

Department of Education
Strategic Plan
2014 - 2017



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2014 - 2017 Strategic Plan

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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 2014-2017 Strategic Plan for the Department of Education covering April 1, 2014 to March 31, 2017.

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 consideration of the strategic directions of government as detailed in Appendix A.

The Department of Education has identified three focus areas to guide its strategic work for the next three years: Early Childhood Learning; Primary, Elementary and Secondary Education; and K-12 School Infrastructure. I look forward to working with the department's staff and entities over the 2014-17 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 black ink that reads "Darin T. King". The signature is written in a cursive, slightly stylized font.

DARIN T. KING, PhD
MHA, District of Grand Bank
Minister



Plan at a Glance

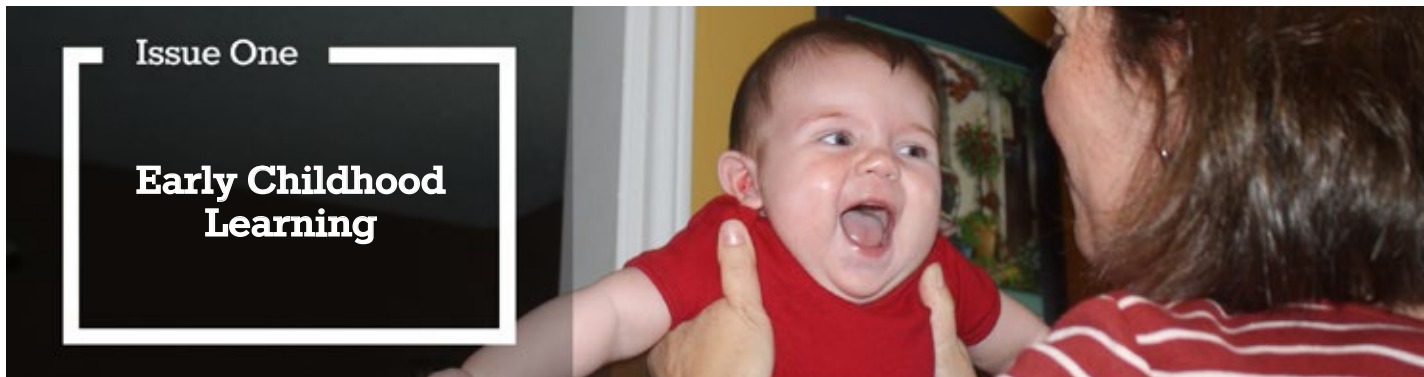
2014 - 2017 Strategic Plan

Vision

An educational community that fosters safe, caring and inclusive learning environments enabling individuals to reach their full potential.

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.



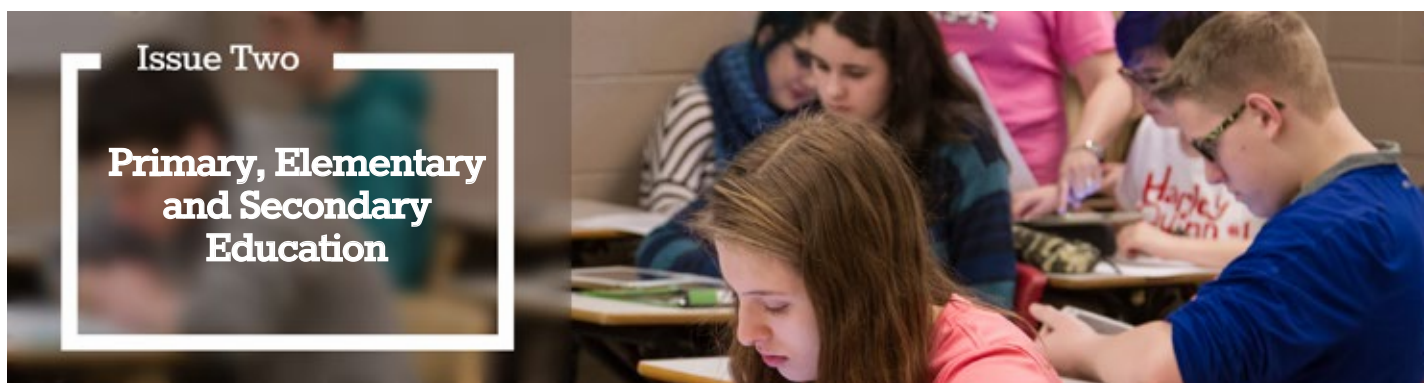
Goals

Issue One: Early Childhood Learning

Goal One: By March 31, 2017, the Department of Education will have enhanced early learning opportunities for children.

Objectives:

1. By March 31, 2015, the Department of Education will have implemented initiatives in support of early childhood learning.
2. By March 31, 2016, the Department of Education will have further implemented initiatives in support of early childhood learning.
3. By March 31, 2017, the Department of Education will have continued to implement initiatives in support of early childhood learning.



Issue Two: Primary, Elementary and Secondary Education

Goal Two: By March 31, 2017, the Department of Education will have enhanced opportunities for the success of students in the K-12 education system.

Objectives:

1. By March 31, 2015, the Department of Education will have enhanced select areas of the K-12 education system.
2. By March 31, 2016, the Department of Education will have initiated further enhancements in select areas of the K-12 education system.
3. By March 31, 2017, the Department of Education will have continued enhancements in select areas of the K-12 education system.



Issue Three: K-12 School Infrastructure

Goal Three: By March 31, 2017, the Department of Education will have improved K-12 school infrastructure to ensure students have access to appropriate learning environments.

Objectives:

1. By March 31, 2015, the Department of Education will have addressed priority infrastructure projects to improve facilities throughout the K-12 education system.
2. By March 31, 2016, the Department of Education will have continued to address priority infrastructure projects to improve facilities throughout the K-12 education system.
3. By March 31, 2017, the Department of Education will have further addressed priority infrastructure projects to improve facilities throughout the K-12 education system.



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

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 April 1, 2014 the Department of Education employed 136 individuals.

Branch	Female	Male	Total
Executive ¹	10	1	11
Primary, Elementary & Secondary ²	53	28	81
Corporate Services	26	18	44
Total	89	47	136

¹ These numbers include communications and executive support staff.

² The CDLI also had 9 female and 21 male teachers who are excluded from the total.

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 by the Learning Resources Distribution Centre located at Pleasantville, St. John's. The CDLI has its main offices in the West Block, Confederation Building, as well as offices at: Memorial University, St. John's; Central Regional Office for the Newfoundland and Labrador English School District, Gander; and Stephenville High School, Stephenville.

Budget

The department's budget for 2014-15 as allocated in Budget 2014 is \$876,162,800.



Mandate

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

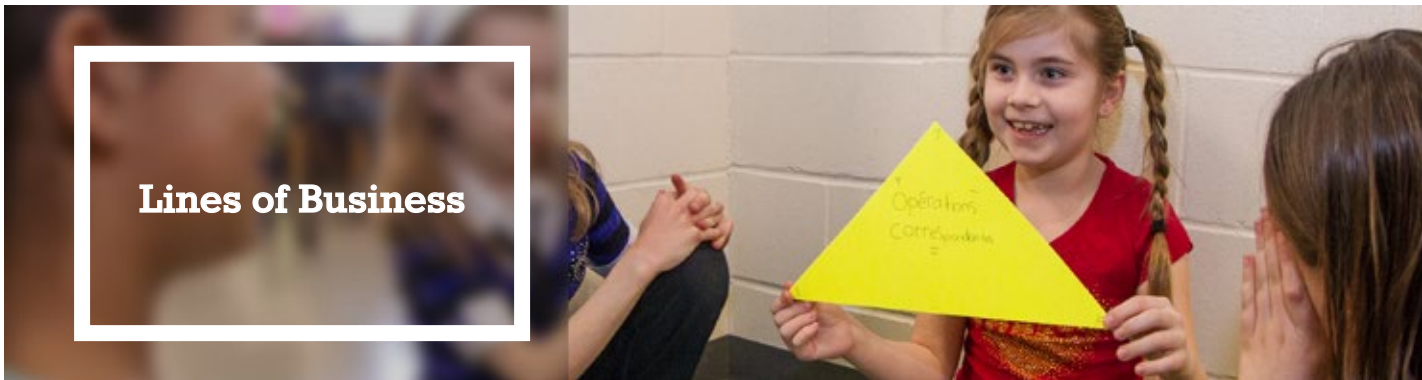
The mandate for the Department of Education is primarily established under the:

- Departmental Notice under the *Executive Council Act*,
- *Schools Act, 1997*; and,
- *Teacher Training Act*.

*Select outcomes of early childhood learning include: the development of the early childhood learning framework and related initiatives, such as the Power of Play public awareness campaign, full-day Kindergarten, the parent resource kit partnership with child health clinics and the early literacy partnership with the Provincial Information and Library Resources Board (PILRB) with family literacy programming offered at various public libraries and other community sites.

Primary Clients

The Department of Education's primary clients are early childhood learners, students, parents/caregivers, school districts, other government departments and entities and the public.



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

- 1. Educational Policy and Direction**
The department sets the strategy and vision for the K-12 education system and key components of early childhood learning. Decision-making is informed through reviewing and amending legislation and regulations; conducting relevant research and analysis; and providing statistical indicators and background information. The department is also responsible for the certification of teachers and the administration of various articles of the teachers' collective agreement.

2. Curriculum and Programs

In the K-12 system, responsibilities include: developing and monitoring the French and English curricula and programs; creating or selecting learning resources; developing programs for improved teaching and learning; developing and supporting inclusive education initiatives; supporting safe, caring and inclusive environments; providing teacher professional learning opportunities; and collaborating with Aboriginal groups.

3. Support for Students with Exceptionalities

The department provides a broad range of human and technical support services to students with exceptionalities in inclusive learning environments. In the K-12 system, responsibilities include: service delivery frameworks; developing and implementing policies and guidelines; and collaboration with community partners.

4. Early Childhood Learning

The department fosters early childhood learning opportunities through cooperation with other departments and agencies. Responsibilities include: development and monitoring of the KinderStart program; the provincial early childhood learning curriculum framework; evaluation activities; the provincial early childhood learning strategy, Learning from the Start; early literacy partnerships with public libraries; and the Power of Play promotional campaign.

5. Student Assessment and Research

The department collects data and manages databases for core areas such as enrolment, student support services, student achievement, and graduate outcomes. Responsibilities include: the evaluation, monitoring,



test development and certification processes for the K-12 system; administration of the General Educational Development (GED) tests; and all major functions related to education system performance, such as education statistics, planning, accountability, policy development and research.

6. Support to School Districts

Areas include: school transportation; school construction and major repairs and maintenance; monitoring compliance with codes and legislation (including Occupational Health and Safety compliance); school board operations; teacher allocation; and teacher payroll (including teachers and student assistants).

7. e-Learning

Responsibilities include: the delivery of distance education programs and services to secondary level students attending schools supported by the two provincial school districts; the provision of digital learning resources to support selected intermediate course delivery; the development and delivery of online course review supports for Public and school-based exams; the development and delivery of multimedia learning objects as learner supports for select intermediate and secondary level provincial curricula; the hosting of the provincial K-12 video-conferencing bridging services; and, the negotiation, purchase, and oversight of select provincial software licensing acquisitions.

8. Support for Public Libraries

Areas include: support for compliance with codes and legislation (Occupational Health and Safety, Access to Information and Protection of Privacy); early literacy; and a community Internet access youth employment program.





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

- Respect** Each person is considerate of the diversity that exists amongst colleagues and clients.
- Communication:** Each person strives to be clear, concise, timely and easily accessible to clients and colleagues.
- Excellence:** Each person endeavors to apply the highest professional standards when carrying out duties and takes pride in their work.
- Collaboration:** Each person values the contribution and opinions of their colleagues and clients and actively seeks support to achieve the department's mission.
- Accountability:** Each person is aware of their roles and responsibilities and performs their tasks with integrity.
- Innovation:** Each person strives to identify new ideas and methods to serve clients in the most efficient and effective manner possible.



Vision

A focus on strengthening early childhood learning and the K-12 education system lays the foundation for the success of the people of Newfoundland and Labrador. Working and learning in safe, caring and inclusive environments will encourage and support individuals as they strive to reach their full potential. As such, the vision of the Department of Education is:

Vision

An educational community that fosters safe, caring and inclusive learning environments enabling individuals to reach their full potential.

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 2011-14 strategic directions of Early Learning; Academic/Learning Foundation; and Infrastructure, and also supports the 2014-17 strategic directions of Early Childhood Learning, Primary, Elementary and Secondary Education and K-12 School Infrastructure. The complete list of 2014-17 strategic directions, with associated components, can be found in Appendix A.

The implementation of early childhood learning initiatives, which support parents/ caregivers in their role of nurturing their child's development from birth, 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 safe, caring and inclusive learning environments enabling individuals to reach their full potential.

Mission Statement

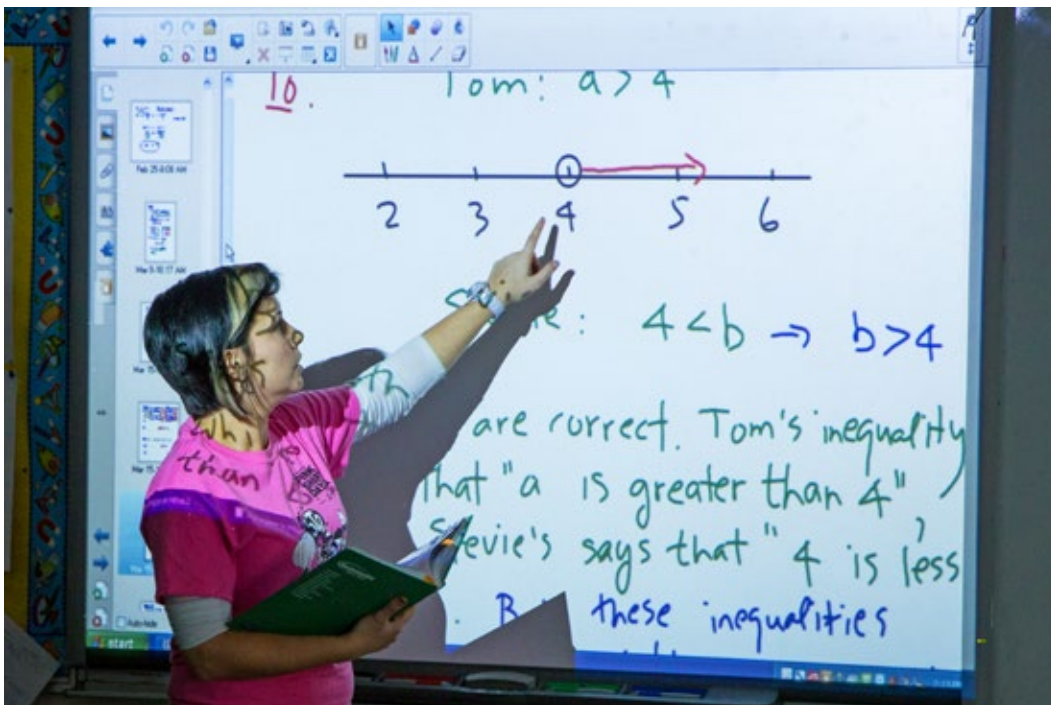
By March 31, 2017, the Department of Education will have improved provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador.

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

2014 - 2017 Strategic Plan

In consideration of government's strategic directions and the mandate and financial resources of the department, the following three areas have been identified as the department's key priorities for the next three years: Early Childhood Learning; Primary, Elementary and Secondary Education; and K-12 School Infrastructure. The goal identified for each issue reflects the results expected in the three year timeframe 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: Early Childhood Learning

The department is committed to supporting healthy child development through the implementation of early childhood learning initiatives. These initiatives will not only enhance children's early learning, but also support parental/caregiver involvement and strive to offer a seamless transition from early childhood into the K-12 education system. Program and service enhancements, increased professional development and promotional campaigns illustrate the Department of Education's commitment to early childhood learning. These initiatives also demonstrate the department's commitment to government's strategic direction of "Enhanced early childhood learning to all families with children from zero to six years of age, throughout the province." Recognition of the importance of the early years has become prominent at the international, national and provincial levels. Interest in supporting early childhood development and learning has been noted in recent research findings and studies which highlight the long-term benefits associated with early learning. By providing opportunities to early learners, the stage is set for life-long success.

Goal One: By March 31, 2017, the Department of Education will have enhanced early learning opportunities for children.

Measure 1: Enhanced early learning opportunities

Indicator: Enhanced early learning opportunities
Enhanced professional development
Enhanced promotional initiatives

Objectives:

1. By March 31, 2015, the Department of Education will have implemented initiatives in support of early childhood learning.

Measure: Implemented initiatives

Indicators:

- Implemented select early learning opportunities
 - Implemented professional development initiatives
 - Commenced provincial phase-in of an early childhood learning framework
 - Completed evaluation and monitoring of children's learning and development
 - Implemented a revised KinderStart Program Guide
 - Commenced work associated with full-day Kindergarten implementation
 - Continued to implement promotional initiatives
2. By March 31, 2016, the Department of Education will have further implemented initiatives in support of early childhood learning.
 3. By March 31, 2017, the Department of Education will have continued to implement initiatives in support of early childhood learning.



Issue Two: Primary, Elementary and Secondary Education

The Department of Education works diligently to ensure that every child in Newfoundland and Labrador has access to inclusive educational opportunities in safe and caring environments that support a solid foundation for life-long success. Enhancing K-12 programs and services – including curriculum, inclusive education and Safe and Caring Schools – supports the learning needs of students and will help prepare them for future educational and career opportunities and prepare them to participate in their community and society. These initiatives demonstrate the department's commitment to government's strategic direction "Educational foundations are enhanced for each student throughout the primary, elementary and secondary system."

Goal Two: By March 31, 2017, the Department of Education will have enhanced opportunities for the success of students in the K-12 education system.

Measure: Enhanced opportunities for the success of students

Indicator: Enhanced resources and programs
Enhanced curricula
Enhanced inclusive education practices

Objectives:

1. By March 31, 2015, the Department of Education will have enhanced select areas of the K-12 education system.

Measure: Enhanced select areas of the K-12 education system

Indicators:

- Continued to implement the Safe and Caring Schools Policy and inclusive education practices
- Piloted prevention and early intervention initiatives in the areas of literacy and numeracy at select sites
- Developed and implemented policies and guidelines that further support students with exceptionalities
- Implemented revised curricula in select areas

2. By March 31, 2016, the Department of Education will have initiated further enhancements in select areas of the K-12 education system.
3. By March 31, 2017, the Department of Education will have continued enhancements in select areas of the K-12 education system.



Issue Three: K-12 School Infrastructure

By improving K-12 school 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, repair and maintenance projects and program enhancements 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 and is supportive of government's strategic direction of "Improved infrastructure is in place for students throughout the provincial education system."

Goal Three: By March 31, 2017, the Department of Education will have improved K-12 school infrastructure to ensure students have access to appropriate learning environments.

Measure: Improved K-12 infrastructure

Indicators: Implemented priority repair and maintenance projects
Continued K-12 major school construction projects
Continued energy efficiency building initiatives

Objectives:

1. By March 31, 2015, the Department of Education will have addressed priority infrastructure projects to improve facilities throughout the K-12 education system.

Measure: Addressed priority infrastructure projects

Indicators:

- Continued with planning and/or construction of K-12 major capital projects
- Continued with improvements to existing K-12 schools (including: building envelopes; fire and life safety systems; air quality; energy efficiency; and upgrades related to full-day Kindergarten)

2. By March 31, 2016, the Department of Education will have continued to address priority infrastructure projects to improve facilities throughout the K-12 education system.

3. By March 31, 2017, the Department of Education will have further addressed priority infrastructure projects to improve facilities throughout the K-12 education system.



2014 - 2017 Strategic Plan

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, including infrastructure. This will ensure the department's mission is realized with improved provincial early childhood learning and an improved K-12 education system which furthers opportunities for the people of Newfoundland and Labrador. 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 Newfoundland and Labrador English School Board, the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador, 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 of Education.

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>.



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 and policy documents. The *Transparency and Accountability Act* requires departments and public bodies to 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 comprises a number of components or focus areas. These focus areas will be addressed through the various planning processes of the department and the six entities which form 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. Early Childhood Learning

Strategic Direction:

Enhanced 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
Programming		X		
Services		X		
Professional development		X		
Promotion		X		



2. Primary, Elementary and Secondary Education

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
Curriculum		X		
Academic Achievement	X			
Inclusive Education		X		
Safe and Caring Schools		X		
Library services (including infrastructure)	X			

3. K-12 School Infrastructure

Strategic Direction:

Improved infrastructure is in place for students throughout the provincial education 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
Capital Infrastructure (including new school construction)		X		
Repairs and maintenance		X		
Air quality, fire and life safety issues		X		
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 a director, an associate director, an assistant director and a teacher employed in a school or a board office 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
 - the establishment, organization and administration of public examinations and awards for students,
 - the allocation and distribution of money voted by the Legislature or otherwise available to a board for the purpose of education,
 - transportation of students to and from schools,
 - an agreement under section 84;
 - special education,
 - student evaluation,
 - the evaluation of school programs and performance,
 - a safe and caring learning environment in schools which shall include
 - guidelines and a template for a school code of conduct,
 - a definition of bullying,
 - a bullying intervention protocol, and
 - a requirement for the collection of data related to inappropriate behaviour,
 - the professional development of teachers and employees of boards,
 - the payment of a fee for the cost of supplies provided to a student in a school other than a private school,
 - the payment of a fee by a student who possesses a student authorization under a Canada visitor visa and who has come to the province for the purpose of attending school, and
 - an agreement under section 51.1;
- 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.

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.



Entities Reporting to the Minister of Education

Category One Government Entities

Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador
Department of Education
Newfoundland and Labrador English School Board
Provincial Information and Library Resources Board

Category Three Government Entities

Teacher Certification Board of Appeals (inactive)*
Teachers' Certification Committee
Teacher Certification Review Panel

*A Teacher Certification Board of Appeals is only appointed and convened by the Minister of Education as required. 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*.



Education

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