the changes that can be made to the educational experience to foster skills development and the life and career project of each student. The recent publication of a guide dedicated to experiential learning for students in grades 6 to 12 has played a crucial role in providing educational staff with the tools they need to implement enriching educational experiences. As well, the deployment of the New Brunswick Youth Apprenticeship Program (NBYAP) in all francophone high schools has opened up new opportunities for 42 enthusiastic young people.

**Baseline:** 2021-2022: 80.2%

**Target:** 2022-2023: 82%

**Actual:** 2022-2023: 82.8%

## OVERVIEW OF DEPARTMENTAL OPERATIONS

The Department of Education and Early Childhood Development's vision is to ensure classrooms and early learning environments are diverse, through 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 ensure that the overall and optimal development of children is supported (before they enter school) and regulate early childhood services in 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 early learning and childcare.

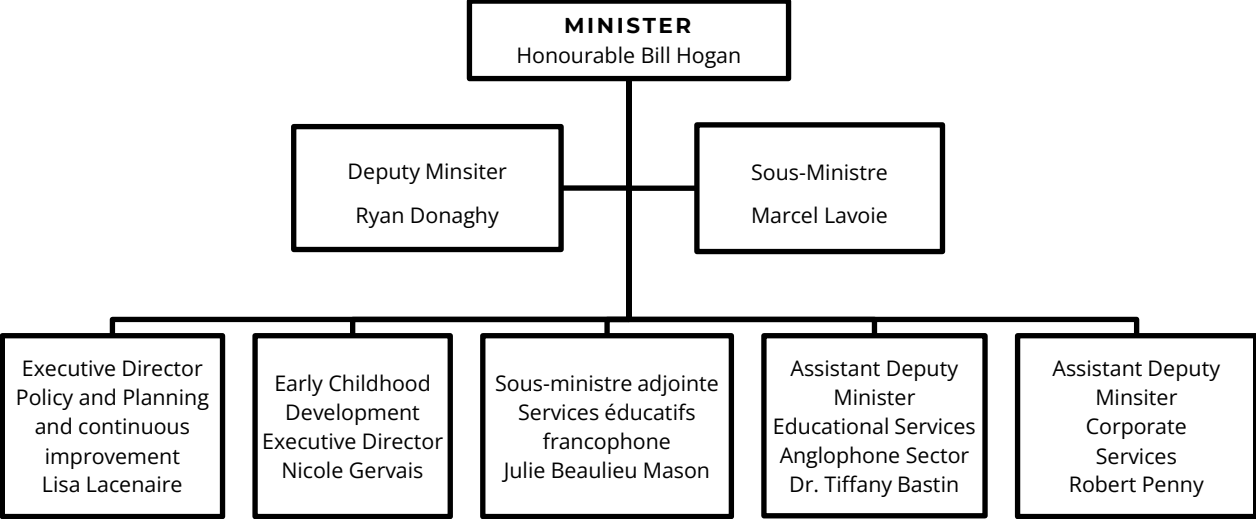
Since 1967, GNB has had sole responsibility for financing public schools and is committed to equal opportunity for all students.

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), each consisting of publicly and locally elected members as well as an appointed councillor who is a member of a Mi'kmaq or Wolastoqey First Nation, and an appointed councillor who is a pupil, are responsible for establishing the direction and priorities for their respective district and for determining how districts and schools are operated, under the leadership of the superintendent.

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 844 licensed early learning and childcare.

# HIGH-LEVEL ORGANIZATIONAL CHART





## DIVISION OVERVIEW AND HIGHLIGHTS

### EARLY CHILDHOOD DEVELOPMENT DIVISION

In New Brunswick, an operator is required to obtain a licence from the Department of Education and Early Childhood Development to offer services to children under the age of 12 as indicated in the *Early Childhood Services Act*. Licensed early learning and childcare centres are licensed by government to provide childcare services for seven or more children from infants to 12 years of age, but not more than 60 children per licence. Licensed early learning and childcare homes are licensed to provide childcare services for three to nine children depending on the ages of the children. An individual or organization can hold more than one licence.

New Brunswick offers operational funding in five main envelopes:

1. The **Parent Fee Reduction Subsidy** provides funding to operators to cover the difference between the Standard Parent Fee Grid amounts and the Operator's fees, which is regulated under the Market Fee Threshold, for all children 0-5 years enrolled in a designated facility and not yet attending school.
2. **Parent Subsidies** provide financial relief to eligible low-income parents (calculated based on an income tested sliding scale). The program has two components: the Daycare Assistance Program (DAP) for children from birth to age 12 who are registered in a non-designated facility, and the Designated Facilities Parent Subsidy Program for children from birth to age five who are enrolled in a designated facility.
3. The **Wage Enhancement Program** provides funding to operators to help offset the salaries of Early Childhood Educators. This program is offered to all licensed facilities who must provide a wage top up above the minimum wage of \$13.75/hour.
4. The **Inclusion Support Program** funds the salary of an inclusion support worker to an operator for children with a disability or complex needs who require one-on-one supervision to fully participate in the early learning and childcare program.
5. The **Designated Facilities Operational Grants** help to offset the costs of quality and affordable early learning and childcare.

#### Designation Program

Licensed early learning and childcare facilities may apply to be designated under the guidelines of Policy 901 - *Space Allocation for Designated Early Learning and Childcare Facilities*. Operators must be a licensed early learning and childcare facility, offering services to children aged five and under, prior to school entry, and is available through a voluntary application process. Designated early learning and childcare facilities commit to work in collaboration with government to offer equitable and affordable access to higher quality early learning and childcare services by removing barriers linked to family income, children's ability and needs, language, and minority settings. Designated facilities receive operational funding for preschool services and improved parent subsidies.

On June 1, 2022, a Standard Parent Fee Grid was implemented for all parents. This grid sets the maximum fees operators can charge parents in a designated early learning and childcare facility.

## Highlights

- Launch of the Early Learning and Childcare Waiting List to help families find early learning and childcare services in their community.
- Increased wages for inclusion educators in educational daycares for those with early childhood college training.
- Decrease in the cost to families from \$25.77 to \$12.82.
- Increase of 526 approved places for 0–5-year-olds from 16,418 to 16,944.
- Increase in salary for level 1 educators from \$20.38 to \$25.16.

## Key Performance Indicators

### Early Learning and Childcare Action Plan 2022–2023

As of 31<sup>st</sup> of March 2023:

	SCHOOL AGED SPACES	SPACES FOR CHILDREN AGED 0-5
Anglophone early learning and childcare facilities	10,269	11,170 <ul style="list-style-type: none"> <li>• 1,527 infants</li> <li>• 9,643 preschool age</li> </ul>
Francophone early learning and childcare facilities	6,570	5,774 <ul style="list-style-type: none"> <li>• 867 infants</li> <li>• 4,907 preschool age</li> </ul>
<b>Total</b>	<b>16,839</b>	<b>16,944</b>

- 97 per cent of licensed preschool spaces are in designated facilities.
- 567 out of 601 Early Learning and Childcare centres and homes were designated, representing 94 per cent of all eligible facilities. The following table provides additional information.

	DESIGNATED EARLY LEARNING AND CHILDCARE CENTRES AND HOMES	DESIGNATED EARLY LEARNING AND CHILDCARE HOMES
Anglophone	301 of 322 (93%)	64 of 71 (90%)
Francophone	156 of 160 (98%)	46 of 48 (96%)
<b>Total Designated Facilities</b>	<b>457 of 482 (95%)</b>	<b>110 of 119 (92%)</b>

- Enrolment in designated facilities has grown 17 per cent in the past fiscal year with 1,900 additional spaces occupied in designated facilities.
- 4,174 children were receiving an approved subsidy through the *Parent Subsidy Program* for childcare in Early Learning and Childcare centres and homes. Of those:
  - 2,210 (53 per cent) were receiving free childcare

- 1,964 (47 per cent) were receiving partially subsidized childcare
- 2,274 children benefitted from the *Daycare Assistance Program*. Of those:
  - 1,809 were school aged 6-12
  - 463 were children aged 0-5
  - 2 were children over 12
- 12 additional children accessed the Alternative Childcare Program.
- Since October 2021, the Educator Portal provides each early childhood educator with a unique identification number allowing for more accurate reporting of the turnover rate. The previous turnover rate was an estimated 36 per cent; after a full year of data with the new system, the turnover rate was reduced to 23.5 per cent.
- The *Wage Support Program* reached enrolment of 5,008 educators. Of those:
  - 3,140 educators (63 per cent) have an Early Childhood Education (ECE) Certificate/Diploma or equivalent
  - 1,868 educators (37 per cent) have completed the 90-hour *Introduction to Early Childhood Education* course or have no formal training

## ANGLOPHONE EDUCATIONAL SERVICES DIVISION

The **Anglophone Educational Services Division** encompasses responsibility for early learning and development, 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 (including early years) and public accountability processes. The division works with external partners and provincial, regional and national stakeholders to improve learning and educational service delivery for learners. The division works closely with Autism Learning Partnership and Integrated Service Delivery, whose highlights are reflected in other sections of this report.

The division consists of the following seven branches: **Assessment and Analysis Services** which includes responsibility for the Provincial Student Assessment Program, provincial data collection tools and databases, and measurement and analysis services; **Change Leadership**, which includes responsibility for leadership development, experiential learning, strategic partnerships, applied research, and system excellence; **Digital Learning and Design**, which was newly formed in March 2023 to combine the Virtual Learning service unit from Change Leadership, and the Design Services unit from Assessment and Design Services; **Education Support Services**, which includes oversight for support for learning and responsibility for career pathways; **Learning and Achievement**, which includes responsibility for curriculum and instruction and French Second Language programs; **Early Learning and Development**, which includes responsibility for early years (0 to 5) curriculum and professional learning, school age childcare curriculum, inclusion and quality improvement, early intervention and early language programs; and the **Office of First Nation Education**, which supports understanding of traditional and contemporary First Nation cultures, histories and contributions.

## Highlights

- In the fall of 2022, professional learning (Exploring Literacies in Multiple Languages) was developed and delivered to support the eight-prototype early learning and childcare facilities participating in the Language Learning Opportunities project.
- The English Language Arts curriculum for K-9 was revised to ensure alignment with research-based practices in reading and writing instruction and was released in draft form, with full implementation planned for September 2023.
- Follow-up to the Moving Forward from Policy to Practice report, 84 per cent of the recommendations were completed; and 108 Full-Time Equivalents were added to the anglophone school system: 12 for school social workers, 13 Speech-Language Pathologists, 24 Education Support Teachers-Resource, 34 school counsellors, and 25 Behaviour Intervention Mentors.
- A comprehensive Provincial Behaviour Strategy was collaboratively developed with districts, Early Childhood Development, Education Support Services, the Autism Learning Partnership and Integrated Services Delivery, and provides a clear roadmap to implementing the relevant policies (703 and 322). Recommendations have been provided for course development on proactive and de-escalation strategies for all school staff. Targeted professional learning and training was provided to new and existing Behaviour Intervention Mentors.
- The School Counsellor Framework was updated in collaboration with school districts, New Brunswick Teachers Association (NBTA) and the University of New Brunswick (UNB). NB School Counsellor certification ensures consistency of the standards and training held by school counsellors holding a master's degree in counselling or equivalent.
- The Anglophone Sector launched its Youth Check-In survey for students in grades 6-12 to take the pulse of mental health and wellness of middle and high school students. The check-in occurs up to three times per year.
- 20 anglophone resource teachers began the specialized training program to become Resource Specialists in Assessment and Intervention (RSAI) allowing them to provide timely assessments of students and to support schools with the implementation of effective student interventions and personalized learning plans. Training will be completed by December 2023.
- Leadership development is evolving with collaboration between EECD, the districts, UNB and the NBTA. There is a planned revitalization of NBLead in development.
- In the fall of 2022, the school reported data was aggregated in collaboration with the District Data and Accountability Supervisors to help identify areas of focus for growth provincially, to inform professional learning direction, and to help inform targeted resource allocations, based on district and school needs, for the upcoming school year (2023-2024).
- The [Centres of Excellence](#) (COE) model, which facilitates experiential learning opportunities for students and teachers within the school year, has expanded to include four operational centres - Energy, Health, Entrepreneurship and Digital Innovation.
- Strategic partnerships support multiple experiential learning initiatives focused on advancing students' knowledge of, and interest in, potential career-related areas where there are identified labour market and long-term employment opportunities following graduation.
- The NB Virtual Learning Centre (NBVLC) offered new courses in 2022-2023 focusing on expanding offerings to early high school, and on complementing offerings of the Centres of Excellence.
  - English Language Arts 10: Informational Texts
  - Geometry, Measurement and Finance 10
  - Math 9A
  - Science 10
  - Cybersecurity 120

- Health Care 110
- For the third consecutive year, the Summer Learning for Students program was offered in July of 2022. It offered over 700 students the opportunity to take one of 23 high school courses online for credit, at no cost. The program also serves as a professional learning opportunity for teachers.
- Digital Learning and Literacy is a professional learning network of over 40 teachers, continuing to promote pedagogically driven applications of technology in classrooms.
- New assessments for mathematics and French second language reading were administered for the first time at the elementary and middle school levels.
- 410 anglophone early childhood educators completed the *"Introduction to Early Childhood Education"* course.
- The curriculum validation tool, referred to as the *Curriculum Assessment Tool – Validation (CAT-V)*, is under development and was piloted in eight early facilities.

## FRANCOPHONE EDUCATIONAL SERVICES DIVISION

The **Services éducatifs francophones** division establishes standards for its programs and services and reports on their attainment. It is responsible for the development, implementation and evaluation of the education plan, school curricula, the early learning and childcare curriculum, and learning support services. It verifies students' learning and coordinates and administers various evaluation programs in schools and early learning and childcare facilities. It anticipates and plans based on immediate and future needs and is also responsible for the Francophone Sector's budgetary and administrative planning.

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

The division implements its responsibilities in compliance with the established rules of governance, working closely with the district education councils (DECs), the school districts, and the Acadian and francophone community.

### **Highlights**

- Continued provincial roll-out of the career and life readiness plan and exit profile by developing best pedagogical practices and resources to support school staff.
- Developed the Étincelles de vie et de carrière SharePoint and continued the Allumez l'étincelle campaign to educate parents, employers and the community about changes made to the educational experience to promote the development of skills and a career and life readiness plan for every student.
- Published an experiential learning guide for students in grades 6–12.
- Hired and trained resource teachers specializing in assessment and intervention.
- Implemented the New Brunswick Teen Apprenticeship Program (NBTAP) in all francophone high schools and it had 42 teens participating this year.
- Officially launched two new provincial assessments to measure high school literacy and numeracy skills.

- Continued development and implementation of new high school courses (*Vie saine et active*, *Transition vie-carrière*, *Enjeux actuels*, *Anglais langue seconde – Vie et carrière*, etc.).
- *Place aux compétences* supported 1,102 projects at all francophone schools across the province.
- Added Indigenous, Afrodescendant and Black perspectives to primary courses.
- Over 4,000 students worked on 89 environmental and climate action projects with *Place aux compétences*.
- 72 per cent of our schools have at least one teaching staff member engaged in environmental or climate action, and 185 teachers received environmental and climate change training this year.
- Published an environmental and climate commitment guide and an eco-citizen education model to enhance and inspire the integration of environmental education in our schools.
- Launched the *Étincelles* awards and held 10 ceremonies to celebrate the 10 winners (preschool and school) out of 75 nominations.
- Established 12 trades exploration centres at the primary level to motivate students and encourage them to actively engage in their learning while discovering how to use tools and techniques associated with the skilled trades.
- Launched a series of educational resources on the Black History Month SharePoint to showcase articles and stories from former francophone students of African descent.
- Continued implementing the France–New Brunswick educational cooperation agreement and the provincial New Brunswick–France Development Strategy.
- Agreement with *Connecter Canada (2022–2025): Relations, pratiques et environnements inclusifs*.
- Provided virtual training for early learning consultants and early learning and childcare facilities and support for communities of practice.
- Launched two online professional development training modules for educators at early learning and childcare facilities: *Construction identitaire et diversité à la petite enfance* and *Droits et responsabilités des garderies éducatives en vertu de la Loi sur les droits de la personne* du Nouveau-Brunswick.
- Worked with early learning and childcare facilities and sector partners to develop an educational curriculum approach framework adapted to children aged 5–12. This framework will be accompanied by online professional development training to be made available to educators during the next year.
- 185 early childhood educators completed the 90-hour basic training in French. Aspects covered by this training include the ages 0–5 educational curriculum, literacy, wellness and child development.
- Launched a new initiative called *Services à la petite enfance : Ensemble pour vous guider*. This initiative was designed to keep families informed about the resources and various services available to children aged 0–8 in their communities and province-wide.
- Launched the *Éveil aux arts et à la culture à la petite enfance* program, which aims to integrate various art forms into the early childhood environment, with the *Association acadienne des artistes professionnel.le.s* du Nouveau-Brunswick.
- 127 of 208 (61 per cent) of designated francophone facilities have been assessed with the *Outil d'évaluation de l'application du curriculum éducatifs*.

## Anglophone and francophone school districts

The New Brunswick public education system is comprised of a central Department of Education and Early Childhood Development and four anglophone school districts (North, East, South and West), and three francophone school districts (Nord-Est, Nord-Ouest and Sud).

The **Department** serves as the centre for the coordination of common services and as a source of information and resources. Examples of the department's responsibilities include the negotiation of collective agreements; the development of educational resources to support districts, schools and early learning and childcare facilities; teacher education and certification; delivery of training and support to early childhood educators; human resources services; budgeting and accounting services; capital infrastructure; and transportation framework. The Department also ensures alignment of the Francophone Sector's priorities. It inspires, equips and supports educators and early childhood staff in achieving the education plan's objectives.

The **district education councils (DECs)** are responsible for local decision making in the operation of schools in their districts through the development of broad policies that are implemented by superintendents on a day-to-day operational basis. DECs are also responsible for establishing, administering and monitoring three-year district education plans and expenditure plans, prepared by the superintendent in each district. Each DEC appoints, with the approval of the minister, and evaluates the performance of the superintendent. The establishment and composition of DECs are articulated in section 36 of the *Education Act* and roles and responsibilities detailed in the Governance Structure Regulation under the *Education Act*.

The **superintendent** is the sole employee of the DEC and is accountable to the DEC for the management of programs and resources, the quality of learning and the implementation of the district education plan and district expenditure plan. The superintendent makes the operational and administrative decisions affecting the district and schools. All staff report to the superintendent, who, in turn, reports to the DEC. The superintendent is responsible for preparing the district education plan, district expenditure plan and district performance report. The responsibility and authority of the superintendent are provided in section 48 of the *Education Act*.

For information on Anglophone school districts please visit these websites.

[ASD-East](#)

[ASD-West](#)

[ASD-North](#)

[ASD-South](#)

For information on New Brunswick's francophone school districts please visit [Francophone School District](#) Information online.

## Integrated service delivery

**Integrated Service Delivery (ISD)** is a local and regional governance and service delivery framework that enables partners to better work together to meet the needs of children and youth at risk. It aims to fill the gaps in early assessment and intervention services for children, youth and families and is

central in the provincial government's response to various reports highlighting the system's challenges.

The goal of ISD is to enhance the system capacity to respond in a timely, effective, and integrated manner to the strengths, risks and needs profiles of children, youth, and their families. ISD is intended to ensure the vitality and well-being of all children and youth with varying needs, through the impact of collaborative and integrated work between government and community partners.

The ISD model was created to provide a comprehensive platform for departments and agencies (Education and Early Childhood Development, Health, Social Development, and Public Safety, seven school districts, and the two health networks) for the sharing of service activities and communications in order to improve outcomes for New Brunswick's children and youth with multiple needs. Integrated Service Delivery was implemented at the provincial level in September 2017.

To achieve the overall goals, the Provincial ISD Team must provide leadership and effective change management to government and community partners across the continuum of services. This team is comprised of a director, provincial coordinator, and two First Nation Coordinators from the Department of Education and Early Childhood Development, a project manager from the Department of Health, and a director from the Department of Social Development. The team contributes to the alignment of a common vision of ISD, supports its sustainability, and ensures the progress of initiatives and projects arising from the ISD governance. In addition, it ensures and promotes adherence to the model, supports the operationalization of the model at the regional and provincial levels, supports the interdepartmental integration of services for children, youth, and families, provides opportunities for knowledge exchange and training for stakeholders across the continuum of services, and works with governance to harmonize collaborative and integrated procedures and practices.

### **Highlights**

- Developed and executed a provincial monthly learning series.
- First Nation Two-Eyed Seeing Approach Training was provided to over 200 participants.
- Presented at Justice Canada's Victims and Survivors of Crime National Conference on the New Brunswick Model of ISD as a best practice.
- Development of partnerships with non-profit organizations to provide government departments and community agencies a hands-on experience to better appreciate the challenges faced by families, children, and youth.



## Autism learning partnership

**Autism Learning Partnership/ Partenariat d'apprentissage en autisme** is a branch of the department dedicated to the development and delivery of training to prepare preschool and educational personnel to meet the learning and behavioural needs of learners with autism spectrum disorder (ASD). The team provides bilingual, evidence-based, high-quality professional learning and resources to support families, preschool agency personnel and educational personnel. The team is also responsible for the oversight of the Preschool Autism Program, including the professional services agreement with VIVA Therapeutic Services (VIVA).

The branch is made up of the following three units: **Provincial Autism Training, Research and Innovation**, and **Autism Outreach**.

**The Provincial Autism Training** unit supports the implementation of three levels of professional learning as part of the Department of Education and Early Childhood Development Autism Training Framework. All course content is based upon the principles of Applied Behaviour Analysis, an evidence-based approach to support learners with autism. Resources and professional learning curriculum have been developed in collaboration with experts in the field and validated by a quality assurance committee.

The **Research and Innovation** unit develop new training content and resources and establishes partnerships with experts for validation and evaluation of training initiatives.

The **Autism Outreach** unit establishes partnerships with organizations and provides access to online autism training nationally and internationally. Since April 2021, the Preschool Autism Program portfolio, originally under the Early Childhood Division, is now part of this unit.

## Highlights

- Launched the new version of the *Learning for Teaching* curriculum (part 1) to better reflect the most current trends in evidence-based practice for school-aged learners and to better meet the needs of our participants.
- Performed a clinical monitoring process to measure agency adherence to the Preschool Autism Program Guidelines and provided ongoing clinical support with program oversight and continuous improvement.
- Created a *Guide for the Transition from the Preschool Autism Program to Kindergarten* and began piloting the guide with two districts (ASD-E and DSF-NE).
- In collaboration with VIVA, modified an assessment (CALI Learning Readiness Learner Profile) to better assess some key skills for children in the Preschool Autism Program.
- Expanded *Collection Objectif Réussite*, a resource to support ongoing development of practical skills of educational assistants and other school personnel, which will be launched in francophone districts in the coming school year.
- Launched the new *Functional Skills for Independence* website to support staff with the *Comprehensive Assessment for Learning and Independence – Functional Skills for Independence* assessment (CALI-FSL).
- Launched the new Learning for Teaching Resource Center to improve access to tools and resources for past participants of the advanced training.

## Key Performance Indicators

### Participation:

- 72 parents/guardians of children/youth (0–21 years old) with ASD have enrolled in the introductory training in 2022-2023. Since September 2018, 1357, parents/guardians from New Brunswick have been able to access the online course.
- In **preschool autism agencies**, all behaviour interventionists are enrolled in the introductory course at the time they are hired; in 2022-2023, 176 of them completed the training. Since 2017, 1,403 preschool autism agency staff have completed the training.
- In **francophone school districts**, 74 educational personnel have completed the introductory course in 2022–2023, including 37 educational assistants. Nine new participants were enrolled and completed the training between September 2022 and June 2023.
- In **anglophone school districts**, 101 educational personnel have completed the introductory course in 2022–2023, including 52 educational assistants. 29 participants completed the advanced training during the 2022-2023 school year.
- 437 professionals from the Anglophone Sector and 344 professionals from the Francophone Sector were given access to the *Functional Skills for Independence* website.
- 13 applications for BCBA certification training were received, 6 interviews were conducted and two people were chosen for this cohort.
- In a survey sent to parents/guardians on the Preschool autism program in January 2023, 76 per cent reported a positive impact resulting from intervention.
- The result of one of the criteria assessed during the clinical monitoring (May-June 2022) of the preschool autism program indicates that 98 per cent of the Personalized Learning Plan demonstrate collaborative practice when collaborative partners are impacted by intervention.

## Performance and continuous improvement division

The **Performance and Continuous Improvement Division** is responsible for providing efficient and effective support in the areas of Strategy, Continuous Improvement, Internal Audit, Project Management and Change Management, both at the department's central office and in liaison with the school district offices.

### Highlights

- Led efforts to further streamline and align strategic objectives in both the Anglophone and Francophone Sectors.
- Supported various priority initiatives and projects aimed to improve key departmental programs, services and processes.

## 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 advice, research and policy development on early childhood development and public education issues. The division provides submissions to Executive Council, legislature support and coordination and the preparation of briefing materials for key government activities.

### Highlights

- Introduced Bill 109 – *An Act Respecting the Early Childhood Services Act* which received Royal Assent on June 10, 2022. This legislation allows the province to implement requirements under the Canada-Wide Agreement which authorizes the Minister to establish curriculum; creates and implements an educator wage grid; implements a market fee threshold to regulate the maximum price operators of designated facilities can charge for services; Implement a standardized parent fee grid to regulate the price operators of designated facilities can charge parents.
- Amendments to the *Childcare Grants and Subsidies Regulation – NB Regulations 2018-12* under the *Early Childhood Services Act* to allow for the issuance of grants; update definitions to include the new parent subsidies; allow parents to request a review of a decision; and allow for the Minister to provide a temporary grant.
- Further amendments to the *Childcare Grants and Subsidies Regulation NB Regulations 2018-12* under the *Early Childhood Services Act* were made to ensure that all residents of New Brunswick are eligible to apply for parent subsidies; and to add that experience be included as a consideration when establishing an hourly rate for wage enhancement grants.
- Policy 901 – *Space Allocation for Designated Early Learning and Childcare Facilities* was adopted on November 1, 2022. This policy establishes the criteria for the allocation of spaces within designated early learning and childcare facilities. It was updated to provide additional information for when designated facilities move or are sold and added clarifications for when and how designated spaces are to be reallocated. It was also updated to reflect the process for reallocating designated spaces when a licence is revoked by the department.
- Amendments were made to Appendix A of Policy 316 – *Graduation Requirements*
  - Anglophone Sector: Eliminated requirements that 18 credits for graduation be specifically in mathematics;
  - Francophone Sector: Clarification that requirements for obtaining the provincial secondary school diploma apply not only to the cohort of students graduating in 2025, but also to cohorts graduating in all subsequent years as well.
- Policy 409 – *Multi-year School Infrastructure Planning* was also amended in order to introduce the concept of the Stable Departmental Infrastructure Priorities list (SDIP), which required new processes to follow for District Education Councils to submit new infrastructure projects.

## Key Performance Indicators

Of the 35 requests that EECD received under the *Right to Information and Protection of Privacy Act*, five were transferred to other public bodies and 93 per cent of the remaining requests (28 of 30) 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 Finance and Services, 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, particularly for Human Resources services, Technology services, and Procurement services provided to the department and the school districts are coordinated through this division.

## Teacher Recruitment and Retention

While not a formal branch, activities around teacher recruitment and retention fell under the umbrella for the Education Services Division in the 2022-2023 fiscal year.

- **Trades Training for Teachers:** The Skilled Trades Education Program for Teachers (STEP-T) is in its second cohort in the Anglophone Sector. In 2022-2023, the STEP-T graduated the first 15 of 45 teachers scheduled to complete the program by 2024.
- **New Teachers:** there is a forecasted increase of 181 Bachelor of Education program graduates, for a total of 482 in 2022-2023.
- **Initiatives for International Newcomers:** this initiative has allowed the identification of over 50 landed candidates interested in upskilling to work in classrooms.
- **Pilot Project in Remote Parts of NB:** A pilot project with Saint Thomas University and Université de Moncton allowed some students to complete their practicum in more remote parts of the province and do their last semester of studies by distance learning (in the case of UdeM), permitting two provincial school districts to showcase their schools and communities.
- **Support for New Teachers:** launched the New Teacher Learning Community in partnership with the four anglophone districts and the NBTA.

## Highlights

- Successfully administered a \$84.7 million Capital Budget which included a capital improvement program for 295 schools and a major capital program for new school infrastructure.
- Land was purchased for a new K-8 school in Saint John.
- Planning and design completed for a new K-5 school in Fredericton.
- Construction started for a new K-5 school in Fredericton and a new K-8 school in Moncton.
- Construction was completed for a new K-8 school in Hanwell and a new M-8 school complex in Moncton.

- Ventilation assessments and project planning continues to take place, and ventilation system installations began as part of a multi-year program to ensure integrated ventilation systems are in place in all schools.
- Focused on assisting districts with increased efforts to recruit and train new drivers.
- Established procurement parameters for deployment of additional stop arm cameras around the province, with a goal of equipping 20 per cent of the bus fleet.
- Worked with other Atlantic provinces to start a feasibility study into the electrification of the school bus fleet.
- Continued to manage the program for the department in collaboration with WorkSafe New Brunswick and school districts.
- Sustainable programs were developed for districts, ensuring compliance with OHS regulations and laws.
- The Occupational Health and Safety team continues to support school districts as they strive to improve their OHS programs.
- Deploy Multi-Factor Authentication (MFA) to users in the public education system in New Brunswick's seven school districts to enhance cybersecurity measures and ensure the success of the cybersecurity improvement initiative. The deployment will enhance the protection of sensitive information and ensure a more secure digital environment for New Brunswick's schools.
- The branch organized pre-budget consultations for stakeholders and the public in eight locations around the province.
- Implemented practices for responding to COVID-19 within early learning and childcare facilities; in consultation with Public Health officials, augmented the *Guidelines for the Prevention and Control of Communicable Diseases in ELC Facilities* to include COVID-19 as a communicable disease.
- Increase in the approved designated early learning and childcare centres, homes, and facilities:

DESIGNATED ESTABLISHMENTS	AS OF MARCH 31, 2023	UP FROM MARCH 2022
Eligible early learning and childcare centres	95%	92%
Eligible early learning and childcare homes	92%	80%
Eligible early learning and childcare facilities	94%	89%

## FINANCIAL INFORMATION

### Departmental expenditure

### Status report by program

Fiscal year ending March 31, 2023 (\$000s)

EXPENDITURES	BUDGET PLUS APPROPRIATION TRANSFERS	SUPPLEMENTARY ESTIMATES	FINAL BUDGET	ACTUAL*	VARIANCE (OVER) UNDER	NOTE
<b>Corporate and Other Education Services</b>						
Management Services	11,128	-	11,128	11,892	(764)	<b>1</b>
Education Services	57,046	250	57,296	53,616	3,680	<b>2</b>
Support Services	25,824	4,200	30,024	27,705	2,319	<b>3</b>
<b>Total</b>	93,998	4,450	98,448	93,213	5,235	
<b>School Districts</b>	1,301,880	10,870	1,312,750	1,343,575	(30,825)	<b>4</b>
<b>Early Childhood Development</b>	227,660	-	227,660	193,506	34,154	<b>5</b>
<b>Department Total</b>	<b>1,623,538</b>	<b>15,320</b>	<b>1,638,858</b>	<b>1,630,294</b>	<b>8,564</b>	

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

Note 1 – Overbudget due to non-budgeted grants, which is partially offset by vacancies.

Note 2 – Mainly due to underspending in Integrated Service Delivery, and francophone and anglophone education services.

Note 3 – Additional budget provided for IT and facilities exceeded related expenditures.

Note 4 – School districts expenditures exceeded budget mainly due to the following: additional teacher salaries due to student growth, inflationary impacts on district operating costs such as fuel and, higher replacement costs due to pandemic-related absenteeism.

Note 5 – Various initiatives under the Canada-Wide Early Learning and Childcare Agreement were below anticipated volumes including: affordability grants, administration costs and access to daycare spaces. Other areas under budget due to lower volumes are parent subsidies and operating grants. These under-expenditures were partially offset by a one-time grant to daycares to assist with impacts of inflation.

## SUMMARY OF STAFFING ACTIVITY

Pursuant to section 4 of the *Civil Service Act*, the Secretary to Treasury Board delegates staffing to each Deputy Head for his or her respective department(s). Please find below a summary of the staffing activity for 2022–2023 for Education and Early Childhood Development.

NUMBER OF PERMANENT AND TEMPORARY EMPLOYEES AS OF DEC. 31 OF EACH YEAR		
EMPLOYEE TYPE	2022	2021
Permanent	233	219
Temporary	100	106
<b>TOTAL</b>	<b>333</b>	<b>325</b>

The department advertised 115 open (public) competitions and 0 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)	0
Department Talent Management Program	Permanent employees identified in corporate and departmental talent pools, who meet the four-point criteria for assessing talent, namely performance, readiness, willingness and criticalness.	16(1)(b)	0
Lateral transfer	The GNB transfer process facilitates the transfer of employees from within Part 1, 2 (school districts) and 3	16(1) or 16(1)(c)	9



APPOINTMENT TYPE	APPOINTMENT DESCRIPTION	SECTION OF THE CIVIL SERVICE ACT	NUMBER
	(hospital authorities) of the Public Service.		
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)	6
Regular appointment of students/ apprentices	Summer students, university or community college co-op students or apprentices may be appointed without competition to an entry level position within the Civil Service.	16(1)(d)(ii)	0

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

## SUMMARY OF LEGISLATION AND LEGISLATIVE ACTIVITY

Please complete the following table with the information relevant to your department.

*Note: The names of acts are written in italics in both English and French.*

BILL #	NAME OF LEGISLATION	DATE OF ROYAL ASSENT	SUMMARY OF CHANGES
109	<i>An Act Respecting the Early Childhood Services Act</i>	June 10, 2022	<p>Amending the <i>Early Childhood Services Act</i> and its regulations to allow for additional authorities to empower the New Brunswick Early Learning and Childcare system to fulfill the requirements outlined in the <i>Canada-New Brunswick Canada-Wide Early Learning and Childcare Agreement</i> and <i>Action Plan 2021-2023</i>, and;</p> <ul style="list-style-type: none"> <li>• Incorporate the concept of designation in the Act and limit the for-profit growth in the designated sector (Act and Regulation);</li> <li>• Create a moratorium on the designated-classes of licence until October 31, 2022, to allow the department to consult on the Canada-Wide Agreement with stakeholders (Act);</li> <li>• Require the Minister to establish the curriculum to be implemented by designated classes of licence (Act);</li> <li>• Implement an educator wage grid (Act);</li> <li>• Implement a market fee threshold to regulate the maximum price operators of designated facilities can charge for services (Act and Regulation);</li> <li>• Implement a standardized parent fee grid to regulate the</li> </ul>

BILL #	NAME OF LEGISLATION	DATE OF ROYAL ASSENT	SUMMARY OF CHANGES
			<p>price operators of designated facilities can charge parents (Act and Regulation);</p> <ul style="list-style-type: none"> <li>• Make a grant regulation to allow for the issuance of grants (Regulation);</li> <li>• Update definitions in the subsidy regulation that will include the new parent subsidies (Act);</li> <li>• Allow parents to request a review of a decision under the subsidy regulation (Act);</li> <li>• Allow for the Minister to establish a temporary grant (Act); and</li> <li>• Other consequential amendments identified during the drafting process (Act).</li> </ul>

NAME OF REGULATION	EFFECTIVE DATE	SUMMARY OF CHANGES
N.B. Regulation 2018-12, the Childcare Grants and Subsidies Regulation under the <i>Early Childhood Services Act</i>	October 13, 2022	Amendments to N.B. Regulation 2018-12, the <i>Childcare Subsidies Regulation</i> so that all residents of New Brunswick are eligible to apply for parent subsidies and to include experience when establishing an hourly rate of wage enhancement grants.

The acts for which the department was responsible in 2022-2023 may be found at: [Education and Early Childhood Development \(gnb.ca\)](https://www.gnb.ca)

# SUMMARY OF OFFICIAL LANGUAGES ACTIVITIES

## Introduction

Following the revised GNB *Plan on Official Languages—Official Bilingualism: A Fundamental Value*, the Department of Education and Early Childhood Development is continuing to use its 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 based on one or the other of the two Official Languages. This policy does not apply within schools and school district offices.

## Focus 1

Ensure access to service of equal quality in English and French throughout the province:

- One of the objectives of the department continues to be a focus on increasing the level of participation in casual/formal second-language communication at central office. A new language learning opportunity has been developed in-house by the Anglophone Educational Services Division. This opportunity is being piloted with a small number of employees seeking to improve their French second language proficiency.
- Employees at the department are always encouraged to speak to one another in their second official language to improve their second-language skills. The department is a strong proponent of 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 continue to be made to maintain the linguistic profiles and ensure the department has the capability to offer quality services in both official languages.

## Focus 2

An environment and climate that encourages, for all employees, the use of the official language of their choice in their workplace:

- The department continues to create an environment where employees are free to use their Official Language of choice. Employees are encouraged to participate in meetings by using their language of choice.
- Employee official language preference is contained in the Human Resources Information System and in the employee files.
- All performance reviews are carried out in the employee's official language of choice.
- All seasonal/holiday/employee appreciation activities are held in both official languages. Monthly "huddles" with deputy ministers and all employees continue to provide highlights and news of the department in both official languages. This has been one method used to inform all employees,

regardless of which sector they work in, about what is going on in other sectors and branches. These huddles are undertaken in virtual format and continue to be attended by a large number of employees, including those who work remotely or may work in alternate locations other than at head office.

### **Focus 3**

Ensure that new and revised government programs and policies took into account the realities of the province's Official Language communities (promotion of Official Languages):

- Government continues to ensure that official bilingualism is included as a fundamental value of the public service and is clearly included in the Code of Conduct of the employees of the Public Service.

### **Focus 4**

Public service employees will have a thorough knowledge and understanding of the *Act*, policies and regulations, and the province's obligations with respect to official languages.

- Policy and Guidelines on the Language of Service are available to all GNB employees. This includes examples of active offer for services in both Official Languages on voice mail greetings, mailbox set-up, correspondence, electronic services, service in person, etc.;
- Onboarding materials for new employees include a review of the Language of Service Policy and Guidelines (AD-2919) as well as the Language of Work Policy (AD-2920) and Guidelines. A further review of these policies is part of the annual performance review process.
- In partnership with the Department of Intergovernmental Affairs, the community of practice for Official Languages Coordinators and the community of practice for Second Languages Coordinators met and communicated regularly on Official Languages.

## SUMMARY OF RECOMMENDATIONS FROM THE OFFICE OF THE AUDITOR GENERAL

**NEW: Section 1** – Includes the current reporting year (2022-2023) and the previous year (2021-2022).

NAME AND YEAR OF AUDIT AREA WITH LINK TO ONLINE DOCUMENT	RECOMMENDATIONS	
		TOTAL
2022-2023	N/A	N/A
2021-2022	N/A	N/A

IMPLEMENTED RECOMMENDATIONS		ACTIONS TAKEN
2022-2023	N/A	N/A
2021-2022	N/A	N/A

**Section 2** – Includes the reporting periods for years three (2020-2021), four (2019-2020) and five (2018-2019).

NAME AND YEAR OF AUDIT AREA WITH LINK TO ONLINE DOCUMENT	RECOMMENDATIONS	
	TOTAL	IMPLEMENTED
<b>2020 Financial Audit Results (including payroll and Gestion systems)</b> Recommendations re. teachers' payroll system (Gestion and EPAY)	2	2
<b>2020 V1 Chapter 2:</b> School Infrastructure Planning <a href="https://agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2020V1/Chap2e.pdf">https://agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2020V1/Chap2e.pdf</a> Chapter 2, pages 13 to 89	14	10 implemented 3 underway 1 N/A
<b>2019-2020</b> N/A	N/A	N/A
<b>2018 V1 Chapter 2:</b> Improving Student Performance: A New Brunswick Challenge	14	9 implemented 5 underway

NAME AND YEAR OF AUDIT AREA WITH LINK TO ONLINE DOCUMENT	RECOMMENDATIONS	
	TOTAL	IMPLEMENTED
<a href="https://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2018V2/Chap2e.pdf">https://www.agnb-vgnb.ca/content/dam/agnb-vgnb/pdf/Reports-Rapports/2018V2/Chap2e.pdf</a> Chapter 2, pages 13 to 84		

## **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. The Department of Education and Early Childhood Development received no disclosure(s) of wrongdoing in the 2022-2023 fiscal year.



## APPENDIX A

### Grade 12 exit survey—Anglophone Sector

HOW DO YOU FEEL ABOUT EACH OF THE FOLLOWING STATEMENTS?	2018	*2019	2020	2021	2022
My learning is interrupted by the behaviour problems of other students.	39.4%	Not available	28.2%	32.4%	39.3%
My school is a place where I felt like I belonged.	66.7%	Not available	64.8%	63.2%	62.5%
Students are generally well-behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	58.5%	Not available	66.4%	54.1%	46.0%
Discipline is managed effectively at my school.	62.3%	Not available	67.8%	61.3%	58.6%
Students are generally well-behaved in class.	76.1%	Not available	87.5%	81.6%	76.2%
I felt respected at my school.	77.9%	Not available	78.1%	76.9%	75.4%
I enjoyed my school experience.	71.3%	Not available	69.1%	68.9%	68.3%
If I had a problem, there was an adult I could talk to at my school.	80.0%	Not available	81.5%	78.9%	80.8%
I feel safe at my school.	85.1%	Not available	85.4%	82.3%	81.9%

\*The Anglophone Sector survey was not carried out for 2019 due to the COVID-19 pandemic and closure of schools.

### Grade 12 Exit Survey—Francophone Sector

HOW DO YOU FEEL ABOUT EACH OF THE FOLLOWING STATEMENTS?	2018	2019	2020	2021	2022
My learning is interrupted by the behaviour problems of other students.	40.0%	37.2%	34.3%	36.7%	42.5%
My school is a place where I feel I belong.	76.1%	73.2%	71.4%	74.9%	70.3%
Students are generally well-behaved outside of the classroom (e.g., in the hallways, on the bus, on school property).	74.2%	71.9%	82.5%	71.4%	70.0%
Discipline is managed effectively.	77.8%	74.9%	81.4%	79.1%	76.4%
Students are generally well-behaved in class.	87.5%	86.6%	91.7%	90.6%	86.3%
I felt respected.	87.3%	85.2%	86.8%	87.9%	84.4%

<b>HOW DO YOU FEEL ABOUT EACH OF THE FOLLOWING STATEMENTS?</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
I enjoyed my school experience.	81.8%	78.4%	79.2%	78.8%	76.8%
An adult was available to listen to me if I had a problem.	88.2%	85.4%	84.5%	85.3%	86.4%
It is a safe environment.	92.2%	89.7%	89.1%	90.6%	89.5%

## APPENDIX B

### Office of teacher certification

#### 2022-2023 STATISTICS

TEACHING CERTIFICATES ISSUED			
CERTIFICATE LEVEL	FEE	MALE/FEMALE DISTRIBUTION	TOTAL
Certificate IV	\$70.00	8/43	51
Certificate V	\$70.00	106/308	414
Certificate VI	\$70.00	50/176	226
Interim Certificate IV	\$120.00	15/32	47
Interim Certificate V	\$120.00	6/25	31
Interim Certificate VI	\$120.00	2/9	11
<b>Total</b>			<b>780</b>
<b>Principal's Certificate</b>	\$60.00	17/31	48

OTHER DOCUMENTS ISSUED BY TEACHER CERTIFICATION	
Letters of Professional Standing	211
Work Experience Recognition Letters	307

SUSPENSION AND REVOCATION OF TEACHING CERTIFICATES	
Revocation	1
Suspension	2

## APPENDIX C

### Provincial assessment data (anglophone)

Most provincial assessments are conducted in May/June and marked and analyzed over the summer with results available early in September.

#### Provincial Assessment Results for 2022-23

ASSESSMENT	STUDENTS AT APPROPRIATE OR ABOVE	CHANGE FROM 2021-22 (PERCENTAGE POINT CHANGE)	TARGET 2025-26
<b>Grade 4 English Reading</b>	56.6%	-2.9	90%
<b>Grade 4 Scientific Literacy</b>	74.9%	4.4	90%
<b>Grade 5 Mathematics</b>	50.2%	NA	90%
<b>Grade 5 French Immersion Reading</b>	73.4%	NA	90%
<b>Grade 6 English Reading</b>	69.3%	-2.4	90%
<b>Grade 6 Scientific Literacy</b>	72.5%	8.5	90%
<b>Grade 7 Mathematics</b>	43.6%	NA	90%
<b>Grade 7 French Second Language Reading</b>			
- Post-Intensive French Reading	26.9%	NA	90%
- Early French Immersion (Grade 3)	66.9%		
- Late French Immersion (Grade 6)	57.9%		
<b>Grade 8 Scientific Literacy</b>	67.2%	NA	90%
<b>Grade 9 English Language Proficiency</b>	80.3%	-0.9	90%
<i>Percentage at Intermediate or higher oral proficiency</i>			
<b>Grade 6 French Second Language Oral Proficiency:</b>			70%
- Post-Intensive French Reading	NA	NA	
- Early French Immersion (Grade 3)	60.1%	23.4	
- Late French Immersion (Grade 6)	NA	NA	

ASSESSMENT	STUDENTS AT APPROPRIATE OR ABOVE	CHANGE FROM 2021-22 (PERCENTAGE POINT CHANGE)	TARGET 2025-26
<b>Grade 12 French Second Language Oral Proficiency:</b> <ul style="list-style-type: none"> <li>- Post-Intensive French</li> <li>- Early French Immersion (Grade 3)</li> <li>- Late French Immersion (Grade 6)</li> </ul>	21.6% 99.1% 100%	-19.1 0.4 7.9	90%

Note: Grades 6 and 10 FSL Oral Proficiency assessments are administered in alternating years. The comparison year for the Grade 6 results is 2018 – 2019, for Grade 10 it is 2020 – 2021.

Note: Grade 10 results could not be released as a technological difficulty was encountered during the administration period.

Students in the Grade 6 Post-Intensive French and Late French Immersion programs are not expected to reach the Intermediate level of proficiency at this grade. The results are presented this way to facilitate comparison with the Grade 10 and 12 results.

Results for the Grade 12 Oral Proficiency assessments represent only those students who met the program participation requirements according to Policy 309 – *French Second Language Programs*.

## APPENDIX D

### Results of provincial assessments 2022-2023 (francophone)

The Early Childhood Assessment – Teacher Observation includes two observations: The pre-test carried out in the fall and the post-test carried out in May.

EARLY CHILDHOOD ASSESSMENT - TEACHER OBSERVATION				
SCHOOL YEAR	CHILDREN WHO HAVE BEEN ASSESSED	CHILDREN AT TAL 2 OR 3 POST-EVALUATION* (YELLOW OR RED)	CHILDREN AT TAL 1 POST-EVALUATION (GREEN)	% OF CHILDREN HAVING PASSED ELE-TO
2020-2021	2079	484	1595	76,7
2021-2022	2135	565	1570	73,5
2022-2023	2205	580	1625	73,7

\* These children are considered to be at risk.  
TAL – teaching adapted by level  
ELE-TO – Early Learning Evaluation – Teacher Observation

The following assessments were all administered in spring 2023.

SUCCESS RATE (%)							
PROVINCIAL EVALUATIONS	2018	2019	2020/ 2021	2022	2023	VARIATION 2022 TO 2023	TARGETS 2025-2026
Reading 2	75,1	74,8		61,6	60,2	-1,4	90
Reading 3	62,6	62,5		63,2	68,8	5,6	90
Mathematics 3	82,4	81,0		63,6	63,2	-0,4	85
Writing 4		76,0*		70,2	60,0	-10,2	85
Mathematics 6	60,6	71,9		54,1	68,2	14,1	85
Reading 7		66,6*		69,3	75,2	5,9	85
Writing 7		69,0*		52,9	62,5	9,6	85
Mathematics 8	74,4	73,7		53,3	52,3	-1,0	85
Sciences and technology 8					60,3*	N/A	85
Reading and writing skills test (TCLÉ)**					75,7*	N/A	90
Numeracy skills test (TCN)**					79,3*	N/A	90

Assessment administered online  
 \* First administration  
 \*\* Requirement for high school graduation

Successful completion of the TCN and TCLÉ is a graduation requirement. A student who has not passed one or other of these tests can retake them in grade 11 and then in grade 12 if necessary.