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## Message from the Minister

November 14, 2011

Honourable Ross Wiseman, MHA  
Speaker of the House of Assembly



Dear Mr. Speaker:

I hereby submit the 2010-11 Annual Report for the Department of Education in accordance with its requirements as a category one government entity under the *Transparency and Accountability Act*.

In 2010-11, the mandate for the Minister of Education covered all matters relating to education in the K-12 system; literacy development; 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. The department was part of government's October 2011 restructuring and the advanced studies services formerly provided by this department now fall under the mandate of the Department of Advanced Education and Skills.

This past fiscal year, the staff of the department worked in collaboration with various organizations to address the priorities of the Department of Education communicated by government. These priorities are provided in the mission, goals and annual objectives of the Strategic Plan for 2008-2011 tabled in the House of Assembly.

The following report covers the department's mission for April 1, 2006, to March 31, 2011, the goals for the April 1, 2008 to March 31, 2011 strategic plan and the objectives in support of those goals for April 1, 2010 to March 31, 2011.

The outcomes reported reflect government's strategic directions for the province's education system and my signature below is indicative of my accountability for the actual results.

In the near future, the Department of Education will prepare and table in the House of Assembly a Strategic Plan for the 2011-14 period to reflect the recent alignment of services.

Respectfully submitted,

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



# Departmental Overview

The Department of Education was established under the *Executive Council Act*. It is a category one government entity under the *Transparency and Accountability Act (the Act)* and is responsible for achieving outcomes with respect to the education of all citizens from pre-school to post-secondary and beyond. As of March 31, 2011, the programs and services offered were provided through three branches:

## **Primary, Elementary & Secondary Branch**

This branch's responsibilities include Kindergarten to grade 12 (K-12) education including the divisions of school services; program development; student support services; evaluation and research; Centre for Distance Learning and Innovation (CDLI); and early childhood learning.

## **Advanced Studies Branch**

This branch's responsibilities include post-secondary education including the divisions of institutional services; apprenticeship; student financial services; skills development; and adult learning and literacy. As well, the Student Loan Corporation, a category two government entity under *the Act*, is also a part of this branch.

## **Corporate Services Branch**

This branch's responsibilities include 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.

Additional details can be found on the Department of Education's web site: [www.gov.nl.ca/edu](http://www.gov.nl.ca/edu).

## **VISION**

The vision of the Department of Education is citizens with the values, knowledge and skills necessary to be productive and contributing members of society.

## **MISSION**

By 2011, the Department of Education will have maintained an education system for the people of Newfoundland and Labrador which is of high quality, safe and affordable.

A full discussion of the mission statement and its related measures and indicators can be found in the Report on Performance–Mission section of this report.



## LINES OF BUSINESS

The Department of Education has eight 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 allocating a full range of personnel to school districts. The department also fosters and delivers improved early childhood learning opportunities through cooperation with other departments.

In the public post-secondary system, responsibilities include developing and monitoring curriculum for entry-level and advanced-level apprenticeship training, Adult Basic Education (ABE) Levels I, II and III, and supporting Memorial University of Newfoundland (Memorial) and College of the North Atlantic (CNA). The department monitors the operations and approves the curriculum of private training institutions.

### 2. **Educational Policy and Direction**

In the K-12 and the public post-secondary systems, the department sets the strategy and vision. Decision-making is informed through relevant research and analysis and other support materials, 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, administration of the General Equivalency Diploma tests and the administration of journeyman certification examinations for designated trades, including the Interprovincial Standards Examinations for Red Seal trades.

### 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.

# Departmental Overview

## 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, Skills Development under the Labour Market Development Agreement including the Contribution Agreement, and Integration Agreement on Student Financial Assistance. 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 Forum of Labour Market Ministers; 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, teacher payroll, and financing the K-12 and public post-secondary systems.

## 7. **Student Financial Assistance**

The department is responsible for major functions related to student aid for post-secondary education, including counseling, client services, and the assessment of eligibility for student loans and grants.

## 8. **Horizontal Commitments**

The department is responsible for contributing to a number of government-wide initiatives such as the Innovation Strategy, the Poverty Reduction Strategy, the Violence Prevention Initiative, the Infrastructure Strategy, the Regulatory Reform Initiative, the Youth Retention and Attraction Strategy, the Healthy Aging Framework and the Northern Strategic Plan.



# Departmental Overview

## NUMBER OF EMPLOYEES

On March 31, 2011, the Department of Education employed 260 individuals in its three branches.

Branch	Female	Male	Total
Primary, Elementary & Secondary <sup>1</sup>	50	24	74
Advanced Studies	76	45	121
Corporate Services <sup>2</sup>	50	15	65
<b>Total</b>	176	84	260

<sup>1</sup> The CDLI also had 11 female and 23 male teachers who, as instructors, are excluded from the total.

<sup>2</sup> These numbers include ministerial and communications staff.

- The department had 49 management positions (28 females and 21 males) which include managers, directors and members of the executive.
- The department had 237 employees working in the St. John's Metropolitan Area and 23 employees working outside this area.

## PHYSICAL LOCATION

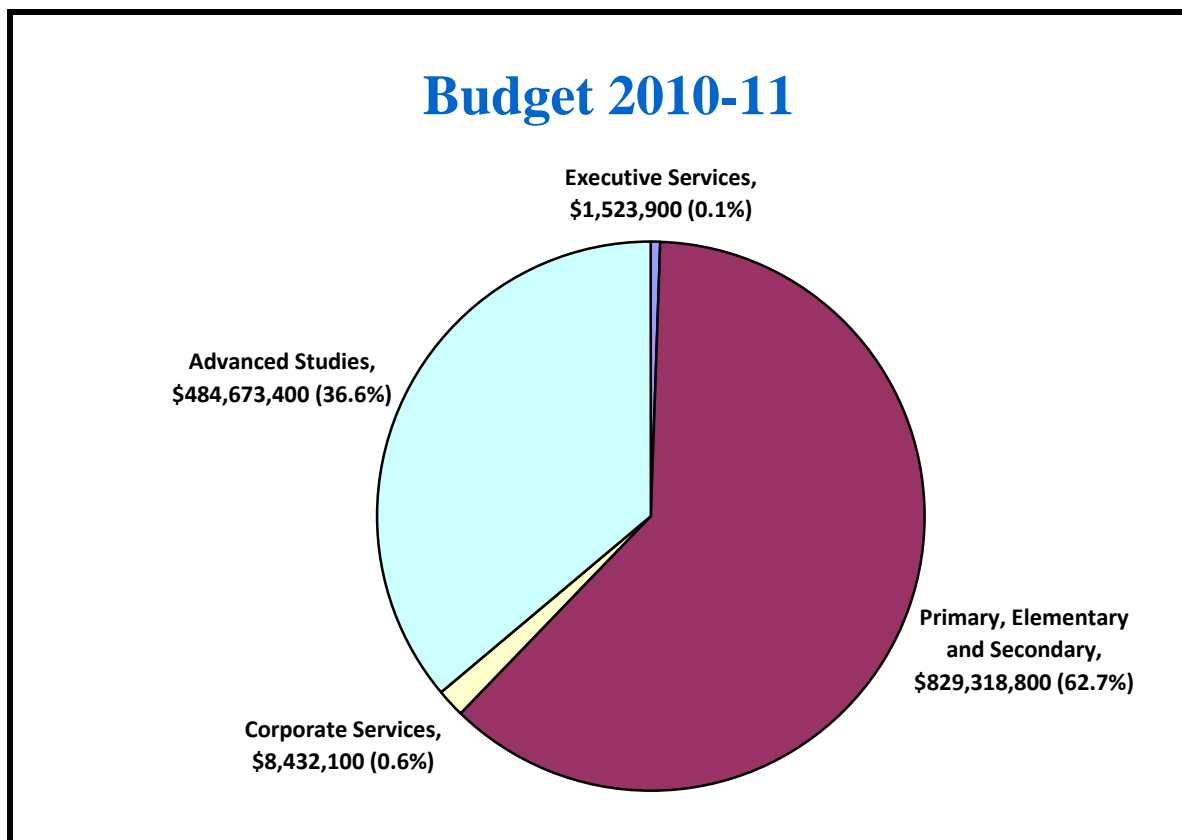
The main offices of the Department of Education are located in the West Block of the Confederation Building in St. John's, with additional services being provided from Pleasantville in St. John's and Coughlan College, located at Memorial's St. John's campus. The CDLI has offices at West Block, Confederation Building; Memorial's St. John's campus; Gander; and Stephenville. Regional offices delivering provincial apprenticeship services are located in Clarenville, Corner Brook, Grand Falls-Windsor and Happy Valley-Goose Bay. Regional offices delivering student financial services outreach activities are located in Clarenville, Corner Brook, and Grand Falls-Windsor.



# Departmental Overview

## BUDGET

The department's budget for fiscal year 2010-11, as published in *Estimates 2010* from the Department of Finance, was \$1,323,948,200. For details on expenditures in 2010-11, please refer to the Financial Statements section of this report.



## MANDATE

The Minister of Education is responsible for all aspects of K-12 and post-secondary education in Newfoundland and Labrador. The mandate for the Minister of Education is primarily established under:

- The Department of Education Notice under the *Executive Council Act*;
- Sections 92(1) and 117 of the *Schools Act, 1997*;
- Sections 6 and 7 of the *Teacher Training Act*;
- Section 15 (2) of the *College Act, 1996*;
- Section 11 of the *Apprenticeship and Certification Act*; and,
- Sections 3, 4, 5, 6, 7, 11, 14, 15 and 19 of the *Student Financial Assistance Act*.

For a complete listing of these sections, please refer to Appendix C of the Department of Education Strategic Plan 2008-11.

## Shared Commitments

A number of organizations have an interest in pursuing initiatives in areas related to the mandate of the Department of Education. Some prepare their own annual report based on requirements under *the Act* while others are not subject to any formal reporting requirements under provincial legislation. The department often collaborates with these organizations on a wide range of initiatives. Through collaboration the department ensures that the delivery of education in Newfoundland and Labrador is efficient, effective and of high quality.

### SCHOOL BOARDS

The five school boards (Eastern, Nova Central, Western, Labrador and Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador) are directly responsible for the administration and operation of the province's schools and school districts including:

- staffing;
- distributing resources, including human resources;
- evaluating, acquiring, distributing and maintaining technology resources;
- acquiring, maintaining and repairing buildings;
- transporting students; and,
- developing instructional policies and practices.

K-12 Statistics for 2010-11			
Five School Boards – Public Schools			
	Female	Male	Total
<b>Students</b>	33,597	35,132	68,729
<b>Teachers</b>	3,944	1,600	5,544

The department shares a commitment with school boards by maintaining the legislative and regulatory framework defining school boards' operation and approving their annual budgets. The department also administers support services to students in collaboration with school board staff and provides engineering support for school repairs and construction.

Through shared commitments with the department on priority issues, the school boards completed work in consideration of government strategic directions for 2008-11 in the following area:

- Improved educational programs and environments that respond to constantly evolving demographics.

Each school board is a category one entity under *the Act* and prepares its own annual report.

## SCHOOL COUNCILS

The *Schools Act, 1997*, requires each school principal to establish a school council that will represent the school's educational interests; advise on the quality of teaching and learning in the school; facilitate parent and community involvement; and advise the school board on matters of concern. The councils also recommend, and then support and promote, a plan for improving teaching and learning as approved by the school board; approve and monitor fund-raising activities; consider and monitor performance standards; and make recommendations to school principals on various issues. The department and school councils share a commitment to enhance the educational system and learning environments.

Through shared commitments with the department on priority issues, the school councils completed work in consideration of government strategic directions for 2008-11 in the following area:

- Improved educational programs and environments that respond to constantly evolving demographics.

## POST-SECONDARY EDUCATION INSTITUTIONS

Public post-secondary education is delivered in the province through two main institutions. Memorial operates four campuses (St. John's, Grenfell Campus in Corner Brook, Fisheries and Marine Institute in St. John's, and Harlow, England) and College of the North Atlantic operates 17 campuses in the province and one campus in the State of Qatar in the Middle East.

The department maintains the legislative and regulatory framework for all institutions, initiates major policy reviews, and collaborates with the Department of Human Resources, Labour and Employment (HRLE) on the *Labour Market Development Agreement*.

The following table presents post-secondary enrolment as of fall 2010.

Post-Secondary Students	
Institution	Fall 2010
Memorial University	18,649
College of the North Atlantic	7,178
Private training institutions	3,225
<b>Total</b>	<b>29,052</b>

In addition to the public post-secondary system, the department regulates private training institutions. The department also works with apprentices, employers, and the federal government to help apprentices receive the work experience and technical training required to become certified journeypersons.



## Shared Commitments

Through shared commitments with the department on priority issues, the public post-secondary institutions completed work in consideration of government's strategic directions for 2008-11 in the following areas:

- Improved post-secondary programs and public post-secondary institutions that benefit students and the province.
- A qualified and skilled workforce meets the province's skilled labour demands.

### LABOUR MARKET DEVELOPMENT

The department partners with other provincial and federal government departments regarding the development of labour market policies and programs, particularly on training programs related to skills development. Partnering provincial departments include HRLE, and Innovation, Trade and Rural Development. Partnering federal departments include Human Resources and Skills Development Canada, Industry Canada, and the Atlantic Canada Opportunities Agency. The department also participates on a number of provincial and regional organizations.

Through shared commitments with the department on priority issues, the partners in labour market development completed work in consideration of government's strategic directions for 2008-11 in the following area:

- A qualified and skilled workforce that meets the province's skilled labour demands.

### OTHER ORGANIZATIONS

To ensure the department provides programs and services that meet the needs of the education system, it funds and works with the Provincial Information and Library Resources Board, the Student Loan Corporation of Newfoundland and Labrador and the Provincial Apprenticeship and Certification Board. In addition, the department works with the Private Training Corporation, Canadian Heritage, Industry Canada, Statistics Canada, and Human Resources and Skills Development Canada. Funding is also provided to community-based centres that deliver ABE Level I or coordinate one-to-one adult literacy tutoring programs.

The department regularly consults with associations such as the Newfoundland and Labrador Teachers' Association, the Newfoundland and Labrador Association of Public and Private Employees, the Canadian Union of Public Employees, the Newfoundland and Labrador School Boards Association, Literacy Newfoundland and Labrador, the Newfoundland and Labrador Federation of School Councils, the Canadian Federation of Students, provincial student organizations, and other stakeholders. With respect to apprenticeship, the department consults with industry associations, advisory committees and national groups such as the Canadian Council of Directors of Apprenticeship, the Canadian Apprenticeship Forum and the Atlantic Apprenticeship Council. During these consultations, valuable information is shared by the department and its stakeholders. Furthermore, they help shape the department's policy development and decision-making processes, and assist stakeholders to meet their respective mandates.

# Report on Performance - Mission

March 31, 2011 was the end of the department's mission for the strategic planning cycle covering strategic plans 2006-08 and 2008-11. This section includes information on the department's performance in support of its mission.

## MISSION

By 2011, the Department of Education will have maintained an educational system for the people of Newfoundland and Labrador which is of high quality, safe, and affordable.

The mission statement identified the priority focus areas of the Minister over the two planning cycles. It also represented the department's commitment to work toward key areas of the strategic directions of government for the education system. Through accomplishment of the mission, the Department of Education has addressed skilled trade labour demands, improved post-secondary programming and infrastructure, and improved K-12 programming and learning environments. In doing so, the department has addressed several strategic directions of government as identified in the 2008-11 strategic plan.

## Measure 1: High quality education system

Through a wide range of initiatives, programs and services, the department worked toward a high quality education system. Students in the K-12 system have improved supports to accommodate special needs, thereby allowing each and every student to better realize their personal excellence. Curriculum initiatives now ensure that students can learn and acquire the most relevant and current skills to pursue lifelong learning opportunities for personal growth, as well as contribute to social and economic



well-being. Advances in learning technologies, such as distance education, better accommodate learner needs and allow students in remote areas better access to education opportunities. Revisions to the teacher allocation model, complemented by the implementation of maximum class sizes in grades K-9, mean that students benefit from a more focused learning environment. A range of housing, library and research initiatives allow post-secondary students to better access programs and improve learner outcomes.

## Indicator 1: Improved student-teacher ratios/decreased class size

On August 17, 2006, the department established the *Teacher Allocation Commission* to review the teacher allocation model and make recommendations for a more effective approach. The commission's report *Education and Our Future: A Road Map to Innovation and Excellence* was submitted on April 24, 2007. It outlined a new model based on the premise that regardless of



# Report on Performance - Mission

where a student lives or how many students attend a particular school, all are entitled to equal access, a quality education, and opportunities to learn.

The department accepted and implemented key recommendations that improved teacher-student ratios and decreased class sizes:

- The teacher allocation model shifted from a numeric model to a needs-based approach. The new model is based on programming and learner needs and maximum class sizes in the K-9 system, which resulted in retaining or adding teaching units.
- New lower class sizes were phased in over a three-year period. Current class size maximums are: 20 in Kindergarten; 25 in grades 1 to 6; and 27 in grades 7 to 9. This was completed in 2010-11.

## **Indicator 2: Improved access through enhanced distance learning**

The province has a dispersed population making access to educational opportunities through in-class instruction a challenge. Advances in education technology and improvements in broadband internet access have resulted in opportunities to offer distance education programs to people who otherwise could not relocate or commute to pursue in-class studies.

The department improved program access through enhanced distance learning technologies, including:

- adopting a common distance learning platform for use in the K-12 and public post-secondary systems in 2008-09;
- implementing the ABE Level I eLearning Pilot as an alternative approach to the traditional delivery method of ABE Level I in 2009-10;
- supporting Memorial to offer 70 additional distance learning courses in key program areas with an additional two under development; and
- supporting a major expansion of the CDLI in 2008-09 through hiring new staff, equipment replacement and enhancements, and improvements in Internet connectivity.

In May 2010, a partnership involving the province's public education partners, including the CDLI, was recognized by the Canadian Network for Innovation in Education with the 2010 national *Award for Excellence and Innovation in Partnership and Collaboration*.

## **Indicator 3: Improved learning opportunities through updated curricula and assessments**

The department improved learning opportunities through the implementation of a range of curriculum reviews and the introduction of new curriculum in a number of areas.

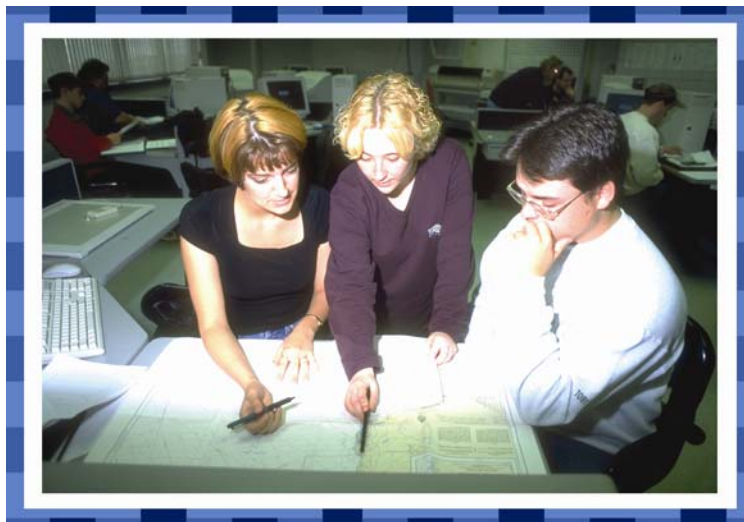
Learning opportunities in the K-12 system were improved through the following:

- Introduction of Career Development 2201, a mandatory course requirement for high school graduation.
- Implementation of the *Futures in Skilled Trades and Technology Program*.
- Implementation of the *Excellence in Mathematics Strategy*.
- Enhanced curriculum for arts, music, social studies, as well as new courses in nutrition and physical education, and culturally relevant resources to support provincial curriculum for aboriginal students.

# Report on Performance - Mission

Learning opportunities in the post-secondary system were improved through the following:

- Tailoring ABE programs through the development of profiles to meet the needs of students. Courses in English, mathematics and science were enhanced under the degree and technical profile, business-related college profile and the general college profile.
- Enhanced apprenticeship program design to improve the ability of apprentices to secure journey person certification by: allowing apprentices to receive credit for on-the-job training time they logged in Alberta; and allowing apprentices working in Alberta to remain registered in Newfoundland and Labrador.
- Continual monitoring and improvement of apprenticeship curriculum through a new apprenticeship standards and curriculum unit.
- Revised apprenticeship curriculum for metal fabrication, steamfitting/pipefitting, welding, refrigeration and air conditioning machines, plumbing and power engineering.
- Development of Block Exams for nine occupations which will be administered online via Desire2Learn.
- Development of study guides, study strategies and examination preparation guides for 10 trades.
- Funding for a new School of Ocean Technology and the development of a four-year Applied Ocean Mapping program at the Fisheries and Marine Institute.
- Funding for a new Doctor of Psychology program at Memorial.



The department also supported development of a CNA program development unit that provides new programming opportunities and reviews the program mix to ensure that curriculum is in line with present and future industry requirements.

## **Indicator 4: Improved student services in K-12**

The Department of Education improved student services in K-12, most notably through support for students with special needs through the Individual Student Support Plan and Pathways (ISSP/Pathways) programming. Based on consultations with people who work and volunteer daily in the education system, the department commenced a review of the ISSP/Pathways in August 2006.

*Focusing on Students – The ISSP and Pathways Commission Report* was released in December 2007. The report considered the challenges of special education programming under the current

# Report on Performance - Mission

system. As a result, 70 of the 75 recommendations aimed at streamlining the administrative requirements and improving delivery were accepted and put into practice, with student need being the main focus of the improvements.

## **Indicator 5: Improved student services in public post-secondary, including:**

### ***Improved services to students with disabilities through a collaborative service and support model in public post-secondary***

*Foundation for Success: White Paper on Public Post-Secondary Education* made a commitment to “establish a collaborative service and support model which partners public post-secondary institutions with other agencies involved in supporting students with disabilities.” The following accomplishments over the 2006-08 and 2008-11 periods demonstrate how the department improved services to students with disabilities:

- The department supported Memorial’s overall campus accessibility plan. Under this plan, the university installed automatic door openers and elevator door proximity card readers, and adjusted walkways. A wheelchair drop off was installed at the Business Building (2007) and a new elevator was installed in Field Hall (2008-09 fiscal year). The department further supported implementation of this plan with an additional \$300,000 in January 2010.
- The department made an investment of \$500,000 in CNA’s base funding to support the hiring of twelve resource facilitators specialized in working with students with disabilities and the purchase of specialized equipment.

### ***Improved access to student housing***

The department improved access to student housing by funding upgrades for residence facilities at Memorial. Over five years, the department funded major renovations to Paton College residences, including Barnes, Blackall, Bowater and Rothermere. The work undertaken included



renovations to rooms that were not previously in use to make them accessible for students as well to improve accessibility for persons with disabilities. Budget 2010 allocated \$7.5 million to renovate additional residences.

Government also allocated \$88.3 million for new residences at Memorial in St. John’s and Corner Brook. Construction began in the fall 2010 for a residence in St. John’s and the new residence in Corner Brook was in the design stage by year end.

# Report on Performance - Mission

## ***Improved access to library services***

Over the past five years, the department improved access to library services by providing additional annual funding in excess of \$2.2 million, plus one-time funding of \$1.3 million for public libraries. A Library Services Steering Committee (chaired by Memorial and included representatives from CNA, Department of Education and Provincial Information and Library Resources Board) met over the mission cycle to improve access to library services. The committee hired a consultant to conduct the study entitled “*The acquisition and implementation of Information Technology to extend electronic access to licensed resources*”. In 2007 the consultant presented its findings from the Readiness Assessment element of the project. Based on recommendations from the consultant, the committee proceeded to review technological advances that would improve access to library services for post-secondary students.

## ***Increased research capacity***

In accordance with *Foundation for Success: White Paper on Public Post-Secondary Education*, the department allocated \$7.5 million in 2006-07 and an additional \$10.0 million in 2007-08 to increase research capacity. The funding allowed researchers to leverage federal research funding through a variety of granting agencies that require matching funds (i.e. organizations that apply for funds had to contribute to the project as well as the granting agency).

To further enhance Memorial’s capacity to support research and pursue new opportunities, the department also supported enhancements to existing programs and the development of new graduate programs in business, engineering, marine sciences and psychology; as well as new fellowships and bursaries.

The department also increased research capacity by making targeted investments in new equipment and technology, for example: development of a Research Information Data Collection System; and \$8.8 million for laboratory upgrades and new equipment at Memorial. These investments enabled the province’s public post-secondary institutions (researchers and students) to carry out additional research that would not have otherwise been possible.

## **Measure 2: Safe educational system**

As the department commenced the start of its five year mission cycle on April 1, 2006, much of the education infrastructure in support of the K-12 system required renewal. Significant improvements or renovations were required for many facilities to ensure they continued to be safe and healthy learning environments. In addition, a number of new, modern schools were required to replace existing, aging infrastructure. The school bus fleet was also rapidly aging, and a more modern fleet was required to ensure student safety. Finally, driver safety standards were evolving and improvements to driver training were necessary.

### **Indicator 1: School busing**

- ***Decreased age of fleet***

Over the 2006-07 to 2010-11 period, the department decreased the age of the fleet by purchasing 108 new busses for the government-owned school bus fleet. During this period, the maximum age for a bus was reduced from 14 years to 12 years. At the end of 2010-11, the average age of a bus was seven years.



# Report on Performance - Mission

- ***Improved driver education***

Since 2006-07, the department funded improved driver education training in first-aid, EpiPen administration, defensive driving, pretrip inspection and emergency evacuation training. Other training offered by school districts included air brake, behaviour management, occupational health and safety, and crisis intervention. Schools boards are responsible to enforce policies to ensure drivers are trained.

## **Indicator 2: Improved K-12, MUN and CNA building infrastructure**

Over the mission period, the Department of Education improved K-12, MUN and CNA building infrastructure through the following initiatives:

### K-12

Over the past five years government made significant investments in the upgrading of the province's K-12 schools and thus improved K-12 building infrastructure. Between Budget 2006 and Budget 2010, approximately \$130.0 million was allocated for repairs and maintenance projects throughout the province and approximately 1,100 projects were approved as a result. In addition, funding to school districts for regular repairs and maintenance was increased from 55 cents to 92 cents per square foot in Budget 2007, for an annual investment of over \$4.0 million.

Since 2006-07, nine new schools were completed and opened for classes for a total approximate cost of over \$100.0 million, and 20 extension, renovation or redevelopment projects, valued at approximately \$50.0 million, were completed.

The department also supported laboratory upgrades in the K-12 system through new equipment, and equipment storage units. For additional information on improved K-12 infrastructure, please refer to Issue Two in the Strategic Issues section of this report.



### CNA

Infrastructure at CNA was improved through: renovations to the Prince Philip Drive campus; the expansion of the Happy Valley – Goose Bay campus; and additional upgrades to the Prince Philip Drive and Seal Cove campuses, cost shared with the federal government under the *Knowledge Infrastructure Program* (KIP). During this period, construction commenced on a new Labrador West Campus in Labrador City, cost shared with the federal government under KIP, and

construction of a trades wing at the Grand Falls-Windsor campus (with funding from Innovation, Trade and Rural Development, Atlantic Canada Opportunities Agency and CNA). As well, CNA received funding for improved disability access at the Burin campus, equipment purchases, and

# Report on Performance - Mission

matching infrastructure funds. The department also invested \$1.0 million annually in CNA since Budget 2006 to upgrade trade shops and laboratories.

## MUN

Infrastructure at Memorial was improved through: construction of a new academic building to enhance infrastructure at the Grenfell campus in Corner Brook; ongoing upgrades at the Ocean Science Centre to ensure it has access to a stable, high-quality water supply; upgrades to existing residences and funding for new residences; and upgrades to marine simulators at the Fisheries and Marine Institute.

Other infrastructure investments at the university included increased funding for deferred maintenance projects, a backflow prevention system to improve the water supply, laboratory upgrades, equipment purchases, and accessibility upgrades.

## **Indicator 3: Enhanced programming and resource support for safe and caring learning environments**

Over the strategic planning cycle, the department enhanced programming and resource support for a safe and caring learning environment through supporting and implementing a number of initiatives.

### Safe and Caring Schools Policy

The *Safe and Caring Schools Policy* was launched in September 2006. The policy defines the roles of school districts, school communities, teachers and administrators to ensure a respectful learning environment. Since this policy was implemented, awareness has been raised as to the serious effects of bullying and harassment.

The initiative included:

- Granting of awards to schools for successful projects undertaken in schools and communities.
- Providing senior high school students with tuition vouchers for demonstrations of safe and caring actions.
- Producing and distributing brochures on the Safe and Caring Schools program to parents.
- Delivering teacher in-service on supporting the elimination of violence and harassment in schools.
- Collaborating with other organizations, such the Women's Policy Office (specifically in relation to the Violence Prevention Initiative), to support and foster awareness and education at all levels of society.

### Healthy Students Healthy Schools Initiative

In 2006-07, the Provincial Government launched a *Provincial Wellness Plan*. A component of this plan was the *Healthy Students Healthy Schools Initiative*. The department implemented a number of key initiatives over the ensuing five years:

- Introduced and updated school food guidelines.
- Purchased additional cafeteria equipment for schools. Professional development for caterers ensured that preparation of food and use of the new equipment was in accordance with the goals of the initiative.

# Report on Performance - Mission

- Supported the districts' health promotion liaison consultants to carry out work in schools throughout the province.

## Measure 3: Affordable educational system

At the commencement of the strategic planning cycle, the department was directed to improve the affordability of the education system. Based on input from a wide range of groups with an interest in adjusting policies involving the cost to access the K-12 and post-secondary education systems, the department identified priority areas for policy development, including: amendments to the system of student financial assistance to ease student debt levels; eliminating a wide range of student fees in the K-12 system; and continuing the tuition freeze for public post-secondary programs. The department has been successful in addressing each priority.



### Indicator 1: Eliminated common school fees in K-12 for the prescribed curriculum

In 2006, the Department of Education achieved a milestone in the province's K-12 education system by eliminating common school fees. The department increased annual instructional grants to the province's five school districts by \$5.3 million thus effectively doubling the per pupil grant and eliminating the need for school boards to charge common school fees. Items covered by the fees included school materials, such as student agendas, locks (including locker rental), school calendars, photocopying, handbooks, accident insurance, student IDs, administrative/library software, and Internet/e-mail access.

In addition, the department invested a further \$1.0 million to provide consumable materials required by the prescribed curriculum, such as: workbooks, photocopied resources, computer paper, CDs, and magazine/newspaper subscriptions; supplies associated

with classroom-based work in art, technology, language arts, science, home economics, and industrial arts; and, specific items required by all students to participate fully in classroom instruction.

### Indicator 2: Froze tuition at Memorial University and College of the North Atlantic

During each year of the five-year mission cycle, the department froze tuition fees at Memorial and CNA. To enable this tuition freeze, the department allocated funds annually: 2006-07, \$8.9 million; 2007-08, \$13.9 million; 2008-09, \$18.9 million; 2009-10, \$24.8 million; and 2010-11, \$30.8 million. These amounts represented cumulative additions to baseline budgets, meaning that as of 2010-11 the department had made a total investment of \$97.3 million over the five years to maintain tuition fees at the current level.

# Report on Performance

## - Mission

### **Indicator 3: Introduced up-front, needs-based grants**

Financial supports for post-secondary students were assessed in 2006-07 to identify program design changes and incremental funding to improve affordability. In Budget 2007, funding was allocated to enhance affordability and reduce student debt. New up-front needs-based grants were introduced to reduce a student's provincial borrowing by up to 50 percent. Further review in 2008-09 resulted in additional changes in 2009-10 by increasing up-front, non-repayable grants. Students are eligible to receive up to \$140 per week - \$60 in provincial loans and \$80 in non-repayable grants.

### **Indicator 4: Reduced interest rates on Newfoundland and Labrador student loans**

Interest rates on Newfoundland and Labrador student loans were reduced in 2007-08. The interest rate on provincial loans was reduced from prime plus 2.5 percent to prime, benefiting individuals repaying their student loans and students still in school. After further examining possibilities to assist student borrowers in 2008-09, in 2009-10 the department eliminated interest on the provincial portion of student loans, effective August 1, 2009, with \$5.0 million in Budget 2009. After that date, no new interest accumulated on the Newfoundland and Labrador portion of student loans; however, interest owing up to and including July 31, 2009, is still required to be paid.



# Strategic Issues

March 31, 2011, was the end of the department's strategic plan for 2008-11. The plan identified three strategic issues that guided its work for the previous three years: increased access to education resources; an enhanced K-12 school system; and enhanced opportunities. This section reports on the goals for each issue, as well as the objectives for the 2010-11 year in support of those goals.

## *Issue 1: Increased Access to Education Resources*

The Department of Education recognizes that an educated population is the most desirable asset upon which to build the future of our province. Through advances made in travel and communications our citizens can avail of opportunities that exist not just provincially, but nationally and internationally. To encourage our students to excel and subsequently drive our future, the department committed resources to priority initiatives during the planning period to ensure greater access to education resources. This is in line with government's strategic directions of "improved post-secondary programs and public post-secondary institutions to benefit students and the province" and "a qualified and skilled workforce meets the province's skilled labour demands."

### **GOAL**

By March 31, 2011, the Department of Education will have improved access to the provincial education system.

### **Measure: Improved access**

During the April 1, 2008 to March 31, 2011 period, the department was successful in improving access to the post-secondary system.

Access to the education system was improved through: base budget support for Memorial and CNA to maintain a tuition freeze; improved financial assistance for students; increased up-front, needs-based grants; decreased amount of spousal contributions for married students; and additional resources for public library services.

To achieve success under this goal, the Department of Education provided key supports including: initiatives to increase the autonomy of Memorial's Grenfell campus in Corner Brook; improved program support through Memorial's graduate fellowships; and a Department of Education standards and curriculum unit for apprenticeship.

Through its emphasis on resources and supports, the department demonstrated significant progress in support of the government's strategic directions for 2008-11 in the following areas:

- Improved post-secondary programs and public post-secondary institutions that benefit students and the province through a focus on affordability and student financial assistance.

# Strategic Issues

- A qualified and skilled workforce that meets the province's skilled labour demands through a focus on apprenticeship opportunities.

## **Indicator 1: Increased resources**

The Department of Education increased resources to help improve access to the provincial education system through:

### Tuition Freeze

The department allocated additional funds to the \$13.9 million base budgets in 2007-08 to maintain a tuition fee freeze at Memorial and CNA during each year of the strategic plan. Related yearly allocations were as follows: 2008-09, an additional \$4.2 million for Memorial and \$800,000 for CNA; 2009-10, an additional \$4.9 million for Memorial and \$1.0 million for CNA; and 2010-11, an additional \$5.0 million for Memorial and \$1.0 million for CNA. This initiative embodied the Provincial Government's commitment to ensure tuition in Newfoundland and Labrador is affordable for post-secondary students.

### Financial Assistance

Based on the Minister of Education's 2008-09 round table discussions with students on the student financial assistance program, the department took unprecedented steps in 2009-10 to enhance the affordability of post-secondary education. As of August 1, 2009, there was no new interest accumulated on the Newfoundland and Labrador portion of student loans. The department also increased up-front, non-repayable grants from \$70 to \$80 per week and decreased the amount of spousal contributions for married students. Individuals in repayment can expect to save up to \$1,800 over the life of their provincial student loan. These new initiatives, together with previous investments in the student aid program, provide students with the best student aid package in the country. Newfoundland and Labrador was the first and remains the only province in Canada to eliminate interest on provincial student loans.



### Libraries

The department provided additional annual funding in excess of \$1.6 million, plus one-time funding of \$906,000 for public libraries to ensure continuing access to quality facilities. Key supported initiatives included:

- facility upgrades at several public libraries (Labrador City, Grand Bank, and Stephenville);
- work toward developing a pre-school literacy program;
- purchase of children's literature and resources for storytime programs;
- trustee training;

# Strategic Issues

- purchase of appropriate shelving throughout the library system;
- purchase of resources that had been used on a trial basis; and,
- upgrades to the children's area in 35 locations throughout the province.

## Indicator 2: Increased supports

The Department of Education increased supports for improved access to the provincial education system through the following initiatives:

### Distance Learning

Use of distance learning technologies and related program delivery initiatives are crucial to support efficient and effective access to programs for students in remote areas and small schools. During the strategic planning period, the department invested in distance learning in a number of areas.

The CDLI expanded in 2008-09 to meet the growing needs of students and teachers throughout the province by adding 2.25 teaching units to its workforce; updating distance education equipment to better serve students purchasing thirty-four new videoconference units and providing optimum Internet connectivity. The CDLI also assisted the school system to increase the number of schools offering courses under the *Futures in Skilled Trades and Technology Program* from 72 in 2008-09 to 91 in 2010-11, 13 of which were small and remote schools.

### Grenfell Autonomy

In 2009-10, the department supported increased autonomy for Memorial's Grenfell campus. Government committed to increase the base operating grant for Grenfell campus by 38 percent or \$6.5 million to be phased in over three years: \$4.0 million for 2009-10; \$2.0 million for 2010-11; and \$500,000 for 2011-12. This funding supports marketing, student recruitment, research and student services.

Other key initiatives included annual investments to eliminate Grenfell campus current operating deficit and the establishment of a Grenfell campus secretariat in Corner Brook.

Increased autonomy, combined with investments in research, faculty, and student services enhanced Grenfell campus's academic prestige nationally and internationally.

### Program Support

Quality and relevant post-secondary programs provide students with the skills needed to realize personal excellence, avail of opportunities and provide employers with the skills needed to remain competitive, nationally and internationally. Continual review of programs, along with necessary adjustments and improved supports, is required to ensure that programs are relevant. During the planning period, the department undertook significant initiatives in related areas.

In 2008-09, the then Division of Institutional and Industrial Education began to provide service through the newly-formed standards and curriculum unit for apprenticeship to review industry trends and identify areas for curriculum review. Some of the work undertaken by this unit included the development of study guides and examination prep guides for 10 trades, working with provincial advisory committees, and working with other jurisdictions on apprenticeship

## Strategic Issues

issues through the Canadian Council of Directors of Apprenticeship. Through the establishment of this service, with its headquarters in Clarendville and staff throughout the province, the department enhanced support to apprentices, employers and post-secondary institutions in the province.

Through \$1.0 million in graduate fellowships in 2008-09, the department increased access to graduate degrees and research opportunities for students who might otherwise be discouraged from pursuing advanced studies due to financial costs. This investment increased the amount of entrance award funding provided for masters and doctoral students, resulting in an additional 121 students in 2009.



## STRATEGIC PLAN OBJECTIVE FOR 2010-11

By March 31, 2011, the Department of Education will have improved access to the provincial education system.

### **Measure: Improved access to the provincial education system**

Providing all of our students with access to a safe, high quality, and affordable education system represents a fundamental investment in the future economic and social success of our province. In 2010-11, the Department of Education enhanced the affordability of post-secondary education by maintaining the tuition freeze at Memorial and CNA, developing a new strategic adult literacy plan for implementation, and providing funding for graduate school fellowships. The department also improved access to opportunities on the province's west coast through increased autonomy for Memorial's Grenfell campus.

Through its emphasis in these areas, the department demonstrated significant progress in support of the government's strategic directions for 2008-11 in the following area:

- Improved post-secondary programs and public post-secondary institutions that benefit students and the province through a focus on affordability, post-secondary programs and student financial assistance.

### **Indicator 1: Maintained the tuition freeze for Memorial and CNA to enhance the affordability of post-secondary education**

The tuition freeze was maintained in 2010-11. Budget 2010 allocated \$6.0 million to increase 2009-10 base budget support of \$24.8 million to \$30.8 million (\$5.0 million to Memorial and \$1.0 million to CNA). The funding permitted public post-secondary institutions to cover increased costs and/or new initiatives without raising tuition fees. At the end of 2010-11, tuition fees for full-time Canadian students attending Memorial and CNA were among the lowest in the country. The initiative reflects government's commitment to support affordable post-secondary education.

### **Indicator 2: Improved opportunities for students on the province's west coast by allocating additional funds to increase autonomy for Memorial's campus in Corner Brook**

Opportunities for students on the province's west coast improved in 2010-11 with additional administrative and financial initiatives to increase autonomy for Grenfell campus. Government increased the operating grant for Grenfell campus by \$2.0 million in 2010-11. The additional funds assisted realignment of operational procedures to support autonomy as well as supported marketing, student recruitment, research and student services. To further support Grenfell campus autonomy, government also supported Memorial's decision to elevate the Grenfell campus principal position to vice-president, who sits on Memorial's senior executive committee, and the campus submitted a separate budget for 2011-12.

### **Indicator 3: Increased access to literacy programming for adults through the implementation of a Strategic Adult Literacy Plan**

A new *Strategic Adult Literacy Plan* was developed in 2010-11 and \$2.3 million was allocated through the Labour Market Agreement (LMA) for initiatives. While this plan was not officially



## Strategic Issues

launched in 2010-11, a number of initiatives were implemented that increased access to literacy programming:

- Expanded the ABE delivery via community groups - 36 additional seats were provided for ABE Level I. For the first time, a community group was authorized to offer Level III of the ABE program (15 seats) to serve the people of Bell Island.
- Established a fulltime position - Provincial Consultant, Workplace Literacy and Essential Skills, within the Department of Education as a liaison between government and businesses to assist employers as they work through the process of setting up training programs for their employees.
- Awarded 50 adult learners with *Successful Post-secondary Transition Scholarships*, which help with the cost of post-secondary education in the 2011-12 year. This is a cost-shared initiative between the Provincial and Federal Governments.
- Established two additional sites, bringing the total to four site in the province, under the pilot eLearning approach to delivery of the ABE Level I program.

### **Indicator 4: Continued to improve access to graduate degrees through fellowships, including investments in the doctoral level clinical psychology program**

The Department of Education improved access to graduate degrees by allocating \$2.0 million in Budget 2010 for graduate fellowships and \$294,500 for continued implementation of the doctoral level clinical psychology program. The fellowship funding was allocated to new students while Memorial and Eastern Health hired additional staff for the Clinical Psychology program.



# Strategic Issues

## Issue 2: An Enhanced K-12 School System

A healthy K-12 education is the best foundation upon which to establish lifelong learners and to cultivate the minds that will shape our future. To ensure all of our students get the best start possible, the Department of Education supported enhancements to programming and increased health and safety standards that will benefit them in the future. The work undertaken toward the goal is in support of the following strategic directions of government: “improved educational programs and environments respond to constantly evolving demographics” and “a qualified and skilled workforce meets the province’s skilled labour demands.”

### GOAL

By March 31, 2011, the Department of Education will have enhanced the K-12 education system through program developments and enhanced school facilities.

### Measure: Enhanced education system

During the April 1, 2008 to March 31, 2011 planning period, the department enhanced the education system through enhanced programming and enhanced school facilities.



To achieve personal excellence, many students require specialized supports and all students benefit from optimum student-teacher ratios. The department continued implementing the recommendations of the independent report on ISSP/Pathways and from the *Teacher Allocation Commission*.

The department implemented curriculum plans in key areas such as the *Futures in Skilled Trades and Technology Program* and through the *Excellence in Mathematics Strategy*. The *Healthy Learning Initiative* encouraged healthy living through its commitment to a comprehensive health and physical education program in K-12 schools.

At the commencement of the planning period, the department was in the process of implementing the education component of government’s *Infrastructure Strategy* to support safety and to serve evolving

population changes. During the period, the department completed seven new schools, and construction was underway or planned for an additional seven schools. It also significantly expanded nine schools with an additional five projects planned.

# Strategic Issues

Through its emphasis on skilled trades, student supports, curriculum and infrastructure, the department demonstrated significant progress in support of the government's strategic directions in the following areas:

- A qualified and skilled workforce that meets the province's skilled labour demands through a focus on skilled trades.
- Improved educational programs and environments that respond to constantly evolving demographics through a focus on curriculum, learning supports and infrastructure.

## Indicator 1: Enhanced Programming

The Department of Education enhanced programming through:

- Substantive and immediate changes to improve the delivery of special education programming in the K-12 education system by implementing recommendations on the ISSP/Pathways Model. Government invested of \$2.4 million in 2008-09, \$1.65 million in 2009-10 and \$1.33 million in 2010-11 to make changes to the current ISSP/Pathways system for delivering programming and services to students with special needs. The department worked with educators and other partners in education across the province to affect change in 70 of 75 recommendations.
- Work to implement the recommendations of the *Teacher Allocation Review Commission*. Adopting the new teacher allocation model retained or added teaching units during the 2008-11 planning period that would have been removed under the old model, resulting in lower teacher-student ratios. Budget 2008 allocated \$3.56 million to help school districts with their individual planning for school programming and teaching needs.
- Continued implementation of the *Futures in Skilled Trades and Technology Program* increased the number of schools offering the program from 72 in 2008-09 to 91 in 2010-11. In 2008-09, an additional investment of \$750,000 purchased state-of-the-art equipment such as compound mitre saws, computer-guided routers, and computer-aided design software. An additional \$400,000 was allocated in 2009-10 to expand the program to 13 more schools (small and remote schools) and to add new courses, many through distance education through the CDLI. In 2010-11, the program was expanded to six additional schools.
- Implementing recommendations of the *Excellence in Mathematics Strategy*, supported by \$5.8 million. New curriculum, developed in 2008-09, was implemented as follows: Kindergarten and Grades 1, 4 and 7 in September 2008; Grades 2, 5 and 8 in September 2009; and Grades 3, 6 and 9 in 2010. The implementation was supported by professional development opportunities, additional itinerant teachers and new student and teacher resources such as electronic teacher guides, multimedia support, instructional software and online support.
- Allocating funds under the *Math Promotional Campaign* to assist school activities such as competitions, showcases, math fairs, and family math nights to encourage positive attitudes about mathematics. To access funding schools submitted proposals to the school district. Once endorsed by the district, they were submitted to the department for review. The



## Strategic Issues

department supported 180 projects in schools throughout the province during the 2009-10 school year.

- Implementation of the *Healthy Students Healthy Schools Program*. This program helped to create school environments that support healthy living for children, youth, teachers and staff. The department supported the initiative with funding of \$2.3 million over 2008-09 and 2009-10. The highlights included: replacing existing cafeteria equipment, such as deep fryers, with equipment for the preparation and storage of healthy foods, such as convection ovens and coolers; and revised school food guidelines to reflect healthier food choices for students. Funding also supported the districts' health promotion liaison consultants to carry out work in schools throughout the province, including funding for *Living Healthy Commotions*. These commotions are school-based events that celebrate achievements in creating healthy school environments. Activities are designed to encourage students to be active, eat healthy and stay smoke-free.



### Indicator 2: Enhanced school facilities

The Department of Education enhanced school facilities through a number of projects. Over the past three years government allocated approximately \$96.0 million for K-12 repairs and maintenance projects throughout the province, which included roof, window and other building envelope replacements as well as electrical and life safety upgrades. Within that period approximately 600 projects were approved with a strong focus on life safety, building envelope and air quality related projects to ensure that the province's schools continue to be safe and healthy learning environments.

Significant progress was also made to conduct major improvements to K-12 infrastructure across the province. This period saw the completion of seven new schools in the communities of Happy Valley - Goose Bay, Paradise, Torbay, Placentia, Port Saunders and L'anse au Loup. At the end of the planning cycle,

another seven schools were underway or in the planning phase in the communities of Baie Verte, Port Hope Simpson, Carbonear, St. Anthony and St. John's.

There were also nine extension and renovation projects completed in the communities of Flower's Cove, Wesleyville, Witless Bay, Kelligrews, Mount Pearl, Portugal Cove - St. Philips, Upper Gullies and St. John's. Another five projects were underway or in the planning phase in the communities of Shoal Harbour, Grand Falls-Windsor, Summerford, Gander and St. John's. In addition, one redevelopment project was completed in Corner Brook.

## STRATEGIC PLAN OBJECTIVE FOR 2010-11

By March 31, 2011, the Department of Education will have enhanced the K-12 education system through program developments and enhanced school facilities.

### **Measure: Enhanced facilities and programming**

The Department of Education is committed to a strong K-12 school system that offers students every advantage to learn in a safe and productive environment. In 2010-11, the Department of Education continued to provide quality programming through healthy living, improved math curriculum, and an expanded K-12 skilled trades and technology program. The department also commenced development of the *Early Childhood Learning Framework* in support of solid program foundations for lifelong learning. In addition, the department made significant progress on capital projects already under construction and initiated additional new capital construction and maintenance projects.

Through enhanced programming and increased investments in K-12 school infrastructure, the department demonstrated significant progress in support of the government's strategic directions in the following area:

- Improved educational programs and environments that respond to constantly evolving demographics through a focus on curriculum and infrastructure.

### **Indicator 1: Enhanced K-12 facilities throughout the province with additional repair and maintenance projects**

The Department of Education enhanced K-12 facilities with an allocation of \$34.3 million in Budget 2010 for K-12 repair and maintenance projects throughout the province. Approximately 280 projects were funded throughout the year, which included roof, siding and window replacements and other building envelope upgrades.

### **Indicator 2: Continued K-12 school facility capital construction projects**

The Department of Education continued K-12 school facility capital construction projects in 2010-11. Budget 2010 allocated \$79.2 million for K-12 capital construction projects to continue the planning and construction for 14 new schools and multiple extension projects. New capital projects announced as part of the budget included a new high school for the west end of St. John's; extensions and renovations for Roncalli Elementary in St. John's, St. Paul's Intermediate in Gander and New World Island Academy in Summerford; and the redevelopment of Exploits Valley High in Grand Falls-Windsor. Planning commenced on these new projects during the year with some upgrades being completed at Roncalli Elementary and the tender issued for the extension at New World Island Academy.

Six new schools were completed and opened for classes during 2010-11: Paradise Elementary in Paradise opened in September 2010; Elizabeth Park Elementary in Paradise opened in February 2011; Holy Trinity Elementary in Torbay opened in September 2010; Laval High in Placentia opened in September 2010; French Shore Academy in Port Saunders opened in September 2010; and Labrador Straits Academy in L'anse au Loup opened in December 2010. Construction continued on the new schools in Baie Verte and Port Hope Simpson, which are anticipated to

## Strategic Issues

open in fall 2011, and the site selection process commenced for the new west end high school in St. John's.

In September 2010, the construction contract was awarded for the extension at Balbo Elementary in Shoal Harbour and significant progress was made during the year. In January 2011, the tender for the construction of the new K-12 school in St. Anthony was awarded. This facility will be joined to the new recreation centre that is being constructed by the Town of St. Anthony. In addition, contracts were awarded for site work for the new Davis Elementary in Carbonear and the demolition of St. Teresa's School in St. John's to make way for the new facility. The construction tenders for these two facilities will be issued in fiscal year 2011-12.

During 2010-11, extensions were completed at Canon Richards Memorial Academy in Flower's Cove, St. Bernard's Elementary in Witless Bay, St. Edward's Elementary in Kelligrews, St. Peter's Junior High in Mount Pearl, Beachy Cove Elementary in Portugal Cove-St. Philips and Upper Gullies Elementary in Upper Gullies.



### **Indicator 3: Enhanced children's learning through development of an Early Childhood Learning Framework**

The Department of Education enhanced children's learning with the development of an Early Childhood Learning Strategy (Framework) in 2010-11 entitled *Learning from the Start*. The importance of early childhood learning experiences in shaping children's development throughout their lives is well documented.

Current research has provided a better understanding of how children learn in the early years and the importance of quality early learning opportunities. To help prepare young children for their school years, the department led the *Ministerial Council on Early Childhood Learning* to develop the strategy. Extensive consultations were held with parents, educators and community partners on proposed elements of the strategy, including: vision, mission, guiding principles, and component themes. Budget 2010 included \$127,500 to assist this process. Implementation of the strategy will commence over the coming years. As part of the strategy, an additional \$330,000 from the Poverty Reduction Strategy was used to enhance children learning through purchase of an aged 0-3 Parent's Resource Kit (including books and play items) and to support development of activity guides.

## Strategic Issues

### **Indicator 4: Improved math curriculum through the continued implementation of the Excellence in Mathematics Strategy**

The Department of Education improved math curriculum in 2010-11 with \$2.2 million in Budget 2010 to implement the *Excellence in Mathematics Strategy*. Initiatives for 2010-11 supported the work of the numeracy support teachers, professional development opportunities, and the implementation of new curriculum at the senior high level. New curriculum was implemented in Grades 3, 6 and 9 in September 2010. New math text books for Grades 10 and 11 were purchased in 2010-11. Furthermore, the department allocated \$200,000 under the *Math Promotional Campaign* for 207 projects in schools throughout the province during the 2010-11 school year.

### **Indicator 5: Expanded the K-12 skilled trades programming to additional small schools**

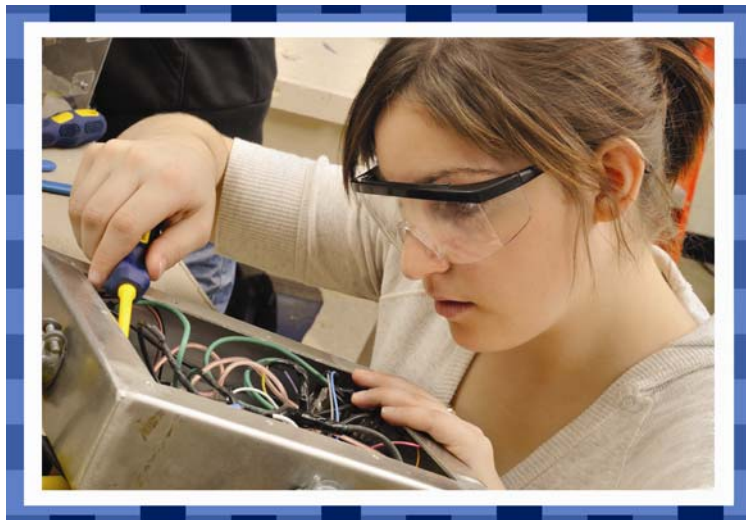
During 2010-11, the K-12 skilled trades programming was expanded to three additional small schools, including: Lake Melville School, North West River; Bishop White School, Port Rexton; and South West Arm Academy, Little Heart's Ease (each with a combined secondary enrollment of 45 students or less). The expansion involved adding one or more of the courses within the program. Furthermore, the CDLI provided access to Design and Fabrication 2202 for eight schools this year through distance e-learning. The final courses of the *Futures in Skilled Trades and Technology Program* were implemented in 2010-11. These investments, in addition to investments in three larger schools, increased the number of schools offering the program from 85 in 2009-10 to 91 in 2010-11.



# Strategic Issues

## *Issue 3: Enhanced Opportunities*

Large scale projects in the oil and gas industry, mining and construction sectors have been a driving force behind our province's economic turnaround in recent years. The demand for highly skilled labour in the global marketplace has never been greater, and Newfoundlanders and Labradorians are eager to fill these voids. By investing in programs and facilities that promote skilled labour, the Department of Education enhanced opportunities for people to work with the latest technologies available. To support success, people need the right learning environments and improvements to programming and facilities to help facilitate this success. Specific efforts to encourage females and other under-represented groups to participate in skilled trades were



important to promote equity and improve the number of trained workers. In order to address these concerns and ensure a sustainable workforce, the department invested in post-secondary initiatives aimed at providing citizens with the necessary education opportunities they require to make valuable contributions to society. The work toward this goal is in support of the following strategic directions of government: "improved post-secondary programs and public post-secondary institutions benefit

students and the province", and "a qualified and skilled workforce meets the province's skilled labour demands".

## **GOAL**

By March 31, 2011, the Department of Education will have enhanced opportunities for Newfoundlanders and Labradorians to obtain the skills and knowledge to participate in society.

## **Measure: Enhanced opportunities**

The department invested in a number of key post-secondary programs to enhance opportunities to support economic growth and allow people to take advantage of opportunities in key skill areas. Additional emphasis on program supports allowed students to benefit from improved management focus and use the most modern facilities in support of skill development and research. Investment in research capacity supported possible breakthroughs in new processes.

The department supported enhanced public post-secondary infrastructure at select sites through provincial funding and securing contributions from the federal government's KIP and through a



# Strategic Issues

contribution agreement with Transport Canada, to upgrade the bridge and engine room simulators of the Fisheries and Marine Institute's Centre for Maritime Simulation.

By improving infrastructure and investing in technology, education/experience opportunities are enhanced as learners are provided state-of-the-art learning technologies and opportunities.

Through its emphasis on post-secondary programs, infrastructure, apprenticeship and the Skills Task Force, the department demonstrated significant progress in support of the government's strategic directions in the following areas.

- Improved post-secondary programs and public post-secondary institutions that benefit students and the province through a focus on infrastructure and post-secondary programs.
- A qualified and skilled workforce that meets the province's skilled labour demands through a focus on the recommendations of the Skills Task Force and on apprenticeship opportunities.

## **Indicator 1: Increased post-secondary resources and supports**

The department increased public post-secondary resources and supports, as follows:

### Student Residences

Government approved funding to construct new residences in St. John's and Corner Brook. Construction of the new 500-bed residence in St. John's began in fall 2010, with the foundations nearing completion by year end, while the tender for the main construction contract was awarded in early 2011. The new 200-bed residence for Corner Brook was still in the design phase at the end of the planning cycle.

To support Memorial's *Accessibility Projects Plan*, \$300,000 was allocated in 2009-10 for a number of projects: accessible door operators (\$60,000); accessible elevator control panels (\$70,000); an accessible apartment in Burton's Pond Apartments (\$70,000); and walkways and rails (\$100,000).

### Academic Building

Preparatory work for the new academic building in Corner Brook was completed in 2008-09. Work on the facility commenced in summer 2009 and the foundation was completed in spring 2010 with additional progress through the remainder of 2010-11.

### CNA Campus

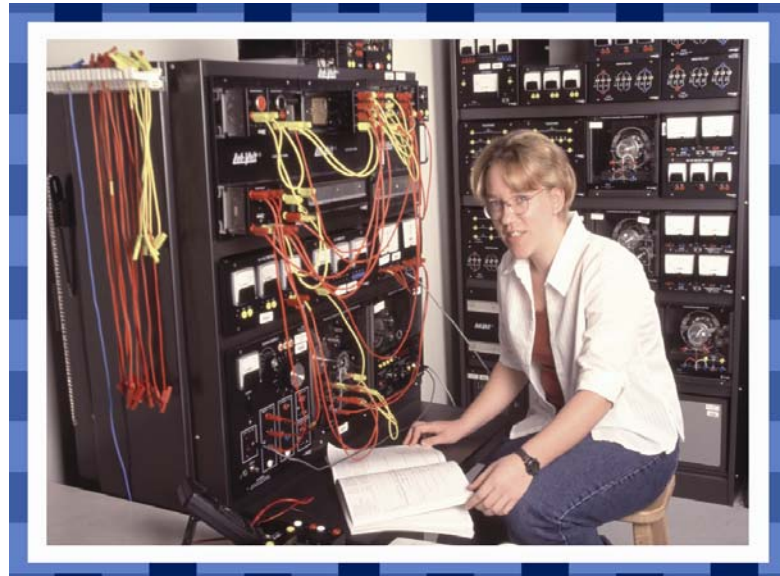
Preparatory work for the new CNA campus in Labrador West continued through 2008-09 and construction commenced in 2009-10. Completion is anticipated for summer 2011 with final occupancy in fall 2011.

### Skills Task Force

The department implemented key recommendations of the Skills Task Force to enhance the number and quality of workers to support development of key projects. The department permitted employers to hire an additional apprentice in their final year for every journey person to increase the number of apprentices. An investment of \$4.3 million expanded the *Provincial Government Hiring Apprenticeship Program*. A new apprenticeship unit within the department

# Strategic Issues

enhanced curriculum development and supports and Skills Task Force forums were held to obtain stakeholder views on ongoing initiatives and the need for new directions. The Industrial Coordinating Committee (ICC) was established by government in 2008 to oversee



implementation of the Skills Task Force report recommendations. Through partnership with key stakeholders in industry, business labour and education, the ICC ensures a co-ordinated response to labour market needs.

## Key Program Supports

In 2008-09, the department facilitated improvements to supports in a number of areas, including the transfer of government level responsibility for development of the Centre for Environmental Excellence to

specialists with the Forestry Branch of the Department of Natural Resources located in Corner Brook; and the enhancement of trade shops at CNA through \$1.0 million in base funding for annual upgrades to select campuses in the area of occupational health and safety and to purchase modern equipment.

In 2008-09, the department supported a variety of post-secondary programs. Specific initiatives included: \$1.1 million to increase the undergraduate class size in the School of Nursing by 10 students, and increase each of the undergraduate and graduate class sizes in the School of Social Work by 15 students; \$350,000 to focus on key programs in the Faculty of Business by increasing the number of support positions; \$330,000 to hire new faculty and support for externally funded chair positions with the Faculty of Engineering; and \$300,000 in support of 15 new graduate students per year in the Master of Maritime Management and 30 new graduate students per year in the Master of Technology Management programs.

Efforts to improve program supports continued in 2009-10 with a number of investments. The department provided \$457,000 for the purchase of a selective laser sintering system. Installation was completed by September 2010 and the Faculty of Engineering has used the equipment to complete projects, including those of undergraduate students. The device has also been used for work required by the Ocean Engineering Research Centre and for its outreach program. The selective laser sintering system has also produced parts for Memorial's Department of Earth Sciences and for the Core Research Equipment and Instrument Training Network (CREAIT). The National Research Council's Institute of Ocean Technology has also used this capability to produce fins for Remotely Operated Vehicles.

Other program support initiatives in 2009-10 included: \$1.4 million to procure multi-beam sonar mapping and ancillary equipment on the Fisheries and Marine Institute's research vessel – *MV Anne Pierce*; and provided \$315,000 for the Fisheries and Marine Institute's Holyrood Marine

## Strategic Issues

Base to establish an at-sea research facility. The increased research capabilities associated with these investments solidified the province as a leader in applied ocean research and technology.

In 2009-10, the department continued its support for a variety of post-secondary programs and related supports. Specific initiatives included: \$450,000 to support Memorial's fast-track social work program, Bachelor of Social Work as a second degree; \$1.0 million to support the Master of Engineering Management and the Master of Applied Science in Oil and Gas Engineering; and \$675,000 to develop a four-year Applied Ocean Mapping program at the Fisheries and Marine Institute's School of Ocean Technology.

## STRATEGIC PLAN OBJECTIVE FOR 2010-11

By March 31, 2011, the Department of Education will have enhanced opportunities for Newfoundlanders and Labradorians to participate in society.

### **Measure: Enhanced Investment in support of enhanced opportunities**

In 2010-11, the Department of Education made considerable progress on infrastructure developments at Memorial's St. John's and Corner Brook campuses as well as at CNA campuses throughout the province. These initiatives to improve post-secondary infrastructure will provide students with safe and modern facilities with enhanced capabilities to offer quality programming. The department enhanced opportunities for aboriginal people through an *Aboriginal Women Career Exploration Program* and worked to improve the apprenticeship website through efforts to translate key sections into languages spoken by aboriginal people. The department improved the province's skilled workforce through the *Provincial Government Hiring Apprenticeship Program* and extensive consultations through ICC to identify future priorities to implement the *Skills Task Force Action Plan*.

Through these initiatives, the department demonstrated significant progress in support of the government's strategic directions in the following areas:

- Improved post-secondary programs and public post-secondary institutions that benefit students and the province.
- A qualified and skilled workforce that meets the province's skilled labour demands through a focus on recommendations of the Skills Task Force, women's participation and apprenticeship opportunities.

### **Indicator 1: Enhanced public post-secondary infrastructure at select sites: student residences in St. John's and Corner Brook; academic building in Corner Brook; and CNA campus in Labrador West**

Public post-secondary infrastructure was enhanced at Memorial and CNA through significant investments and progress in construction in 2010-11.

Foundation work for the new 500-bed residence in St. John's was awarded in fall 2010 and progressed throughout the year while the building construction contract was awarded in February 2011. The new 200-bed residence in Corner Brook was still in the final design phase at year end.

St. John's residences: work on Bowater and Rothemere houses was being completed and work commenced on Burke house.

Work continued on the new academic building at Memorial's Grenfell campus in Corner Brook with the awarding of the main construction tender in fall 2010. The project will cost \$27 million, cost shared with the federal government through KIP.

## Strategic Issues

Work continued on the new CNA campus in Labrador City. Construction was ongoing at the end of the planning cycle. The project will cost over \$22 million, cost shared with the federal government through KIP.

Renovations to CNA Seal Cove campus, which included building envelope and ventilation upgrades, were completed in 2010-11. This was a multi-million dollar project that was cost shared with the federal government under KIP.

Renovations to CNA Prince Philip Drive campus, which included a new roof and ventilation system, were substantially completed in 2010-11. These investments will enhance the Prince Philip Drive campus by providing students and staff with a healthier learning environment. This was a multi-million dollar project that was cost shared with the federal government under KIP.

### **Indicator 2: Further invested in skilled trades opportunities through the development of an Aboriginal women's career exploration program**

The Department of Education further invested in skilled trades opportunities with the development of an Aboriginal women's career exploration program. The department enhanced the potential to recruit new skilled tradespeople by developing this program, aimed at introducing opportunities in the skilled trades to aboriginal women. The program pilot included five participants (one Innu, two Inuit and two Métis), which started in September 2010 and ended December 2010.



The participants visited Labrador City, toured the mining premises, and observed various jobs available at these sites. An added feature included career counseling sessions that identified an individual's interest in pursuing other trades programs (e.g. Heavy Equipment Operator).

### **Indicator 3: Increased accessibility to the apprenticeship website for Aboriginal persons**

Key portions of the apprenticeship education section of the department's website have been translated into Inuktitut and will be posted to the site once verified early in the next fiscal year. The department also made substantial progress to translate portions of the website into Innu-aimun. Despite significant work to increase the accessibility of the apprenticeship website for Aboriginal persons, this was not complete in 2010-11.

### **Indicator 4: Enhanced awareness of skilled trades and opportunities for apprentices through continued implementation of the Skills Task Force action plan**

Awareness of skilled trades and opportunities for apprentices were enhanced through the continued implementation of the multi-year *Skills Task Force Action Plan* initiative. The Provincial Government renewed its commitment to supporting the implementation of the



## Strategic Issues

recommendations included in the action plan with funding of \$4.0 million for 2010-11. This included \$1.0 million for CNA to upgrade trades shops, \$2.9 million for skilled trades training capacity, and \$100,000 to support the work of the ICC.

In early 2011, an Apprenticeship Survey was conducted in collaboration with the Newfoundland and Labrador Statistics Agency. The objective was to gather updated information on the apprenticeship system within the province as major industrial and construction projects are slated to begin. This voluntary telephone survey was completed with approximately 50% of reachable apprentices and covered areas such as training, on-the-job experience and current employment, as well as questions specific to the experience of women in apprenticeship. High levels of satisfaction were noted with apprentices in their choice of trade, training experience and overall job experience.

In March 2011, the ICC hosted the second Skills Task Force forum, *Strengthening Apprenticeship: Building a Strong Foundation*. Awareness was raised as industry partners gathered to discuss achievements to date, issues related to apprenticeship in the province, and future opportunities to strengthen the province's skilled trades labour market.

Government invested \$2.25 million in 2010-11 for the *Provincial Government Hiring Apprenticeship Program*. This program enables apprentices to gain valuable work experience at government departments and agencies to be credited towards journeyman status. Expansion of the program was provided in partnership with the Youth Retention and Attraction Strategy to increase apprentices' awareness of employment opportunities in this province.



## Highlights and Accomplishments

In addition to work toward outcomes associated with the issues for the fiscal year 2010-11, outlined in the “Strategic Issues” section of this report, the department achieved key accomplishments in a number of other areas.

### **Student Assistants**

The number of student assistant hours increased by over 25,000 for the 2010 school year through an investment of \$383,900 in Budget 2010, with an annual cost of \$550,000. This will bring the total annual budget to \$14.6 million to help meet the diverse requirements of students with special needs and support inclusive classroom environments.

This initiative also complements the advances made to better respond to the needs of children with autism in the school system. Other initiatives include an inclusive education pilot project; development of a teacher resource package for autism spectrum disorder to be distributed to all schools; and a provincial professional development plan for teachers and student assistants that addresses aspects of teaching students with autism.

### **Community Access Program (CAP)**

CAP continued to provide public Internet access at 149 locations throughout the province with approximately \$735,000 in direct funding (cost-shared between federal and provincial governments) to maintain and upgrade the services provided at each CAP site. Additionally, through the CAP Youth Initiative, 112 youth were provided with employment at CAP sites, primarily in rural and remote locations. In 2010-11, approximately 312,000 computer sessions were logged at CAP sites and over 4,000 computer training sessions were provided to 10,700 participants.

### **National Award for Use of Technology in Education**

A partnership between Newfoundland and Labrador’s public education institutions was recognized by the Canadian Network for Innovation in Education with the 2010 national *Award for Excellence and Innovation in Partnership and Collaboration*.

The Department of Education’s CDLI, Memorial’s Distance Education and Learning Technologies and CNA’s Distributed Learning partnered with Desire2Learn Incorporated, a world leading provider of mission-critical enterprise eLearning solutions. Through the partnership, the three education providers currently offer a province-wide system that supports distance education regardless of location, time or educational level. This enables ease of transition and access between institutions for students; supports rural-based education development and delivery; and contributes to a province-wide learning culture. The Provincial Government invested \$1.3 million for the initiative.

This partnership originated in part from the Provincial Government’s *Foundation for Success: White Paper on Public Post-Secondary Education*, which called for greater collaboration among publicly funded education providers. Recognizing the need for updated technology, the education providers identified an opportunity to select a common learning management system that supports all distance education in the province.

## Highlights and Accomplishments

### **Communication Tools**

Government invested in a range of communications tools during the fiscal year. Key investments include: \$1.0 million annually to purchase software licensing, including Microsoft licensing for schools and school boards, providing a common software package for students and teachers; and secure flash drives to every teacher in the province who required one. As well, \$1.0 million is being invested annually for an additional 20 information technology support specialists for school boards. Finally, more than \$430,000 was allocated for anti-virus software licensing for use in the entire K-12 system.

Government also committed to invest approximately \$150,000 annually to enable school districts to use a mass communication tool that will allow them to send instant messages via telephone or e-mail to parents or guardians. Once in place, every school in the province will have the ability to alert the local parent community about important notifications. These could include emergency messages, information on school closures or changes to bus schedules. It can also be used to send a message to a specific home to report on individual incidents, to give a homework reminder, and even to notify parents when a child is not in class. The service is also capable of multilingual message delivery.

## Boards

The Teacher Certification Board of Appeals is a category three government entity and is not required to submit its own activity report as it did not meet during 2010-11. The Council on Higher Education is also a category three entity and is currently inactive.

### TEACHER CERTIFICATION BOARD OF APPEALS

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 teacher certification committee remains aggrieved by a decision of the Teacher Certification Review Panel.

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 to the parties to the appeal.

The Teacher Certification Board of Appeals members serve without remuneration. Incidental expenses incurred by the board are minimal and are covered in their entirety by the Department of Education. The board is not required to prepare financial statements.

During 2010-11, the board of appeals did not meet.

### COUNCIL ON HIGHER EDUCATION

The *Council on Higher Education Act* was proclaimed on January 26, 2007. However, the council is currently inactive. Once activated, the Council on Higher Education will consider the strategic directions of government, and identify and develop activities which will guide its work in accordance with its legislated mandate. The members of Council on Higher Education are:

- Honourable Joan Burke, Minister of Education;
- Mr. Darrin Pike, Deputy Minister, Department of Education;
- Mr. Robert Simmonds, Chair of the Board of Regents, Memorial University;
- Mr. Terry Styles, Chair of the Board of Governors, College of the North Atlantic;
- Dr. Gary Kachanoski, President, Memorial University;
- Mr. Bruce Hollett, President (Acting), College of the North Atlantic;
- Two student representatives, one each from Memorial University and College of the North Atlantic (both are vacant).

# Financial Statements

Expenditure and revenue figures included in this document are based on public information provided in the Report on the Program Expenditures and Revenues of the Consolidated Revenue Fund for Fiscal Year Ended 31 March 2011.

Audited financial statements are a requirement at the government level and are made public through the Public Accounts process. The Department of Education is not required to provide a separate audited financial statement.

## STATEMENT OF EXPENDITURE AND RELATED REVENUE (UNAUDITED) SUMMARY FOR THE YEAR ENDED 31 MARCH 2011

Area	Estimates		
	Actual (\$)	Amended (\$)	Original (\$)
<b>Executive Services (13.1.1.01 &amp; 13.1.2.01)</b>			
Executive Services (13.1.1.01 & 13.1.2.01)	1,445,252	1,539,900	1,523,900
<b>Total</b>	<b>1,445,252</b>	<b>1,539,900</b>	<b>1,523,900</b>
<b>Corporate Services (13.2.1.01 - 13.2.2.01)</b>			
General Administration (13.2.1.01-13.2.1.04)	6,562,931	6,799,200	6,812,500
Community Access Program (13.2.2.01)	620,744	842,300	624,300
<b>Total</b>	<b>7,183,675</b>	<b>7,641,500</b>	<b>7,436,800</b>
<b>Primary, Elementary, and Secondary Education (13.3.1.01 – 13.3.5.01)</b>			
Financial Assistance (13.3.1.01-13.3.1.07)	753,385,689	787,379,700	787,248,700
Program Development (13.3.2.01-13.3.2.02)	(178,419)	196,200	132,900
Student Support Services (13.3.3.01-13.3.3.03)	2,974,387	3,137,300	3,026,100
Educational Programs (13.3.4.01-13.3.4.05)	22,700,353	22,964,800	20,894,800
Public Libraries & Information Services (13.3.5.01)	10,819,600	10,819,600	10,819,600
<b>Total</b>	<b>789,701,610</b>	<b>824,497,600</b>	<b>822,122,100</b>
<b>Advanced Studies (13.4.1.01 - 13.4.5.01)</b>			
Post-Secondary Education (13.4.1.01-13.4.1.04)	6,825,896	6,988,500	7,495,800
Memorial (13.4.2.01-13.4.2.02)	315,321,170	325,999,700	319,928,700
College of the North Atlantic (13.4.3.01-13.4.3.02)	99,498,476	100,698,400	100,698,400
Student Financial Services (13.4.4.01-13.4.4.03)	6,640,808	8,308,300	16,597,300
Industrial Training (13.4.5.01)	(6,180)	0	0
<b>Total</b>	<b>428,280,170</b>	<b>441,994,900</b>	<b>444,720,200</b>
<b>Total Department</b>	<b>1,226,610,707</b>	<b>1,275,673,900</b>	<b>1,275,803,000</b>





# **Department of Education 2010 - 2011 Annual Report**

