



# Department of Education Strategic Plan



2011-2014



2012

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## Message from the Minister

As Minister of Education, and in accordance with my responsibilities under the *Transparency and Accountability Act*, I am pleased to present the 2011-2014 Strategic Plan for the Department of Education covering April 1, 2011 to March 31, 2014.



On October 28, 2011, the Department of Education was part of the provincial government's restructuring, which resulted in a change in the department's mandate. As such, a new strategic plan was required to reflect these changes. Prior to this date, the mandate for the Minister of Education covered all matters relating to education in the Kindergarten to Grade 12 (K-12) system; literacy development; early childhood learning; monitoring and supporting post-secondary education; training, certifying and setting qualifications for apprentices and journeypersons; and providing financial assistance to qualified students pursuing a post-secondary education. As result of the restructuring, the advanced studies services formerly provided by this department now fall under the mandate of the Department of Advanced Education and Skills.

As a category one provincial government entity, the Department of Education is responsible for select outcomes respecting provincial early childhood learning and all aspects of the K-12 education system. The goals and objectives included in this Strategic Plan were prepared in accordance with the strategic directions detailed in Appendix A.

The Department of Education has identified two strategic issues that will guide its work over the next three years: enhancing the education system and improving infrastructure. I look forward to working with the department's staff and entities to implement these initiatives over the 2011-14 planning period.

My signature below is indicative of my accountability for the preparation of this plan and the achievement of the identified goals and objectives.

Sincerely,

A handwritten signature in blue ink that reads "Clyde Jackman". The signature is written in a cursive, flowing style.

**CLYDE JACKMAN, MHA**  
Burin – Placentia West  
Minister



# Plan at a Glance

## VISION

An educational foundation that fosters continuous learning and enables each child to become a productive member of society.

## MISSION

By March 31, 2017, the Department of Education will have improved provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador.

## GOALS

### Issue One: Enhancing the Education System

**Goal One:** By March 31, 2014, the Department of Education will have enhanced early learning opportunities for children, and enhanced opportunities for the academic success of students in the K-12 education system.

### Objectives:

1. By March 31, 2012, the Department of Education will have introduced initiatives to enhance early childhood learning and introduced select enhancements in the K-12 system.
2. By March 31, 2013, the Department of Education will have commenced further initiatives in support of early childhood learning and initiated further enhancements in the K-12 education system.
3. By March 31, 2014, the Department of Education will have commenced additional initiatives in support of early childhood learning and the K-12 education system.



**Issue Two: Improving Infrastructure**

**Goal Two:** By March 31, 2014, the Department of Education will have improved K-12 education infrastructure to ensure students have access to appropriate learning environments.

**Objectives:**

1. By March 31, 2012, the Department of Education will have improved facilities by addressing priority projects throughout the K-12 education system within approved fiscal resources.
2. By March 31, 2013, the Department of Education will have addressed additional priority projects to improve facilities within approved fiscal resources.
3. By March 31, 2014, the Department of Education will have addressed further priority infrastructure projects within approved fiscal resources.





## Department Overview

The Department of Education was established under the *Executive Council Act*. It is a category one provincial government entity under the *Transparency and Accountability Act* and is responsible for achieving select outcomes with respect to provincial early childhood learning and all aspects of the K-12 education system. The programs and services offered are provided through two branches:

### Primary, Elementary & Secondary Branch

This branch includes the divisions of school services; program development; student support services; evaluation and research; the Centre for Distance Learning and Innovation (CDLI); and early childhood learning.

### Corporate Services Branch

This branch includes the divisions of design and construction; financial services, which also manages student transportation and teachers' payroll; policy, planning and accountability; and information management and special projects.

## NUMBER OF EMPLOYEES

On October 28, 2011, the Department of Education employed 173 individuals. Prior to this there were 260 employees.

Branch	Female	Male	Total
Executive <sup>1</sup>	9	1	10
Primary, Elementary & Secondary <sup>2</sup>	70	34	104
Corporate Services	37	22	59
<b>Total</b>	116	57	173

<sup>1</sup> These numbers include communications staff and executive support.

<sup>2</sup> The CDLI also had 12 female and 24 male teachers who, as instructors, are excluded from the total.

- The department had 36 management positions (21 females and 15 males), which include members of the executive, directors, and managers.

## PHYSICAL LOCATION

The main offices of the Department of Education are located in the West Block of the Confederation Building in St. John's, with additional services being provided from Pleasantville, St. John's. CDLI has its main offices at Brother Rice Junior High School in St. John's as well as offices at West Block, Confederation Building; Memorial University, St. John's; Gander; and Stephenville.

## BUDGET

Following the departmental restructuring on October 28, 2011, the budget allocation for the Department of Education was revised to \$853.8 million.



## Mandate

The Minister of Education is responsible for select outcomes with respect to early childhood learning and all aspects of K-12 education in Newfoundland and Labrador.

The mandate for the Minister of Education is primarily established under:

- The Departmental Notice under the *Executive Council Act*;
- Sections 92.(1) and 117 of the *Schools Act, 1997*; and
- Sections 6 and 7 of the *Teacher Training Act*.

Please refer to Appendix B for a more complete list of the minister's duties and responsibilities under the above listed legislation.



# Lines of Business

The Department of Education has six main program and service areas:

**1. Curriculum and Programs**

In the K-12 system, responsibilities include developing and monitoring the curriculum, creating or selecting learning resources, developing and implementing distance learning activities, developing programs for improved teaching and learning, developing and supporting school development, developing programs and resources for Aboriginal students, and providing teacher professional development. In addition, inclusive support services to children with special needs are provided by administering student support programs and the allocation of a full range of personnel to school districts. The department also fosters and delivers improved early childhood learning opportunities through cooperation with other departments.

**2. Educational Policy and Direction**

The department sets the strategy and vision for the K-12 education system. Decision-making is informed through conducting relevant research and analysis, and the provision of statistical indicators and background information.

**3. Student Assessment and Certification**

Responsibilities include the evaluation, monitoring, test development and certification processes for the K-12 system and administration of the General Equivalency Diploma (GED) tests.

**4. Research, Records and Reporting/Accountability**

Responsibilities include all major functions related to education system performance such as education statistics, planning, evaluation, accountability, policy development, and research. The department collects data and manages databases for core areas such as enrolment and graduate outcomes.

**5. Support to Federal, Provincial and Territorial Agreements & Initiatives**

The department coordinates the activities of a number of federal-provincial agreements for which it is a key stakeholder such as Official Languages in Education, the Community Access Program, and agreements pertaining to Aboriginal schools. The department's broader roles and interests are advanced by collaboration at a regional and pan-Canadian level through organizations such as the Council of Ministers of Education, Canada; the Council of Atlantic Ministers of Education and Training; the Atlantic Provinces Special Education Authority; and their sub-committees and working groups.

**6. Finance, Administration and Corporate Services**

Responsibilities include preparation and monitoring of the annual budget, financial management, legislation and regulations, school construction, public libraries, teacher certification, teachers' payroll, and financing the K-12 education system.



## Values

The core values characterize the fundamental principles that guide the organizational culture of the Department of Education:

- Awareness:** Each person identifies their role in accordance with government's strategic vision for the province.
- Excellence:** Each person endeavors to apply the highest professional standards when carrying out assigned duties.
- Cooperation:** Each person respects the knowledge of others and actively seeks support from colleagues to achieve the department's mandate.
- Responsiveness:** Each person actively engages opportunities to assist stakeholders.
- Accountability:** Each person is conscious of their responsibilities and performs every task with openness and integrity.



## Primary Clients

The Department of Education has four groups of primary clients. They are students, parents/caregivers of early childhood learners, teachers, and school boards.

## Vision

Education levels are a key indicator of individual success and are the driving force behind Newfoundland and Labrador's continued economic and social success, especially in the midst of recent global financial uncertainty. A focus on early childhood learning and a strong K-12 education system lays the foundation for the future success of the people of Newfoundland and Labrador.

*An educational foundation that fosters continuous learning and enables each child to become a productive member of society.*



## Mission

The mission statement identifies priority focus areas for the Minister of Education over the two planning cycles beginning in 2011 and ending in 2017. The mission statement indicates the longer-term results that the minister and the department will work towards in addressing the strategic directions of government. Furthermore, it identifies the measures and indicators that will assist both the department and the public to monitor and evaluate success. The mission was developed in consideration of the strategic directions: Early Learning; Academic/Learning Foundation; and Infrastructure. The complete list of strategic directions, with associated components, can be found in Appendix A.

The implementation of early childhood learning initiatives, which support parental involvement, offers the children of Newfoundland and Labrador greater opportunities for achievement and successful integration into the K-12 education system. Improvements in the K-12 system help to lay the groundwork for life-long learning and success by providing students with programs and services to prepare them for future educational and career opportunities. By improving early childhood learning and the K-12 system, the Department of Education is working towards its vision of building the education foundation that fosters continuous learning and enables each child to become a productive member of society.

### **Mission Statement:**

By March 31, 2017, the Department of Education will have improved provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador.

- Measure 1:** Improved early childhood learning
- Indicators:** Improved early childhood learning opportunities  
Enhanced professional development
  
- Measure 2:** Improved K-12 education system
- Indicators:** Improved education opportunities  
Enhanced professional development  
Enhanced curriculum and learning resources  
Improved infrastructure



## Strategic Issues

In consideration of government's strategic directions and the mandate and financial resources of the department, the following two areas have been identified as the department's key priorities for the next three years: enhancing the education system and improving infrastructure. The goal identified for each issue reflects the results expected in the three-year time frame while the objectives provide an annual focus. Measures and indicators are provided for both the goal and the first year's objective to assist the department and the public in monitoring and evaluating success.

### **Issue One: Enhancing the Education System**

The Department of Education works diligently to ensure that every child in Newfoundland and Labrador has access to inclusive educational opportunities that form a solid foundation for life-long success. The department is committed to supporting healthy child learning through the implementation of early childhood learning initiatives. These initiatives will not only enhance children's early learning but also support parental involvement and strive to offer a seamless transition from early childhood into the K-12 education system. Furthermore, an enhanced K-12 system provides programs and services that meet the learning needs of students to prepare them for future educational and career opportunities and to enable them to fully participate in their community and society. These initiatives demonstrate the department's commitment to government's strategic directions: Early Learning and Academic/Learning Foundation.

**Goal One:** By March 31, 2014, the Department of Education will have enhanced early learning opportunities for children, and enhanced opportunities for the academic success of students in the K-12 education system.

**Measure 1:** Enhanced early learning opportunities

**Indicator:** Enhanced resources and programs

**Measure 2:** Enhanced K-12 opportunities

**Indicator:** Enhanced resources and programs

## Objectives:

1. By March 31, 2012, the Department of Education will have introduced initiatives to enhance early childhood learning and introduced select enhancements in the K-12 system.  
**Measure:** Introduced early childhood learning initiatives  
Introduced select K-12 enhancements  
**Indicators:**
  - Commenced the development of early childhood learning curriculum framework, activity guidelines, and promotional campaign
  - Improved resources in the K-12 school system through technology
  - Commenced an evaluation of the Safe and Caring Schools Policy
  - Expanded professional learning opportunities for teachers through the implementation of a modern delivery model.
2. By March 31, 2013, the Department of Education will have commenced further initiatives in support of early childhood learning and initiated further enhancements in the K-12 education system.
3. By March 31, 2014, the Department of Education will have commenced additional initiatives in support of early childhood learning and the K-12 education system.



## Issue Two: Improving Infrastructure

By improving education infrastructure, the Department of Education will create and maintain high-quality inclusive learning environments in the provincial K-12 education system. New schools, major renovations and repair and maintenance projects ensure students benefit from appropriate learning environments that facilitate effective program delivery, while upholding high safety standards.

These investments enhance student life by improving the capacity, safety, and quality of the provincial K-12 education system infrastructure. Improved infrastructure will benefit students across the provincial education system as per government's strategic direction: improved infrastructure is in place to ensure students throughout the provincial education system receive maximum benefit from programming.

**Goal Two:** By March 31, 2014, the Department of Education will have improved K-12 education infrastructure to ensure students have access to appropriate learning environments.

**Measure:** Improved K-12 infrastructure

**Indicators:** Implemented select repair and maintenance projects  
Continued K-12 school construction projects

### Objectives:

1. By March 31, 2012, the Department of Education will have improved facilities by addressing priority projects throughout the K-12 education system within approved fiscal resources.

**Measure:** Improved facilities

**Indicators:**

- Continued K-12 school construction projects
- Initiated planning for redevelopment of select K-12 school facilities
- Engaged consultants to accurately assess long-term solutions for K-12 school infrastructure capacity requirements in select areas of the province

2. By March 31, 2013, the Department of Education will have addressed additional priority projects to improve facilities within approved fiscal resources.

3. By March 31, 2014, the Department of Education will have addressed further priority infrastructure projects within approved fiscal resources.

## Conclusion

As demonstrated throughout this plan, the Department of Education is intent on providing the best possible resources for early childhood learning and the K-12 education system. This will ensure our vision is realized and this province's citizens are provided with the educational foundation to enable continued learning and life-long success. The department cannot achieve this alone, and is committed to the development of strong working relationships with all its partners and stakeholders throughout the province.

The five school boards, the Provincial Information and Library Resources Board, and all other entities reporting to the minister have prepared multi-year performance-based plans to satisfy their requirements under the *Transparency and Accountability Act*. These plans provide the public with detailed information regarding each entity's important contribution to the province. Refer to Appendix C for a complete list of entities reporting to the minister.

Outcomes associated with yearly measures and indicators under the goals in the strategic issues section of this Strategic Plan will be reported in the Department of Education's Annual Report, which is published each fall.

Copies of this document, as well as other departmental publications, are available on the Department of Education website: <http://www.gov.nl.ca/edu>.



# Teacher Certification Board of Appeals

## Overview

In accordance with section 14(1) of the *Teacher Training Act*, the Minister of Education may convene a board of appeals to hear two types of appeals: where a teacher remains aggrieved by the decision of the registrar of teacher certification and records following a re-examination of an application; and, where a teacher or the Teachers' Certification Committee remains aggrieved by a decision of the Teacher Certification Review Panel.

A board of appeals appointed by the Minister of Education consists of:

- one member nominated by the Newfoundland and Labrador Teachers' Association;
- two members nominated by the Teachers' Certification Committee;
- one member who is an employee of the Department of Education; and,
- one member nominated by the above four members, to be chairperson.

Additionally, a person who is a member of the Teachers' Certification Committee or the Teacher Certification Review Panel is not eligible for appointment to a board of appeals. Members of a board of appeals are appointed on an ad-hoc basis. The decision of a majority of the members of a board of appeals is the decision of the board. The finding or decision of the board is final and binding on the parties to the appeal.

## Mandate

When convened, sections 14 and 15 of the *Teacher Training Act* provide the board's mandate, as follows:

The board may hear an appeal:

- where a teacher remains aggrieved by a decision of the registrar of teachers following a re-examination of an application; or,
- where a teacher or the Teachers' Certification Committee remains aggrieved by a decision of the Teacher Certification Review Panel.

Subject to the regulations, the board shall:

- notify the teacher or the committee, or both, of the time the appeal is to be heard;
- hear the appeal;
- upon the conclusion of the hearing confirm, vary, or set aside the finding or decision of the registrar or review panel; and,
- communicate in writing its finding or decision to the teacher affected and the committee.

## Issues

A Teacher Certification Board of Appeals is only appointed and convened by the Minister of Education on an ad hoc basis. However, if convened, a board will carry out its duties as per its mandate and report upon its annual activities in accordance with the *Transparency and Accountability Act*.

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# Appendix A

## STRATEGIC DIRECTIONS

Strategic directions are the articulation of desired physical, social or economic outcomes and normally require action by more than one government entity. These directions are generally communicated by government through platform documents, throne and budget speeches, policy documents and other communiqués. The *Transparency and Accountability Act* requires departments and public bodies consider these strategic directions in the preparation of their performance-based plans. This action will facilitate the integration of planning practices across government and will ensure that all entities are moving forward on key commitments.

The directions related to the Minister of Education are provided in the following pages. Each strategic direction is comprised of a number of components or focus areas. These focus areas will be addressed through the various planning processes of the department and the nine entities which comprise the provincial education system.

The governing bodies of each entity reporting to the minister will also review the components of each strategic direction and implement those that are appropriate for their particular entity.

**1. Title:** Early Learning

**Strategic Direction:** Expanded access to consistent early childhood learning to all families, with children from zero to six years of age, throughout the province.

This outcome supports the policy direction of government. It requires systemic intervention by the department and its entities in the areas of:

Components of Strategic Direction	Being Addressed by Other Entities Reporting to the Minister	This Direction is addressed:		
		in the department's strategic plan	in the department's operational plan	in the branch/divisional work plans of the department
1. Programming		X		
2. Services		X		
3. Professional development		X		
4. Space and furniture requirements		X		
5. Promotion		X		

**2. Title:** Academic/Learning Foundation

**Strategic Direction:** Educational foundations are enhanced for each student throughout the primary, elementary and secondary system.

This outcome supports the policy direction of government. It requires systemic intervention by the department and its entities in the areas of:

Components of Strategic Direction	Being Addressed by Other Entities Reporting to the Minister	This Direction is addressed:		
		in the department's strategic plan	in the department's operational plan	in the branch/divisional work plans of the department
1. Student Supports, especially for struggling learners		<b>X</b>		
2. Curriculum		<b>X</b>		
3. Academic Achievement	<b>X</b>			
4. Character education programming				<b>X</b>
5. Library services	<b>X</b>			



**3. Title:** Infrastructure

**Strategic Direction:** Improved infrastructure is in place to ensure students throughout the provincial education system receive maximum benefit from programming.

This outcome supports the policy direction of government. It requires systemic intervention by the department and its entities in the areas of:

Components of Strategic Direction	Being Addressed by Other Entities Reporting to the Minister	This Direction is addressed:		
		in the department's strategic plan	in the department's operational plan	in the branch/divisional work plans of the department
1. K-12 school infrastructure		X		
2. Repairs and maintenance		X		
3. Facility upgrades		X		
4. Air quality, fire and life safety issues		X		
5. Program enhancements		X		

# Appendix B

## Mandate of the Minister of Education

### The Department Notice under the *Executive Council Act*:

#### **Powers and duties of the minister**

The powers, functions and duties of the minister include the supervision, control and direction of all matters relating to education generally, including all matters relating to:

- early childhood education;
- schools, school districts and educational institutions receiving financial aid directly or indirectly from the province;
- high school certification registry and provincial tests and public examinations;
- approval and inspection of private primary, elementary and high schools;
- monitoring and ensuring the progress of schools;
- liaison with school boards and other educational agencies in relation to the operation of schools;
- evaluation of school programs and performance;
- construction and maintenance of school buildings;
- literacy development;
- public libraries; and,
- the administration of the Acts set out in the Schedule and of all orders and regulations passed or made under those Acts, including those powers, functions or duties necessary or desirable for carrying out the purpose of those Acts, which are not, or in so far as they are not, the responsibility of another minister, agency, body, corporation, board, organization or person.

#### Schedule

1. *Public Libraries Act*
2. *Schools Act, 1997*
3. *Teacher Training Act*
4. *Teachers' Association Act*

## **Section 92.(1) and 117 of the *Schools Act, 1997* (Paraphrased)**

### **Salaries & other compensation**

92.(1) The minister shall, from money voted for that purpose by the legislature, arrange for the payment of the salaries of directors, assistant directors and teachers employed in schools and board offices and all the salaries shall be paid in accordance with scales approved by the Lieutenant-Governor in Council.

### **Powers of the minister**

117. The minister may:

- prescribe books, materials, programs and courses of study for schools;
- issue policy directives, including policy directives with respect to:
  - i. the establishment, organization and administration of public examinations and awards for students,
  - ii. the allocation and distribution of money voted by the legislature or otherwise available to a board for the purpose of education,
  - iii. transportation of students to and from schools,
  - iv. an agreement under section 84 (dealing with property),
  - v. special education,
  - vi. student evaluation,
  - vii. the evaluation of school programs and performance,
  - viii. the professional development of teachers and employees of boards,
  - ix. the payment of a fee by a student who possesses a study permit under a Canada visitor visa and who has come to the province for the purpose of attending school, and
  - x. an agreement under section 51.1 (dealing with foreign schools);
- prescribe administrative functions and the manner in which they are to be performed by a board and in a school other than a private school;
- require a school or class to be closed for a specified period;
- authorize a board to employ an emergency supply for a specified period where the minister is satisfied that a teacher is not available;
- extend the term of a board having jurisdiction for an area falling within a new district until the new district is established;
- require a board to comply with an agreement entered into by the minister for educational purposes; and,
- do all those things that are necessary for the administration of this act.

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## **Sections 6 and 7 of the *Teacher Training Act***

### **Registrar of Teachers**

6. There shall be a registrar of teachers to be appointed by the minister.

### **Duties of registrar**

7. The registrar shall:

- examine applications for teachers' certificates and licences, and issue certificates and licences in accordance with this Act and the regulations;
- keep and maintain the records of and respecting teachers that the minister may direct;
- act as a member of the committee; and,
- perform other functions and duties that the minister assigns to him or her.

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# Appendix C

## Entities Reporting to the Minister of Education

### Category One Government Entities

Department of Education

Provincial Information and Library Resources Board

Eastern School Board

Nova Central School Board

Western School Board

Labrador School Board

Conseil scolaire francophone provincial de Terre-Neuve-et-du-Labrador

### Category Three Government Entities

Teacher Certification Board of Appeals

Teachers' Certification Committee

Teacher Certification Review Panel

