

Annual Report 2014-2015

Department of Education and Early Childhood Development

2014 **Thrive** **Achieve** **Succeed** 2015



Annual Report 2014-2015

*Department of Education
and Early Childhood Development*
April 1, 2014 to March 31, 2015

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MINISTER'S MESSAGE

To the Honourable H. Frank Lewis
Lieutenant Governor
Province of Prince Edward Island

Your Honour:

It is my privilege to submit the Annual Report for the Department of Education and Early Childhood Development for the fiscal year ended March 31, 2015.

Respectfully submitted,

A handwritten signature in black ink that reads "Doug Currie". The script is fluid and cursive, with the first letters of "Doug" and "Currie" being capitalized and prominent.

Doug W. Currie
Minister of Education, Early Learning and Culture



DEPUTY MINISTER'S MESSAGE

To the Honourable Doug Currie
Minister of Education, Early Learning and Culture
Province of Prince Edward Island

Honourable Minister:

It is my pleasure to present the Annual Report of the
Department of Education and Early Childhood
Development for the fiscal year April 1, 2014 to
March 31, 2015.

A handwritten signature in black ink that reads "E. Susan Willis".

Susan Willis
Deputy Minister of Education, Early Learning and
Culture

THE DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT IN 2014-2015

This Annual Report presents the Department of Education and Early Childhood Development's progress towards meeting its objectives in the 2014-2015 fiscal year.

The 2014-2015 Annual Report is presented in relation to goals and objective identified in the *Strategic Plan 2014-15 to 2016-17*, and demonstrates the Department's commitment to evidence-based governance and accountability.

VISION, MANDATE, VALUES AND GOALS

Department Vision

An education and early childhood development system that enables all children and students to thrive, achieve, and succeed as contributing citizens.

Department Mandate

To provide leadership, policy direction, resources, and services for the education and early childhood development system.

Department Values

Accountability

A belief that the Department of Education, Early Learning and Culture is accountable for its work and the impact it has on the success of all children and students.

Excellence

A belief that the Department of Education, Early Learning and Culture should provide the highest standard of service to those it serves.

Learning

An appreciation for learning and a belief that it is a foundation for growth and success.

Respect

Respect for all individuals and their roles in supporting education and early childhood development.

Department Goals

The Department of Education and Early Childhood Development is focused on three priority areas:

- 1** Delivery of high quality services and resources for the success of children and students
- 2** Effective communication and collaborative practices
- 3** Enhanced organizational effectiveness and accountability within the Department and with external partners

PERFORMANCE IN 2014-2015

Goal 1

Delivery of high quality services and resources for the success of children and students

Objective 1

Deliver services and resources to improve achievement

The Department has and will continue to focus on this objective to improve achievement for all children and students in the province. This objective is realized through the provision of services and resources that have an emphasis on addressing the needs for child and student learning success. This section of the Annual Report describes the services and resources provided by the Department. Additional services and resources provided by the Department are described elsewhere in this report under specific objectives.

Autism Services and Resources

Autism funding for preschool and school-age children

Preschool autism funding is provided to families and Early Learning and Child Care Centres to employ Autism Assistants who provide direct instruction under the supervision of one of the Department's Early Years Autism Specialists. In 2014-2015, preschool autism funding was provided to the families of approximately 45 children enrolled in the Early Years Autism Service.

School-Age autism funding is provided to assist families with the cost of employing an aide to encourage involvement with peers in the community and provide tutoring to build on school-based learning. In 2014-2015, school-age

autism funding was provided to the families of 149 children.

Early Years Autism Service

The Early Years Autism Service utilizes the principles of Applied Behavioral Analysis (ABA) to provide Intensive Behavioural Intervention (IBI) service to preschool children diagnosed with autism. Children who continue to need highly individualized instruction at school entry may receive Intensive Kindergarten Support (IKS), a school-based service, with weekly consults from one of the Department's Early Years Autism Specialists.

In total, approximately 32 preschool children and approximately 27 school-age children were diagnosed with ASD between March 2014 and March 2015. All children referred prior to April 2014 either received IBI services or no longer required intensive intervention. The average wait time for services to begin is currently 7 months.

Funding for Infant and Child Care Spaces

The Department continued to invest in initiatives that increase the quality, accessibility and affordability of early childhood care and education.

As part of the Preschool Excellence Initiative, the Department's funding and support has significantly improved access to infant spaces, increasing from 182 spaces in 2010-2011 to 285 spaces in 2014-2015.

Access to non-infant spaces has increased from approximately 3,776 spaces in 2011-2012 to approximately 3,984 spaces in 2014-2015.

The Department provided funding in 2014-2015 for 172 children with special needs to receive specialized care at early childhood centres throughout the province.

PERFORMANCE IN 2014-2015

Best Start Program

Best Start is a voluntary, in-home visiting program that identifies and provides services to families who face challenges and who can benefit from additional support. Families participating in the Best Start program may be experiencing social, economic and educational challenges. Best Start is offered by CHANCES Family Centre in partnership with the Department, Public Health Nursing, and five other Family Resources Centres across PEI. Public Health nurses screen and assess all infants at birth. The duration of assistance from the Best Start program is to age 3 years. Approximately 400 families participated in the program in 2014-2015.

Family Resource Centres

Family Resources Centres reach over one-third of the most vulnerable families in PEI and contribute substantially to early childhood development through a variety of programs and supports. A Joint Management Committee of the Public Health Agency of Canada and the PEI Government establish provincial priorities for these programs. Federal funding has been extended to March, 2017, and includes the following:

- \$1.2 million for the Community Action Program for Children (CAPC) to reduce risks to young children in areas of health, social development and educational readiness;
- \$535,000 for the Canada Prenatal Nutrition Program (CPNP) to reduce the incidence of unhealthy birth weights, promote the growth of health babies and improve the health of at-risk pregnant women.

There are 7 Family Resource Centres in PEI:

- Cap Enfants, Wellington
- CHANCES Family Centre, Charlottetown
- Family First, Montague
- The Family Place, Summerside
- Kids West, Alberton
- Main St. Family Resource Centre, Souris
- Mi'kmaq Family Resource Centre, Ch'town

Reading Recovery® Program

Reading Recovery® is an early intervention program for Grade 1 children struggling with literacy and is offered in English and French. Reading Recovery® teachers provide individually designed series of lessons 12-20 weeks in length to support students to reach average literacy levels, thus closing the achievement gap and allowing them better access to the regular classroom curriculum. The skills, strategies and assessment tools utilized in Reading Recovery® closely align with classroom practice.

Thirty-two teachers participated in the program in 2014-2015. Their deepened understanding of literacy theory and practice will benefit both the students in the Reading Recovery® program and the education system as a whole.

English as an Additional Language / French as an Additional Language The English as an Additional Language / French as an Additional Language (EAL/FAL) unit provides support, orientation sessions, language assessments, and information to children born in countries other than Canada or who have a home language other than English or French. The unit also provides workshops and seminars for public school educators.

Table 1: Number of EAL/FAL Students

School Board	2012-2013	2013-2014	2014-2015
ELSB	803	955	1076
CSLF	11	12	19
Total	814	967	1095

Additional EAL/FAL statistics:

- 271 new students registered since the first week of September, 2014
- 103 students with refugee status
- Approximately 400 students received Itinerant Teacher support

PERFORMANCE IN 2014-2015

- 65 students took EAL/FAL courses at the high school level
- 50% of students who received Itinerant Teacher support were at the beginner level of language proficiency in 2014-2015

School Construction / Infrastructure

Several capital and infrastructure projects were completed or initiated in 2014-2015.

- **Souris K-12 School:** Construction was substantially completed. The school opened in the fall of 2014 and includes a new K-6 academic wing, a culinary teaching area, enhanced IT and trades spaces, two gymnasiums and three playgrounds.
- **École François-Buote :** Construction continued in 2014-2015 on a two-phase project at École François-Buote and the Carrefour de l'Isle-Saint-Jean community centre. This project included a 15,000 square foot addition and over 6,000 square feet of renovated space, featuring two new classrooms and a trades/technology section for technical education, carpentry, motor vehicle repair and welding. The community centre benefits from new and renovated space for the Early Learning and Child Care Centre, as well as the Before and After School Program, community offices, meeting rooms, and improvements to kitchen storage and the lounge area. The cost of this project was shared between the federal Department of Canadian Heritage and the Government of Prince Edward Island.
- **Classroom Technology Project:** This multi-year project continued in 2014-2015. The Department invested in software and hardware for use in the classroom by students and teachers, including funding to establish or upgrade wi-fi availability in schools. A paperless classroom was implemented for a science course at Stonepark and St. Augustin schools.

Early Years Evaluation - Direct Assessment (EYE-DA)

The EYE-DA is a developmental screening tool administered to all children before entering Kindergarten. It is not a performance screen, but is used to provide a snapshot of the child's overall development and to identify areas where a child may be at risk of not progressing with their peers. The EYE-DA looks at each child in relation to his or her peers at the same age level in five developmental domains: awareness of self and environment, social skills and behavior, cognitive skills, language and communication, and physical development. Results are generated for each student and are shared with the parent(s) before the child enters kindergarten. The EYE-DA was administered during 2014-2015. The predictability of the EYE-DA directs the PEI education system to re-examine support to the Kindergarten level and develop a clear response for four year-olds who are identified as at risk.

Student Graduation and Transition Planner

The five-year Student Graduation and Transition Planner Project is funded jointly by Skills PEI, under the Research and Innovation Measure of the Canada-PEI Labour Market Development Agreement, and by the Department. The Student Graduation and Transition Planner equips students to make informed choices in high school so that they can achieve their career goals after graduation. The Student Graduation and Transition Planner will be made available in hard copy format, optimized electronic copy, as well as through an interactive online tool.

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In 2014-2015, the Project provided for Grade 9 health teachers, intermediate school counselors, and administrators to take part in career development professional learning provided by the Canadian Career Development Foundation (CCDF), and for Grade 9 health teachers and intermediate school counsellors to participate in professional learning related to using the hard-copy, *Designing myBlueprint: A Guide for Grade 9 Students*, and the electronic version, *myBlueprint*.

Destination Imagination

Destination Imagination (DI) is a program whose purpose is to inspire and equip students to become the next generation of innovators and leaders. Each year, seven new standards-based challenges in STEM (science, technology, engineering and math), improv, visual arts, service learning and early learning are created. Each challenge is open-ended and enables students to learn and experience the creative process from imagination to innovation. Academic tournaments take place around the world where teams have the opportunity to present their solutions to trained appraisers. Students have fun and gain confidence in their ability to solve any challenge. In working to solve our challenges, teams learn 21st century skills (creativity, critical thinking, collaboration, communication, citizenship and courage), step outside of their comfort zones to pursue ideas and make presentations, and build on their unique strengths.

Destination Imagination was piloted with two intermediate schools: East Wiltshire and Montague Consolidated. As part of the pilot, four teams from Prince Edward Island traveled to the Destination Imagination competition in Halifax. Two Island teams won first place in their challenge and another Island team came second. One of the first place winners also won the Da Vinci Award. The Da Vinci Award is for the team that most clearly demonstrates the spirit of

adventurous risk in their solutions and those who most creatively traveled to reach new and unique destinations. The teams that won their challenge at the Halifax competition participated in the Destination Imagination Global Finals in Knoxville, Tennessee.

Flexible Learning Opportunities

Flexible learning opportunities such as the Academy Diploma Programs and External Credentials provide students with alternate methods of obtaining course credits and labour market skills.

Academy Diploma Programs allow high school students to focus their learning on a specific economic sector while meeting the requirements for a PEI Graduation Certificate. In 2014-2015, the Department offered Academy Diploma Programs in Agriculture and Bioscience, Arts and Culture, Aviation and Aerospace, Business and Innovation, and Tourism and Culinary.

The External Credentials Program allows high school students to have approved educational activities from outside the school system recognized for credit toward the PEI Graduation Certificate. In 2014-2015, the Department continued to support the recognition of educational activities offered by over ten organizations.

Distance Education provides PEI students with equitable access to certain courses and allows for more diversity in the course offerings available to students. The Department supported 47 students who participated in distance education courses offered through New Brunswick's Department of Education and Early Childhood Development. Additionally, the Department provided support so

PERFORMANCE IN 2014-2015

that students at École La-Belle-Cloche could participate by video conference in two courses offered at École Évangéline.

Francization Services

The province has started a province-wide francization project for the next three years. The aim of this program is to facilitate the integration of students and newcomers needing additional French language support to be successful in the education system. The program is targeting kindergarten to Grade two students and also works with families to fully integrate them into school life of their child and to develop an increased understanding of the mandate of the Francophone schools. Communication tools have also been developed to make community aware of the reality of students requiring francization and integration services.

Teacher on Francization:

Quelque chose de magique s'est passé entre septembre et début décembre – pouf! Un gros progrès qui se passe d'habitude plus tard dans l'année. Je peux même faire des blagues avec les élèves (Enseignante de maternelle au sujet de l'appui en francisation).

Goal 1

Objective 2

Deliver services and resources to support child and student wellness

The environment in which children and adults learn and grow plays an important role in helping children and students to live healthier lives. The Department and its many partners will continue to work and support the health and well-being of children and students. Research shows that comprehensive health approaches can encourage healthy behaviours that last a lifetime and lead to improvements in children's and students'

academic achievement, health and well-being.

Integrated Service Delivery Project - Three Oaks Senior High School

The Department led the implementation of the integrated service delivery project, which aims to bring together service providers from the education, justice, health and social services fields and community organizations to collaborate with respect to services and treatment for at-risk youth. In its first year, the ISD Team collaborated to support a coordinate approach to supporting 10 students. Three of these students who had previously dropped-out of school have returned to their studies at the school.

School Health Action Planning and Evaluation System / Canadian Student Tobacco, Alcohol and Drugs Survey (SHAPES/CSTADS)

Research has shown that health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier. SHAPES/CSTADS is a biennial data collection and knowledge exchange system that is designed to measure and monitor youth health across PEI. SHAPES/CSTADS uses school-based surveys to ask students in Grades 5 to 12 about knowledge, attitudes and behaviours related to healthy eating, physical activity, tobacco, alcohol and drug use, positive mental health and bullying. The Department assisted partners and stakeholders in using the 2013-2014 survey results, supported school community projects, and made presentations to students, teachers and parents.

SHAPES/CSTADS consists of several programs and initiatives:

Biennial Student Health Behaviour Survey

- Fourth implementation in 2014-2015
- 90% voluntary school participation rate
- 80% student participation rate

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School Health Profile Reports

- Participating schools are provided with a school-level report reflecting students' survey responses, which helps schools identify needs, support planning, and monitor student health behavior changes over time
- Results are aggregated to provide board-level and provincial profile reports

Annual School Health Grant

- Support is provided to schools to help address specific needs identified in the School Health Profile Reports
- Through a new partnership of the Department, go!PEI, and the Canadian Tire Active at School initiative, the *School Health Grant* provided 61 schools with \$2,000 of physical activity equipment in support of one hour of daily quality physical activity.

School Breakfast Program

Food insecurity, defined as the lack of access to affordable, adequate and nutritious food, has been associated with poorer cognitive functioning, lower academic achievement and test scores, higher rates of absenteeism, increased hyperactivity and aggression, and decreased attentiveness. School breakfast programs have been funded by the Department since 2008, and are supported by the PEI Healthy Eating Alliance. In 2014-2015, the Department provided \$100,000 in funding for food, equipment, provincial program coordination, nutrition education and operations. Approximately 6,000 students were provided nutritious food through 54 different programs (up from 48 in 2013-2014), with the support of approximately 600 volunteers.

Senior High Graduation Requirements

The Department updated the *Senior High School Graduation Requirements* which will help ensure that physical education is recognized as a critical component of a student's academic program. The

Minister's Directive outlined that PED401A (*Grade 10 Wellness Curriculum*) was added as a required credit for graduation for students commencing senior high school in September, 2015. The new Wellness Curriculum helps develop confident and competent students who understand, appreciate, engage, and sustain a balanced, healthy, and active lifestyle.

Youth Smoking Cessation

The PEI Tobacco Reduction Alliance (PETRA), with collaborative support from the Department developed two new curriculum and service resources.

- *Revealing the Truth – A Tobacco Media Awareness Resource for Teachers*, a cross-curricular resource, aims to educate high school students about the harmful effects of tobacco products, the marketing tactics used by the tobacco industry, and education campaigns organized by public health organizations.
- *Supporting Island Students to Quit Smoking – A PEI High School Resource* aims to inform high school staff of the variety of cessation services available for students.

Healthy Eating Guidelines - Early Learning and Child Care

The Department has partnered with the Healthy Eating Alliance to support Early Years Centers to successfully implement the Healthy Eating Guidelines. The Healthy Eating Guidelines attempt to encourage and support early learning and child care centres to maintain supportive environments which promote healthy food choices.

The goals of the Healthy Eating Guidelines are to:

- Improve access for children to a variety of healthy, safe, and attractively presented food choices
- Support operators in developing ways to achieve this goal in an affordable way

PERFORMANCE IN 2014-2015

- Assist early childhood educators to act as positive role models to promote healthy eating within the Early Years Centre
- Educate early childhood educators on the importance of healthy eating
- Create a supportive and welcoming environment for mothers who breastfeed

Joint Consortium for School Health (JCSH)

The Pan-Canadian Joint Consortium for School Health is a partnership of 25 Ministries of Health and Education across Canada working to promote a Comprehensive School Health approach to student well-being and achievement. PEI was selected as the lead PT and host of the Secretariat for the 2010-2015 mandate and has been confirmed in that role for 2015-2020. The Secretariat is housed at the Department of Education and Early Childhood Development but provides support to the pan-Canadian Consortium.

Established by the Council of Ministers of Education, Canada and the Conference of Ministers of Health in 2005, the JCSH is able to ensure cost savings and efficiencies for the member provinces and territories. The collaboration enables the Consortium to provide tools, resources, and a national forum for sharing knowledge, coordinating priorities, and aligning the work of health and education professionals throughout the country. Among the resources that have been developed by the JCSH, working with research teams from the Maritimes to Western Canada, are the *Healthy School Planner*, the *Positive Mental Health Toolkit*, and the *Youth Engagement Toolkit*. All are available in English and French online and free to all users. The JCSH website (jcsH-cces.ca) also features a number of provincial/territorial, national, and international resources.

The JCSH is founded on the belief that healthy students are better learners and higher education

results in healthier individuals. Thus, education and health bring equal roles to the Consortium: where student well-being is shown through physical activity, healthy eating, and positive mental health, student achievement is shown through learning competencies, autonomy, and connections with school, students, and staff in addition to academic test results.

PEI's contribution to the JCSH's \$500,000 annual budget is \$3,800, paid for by the Department of Education and Early Childhood Development. In its capacity as a JCSH Lead Jurisdiction and Secretariat Host, PEI derives significant financial and non-financial benefits from the Consortium, including but not limited to:

- Approximately \$340,000/year spent in salaries for four full-time staff
- In the average year, approximately \$100,000 spent supporting PEI businesses and services (e.g. consulting, translation services, printing, graphic design, training, airport, supplies)
- The opportunity to showcase PEI's leadership capacity in hosting this unique, innovative and significant collaboration of ministries of health and education from across the country
- Input into, and access to, the many resources, tools and partnerships that have come about because of the JCSH. PEI may not otherwise have had the capacity to fund, support or prioritize these resources/tools/partnerships
- Access to the JCSH table: a reliable, cross-sector forum for voicing different strategies, approaches and issues in school health

PERFORMANCE IN 2014-2015

Goal 1

Objective 3

Deliver services and resources to support educators

The Department provides support to early childhood educators, teachers and school leadership through the provision of educational resources and in-person workshops. This section of the Annual Report describes the initiatives and programs initiated or maintained during 2014-2015.

Implementation of School Leadership Program

The Administrators' Leadership Program has been developed as the future standard requirement for school leaders in the province of Prince Edward Island.

This preparatory program is designed to provide participants with the knowledge of how successful school leaders think and what they do to improve student learning and success. Leader and system competencies and practices, as well as personal tools, all of which are research based, are examined. The program builds the foundation from which to anchor ongoing professional learning throughout the career of the leader.

Issuance of Teachers' Licenses and Substitute Authorizations

An initiative was commenced by the Registrar's office in 2014-2015 to prepare amendments to the *School Act* to remove the requirement that certified teachers apply for substitute authorizations in order to be employed as a substitute teacher. This initiative will reduce the regulatory burden for certified educators seeking to be employed as a substitute teacher.

Teacher licenses and substitute authorizations were issued to educators in PEI under a number of categories.

Table 2: Issuance of Certificates and Authorizations

Certificate/Authorization	2012	2013	2014
Teacher Certificates, New	151	147	393
Teacher Certificates, Upgrades	74	99	49
Teacher Certificates, Renewals	158	150	84
Substitute Authorizations, Certified	76	120	107
Substitute Authorizations, Non-Certified	146	119	50
Substitute Authorizations, Local Permits	9	2	4
Letters of Authority, Academic	5	0	1
Letters of Authority, Career and Technical Education	1	2	2
Statements of Professional Standing	73	75	80
Allied Work Experience Approvals	8	27	6
Educational Assistant Authorizations, Regular	14	7	7
Educational Assistant Authorizations, Substitute	89	76	38

Resources for French Language Instruction

The French Programs division of the Department develops and implements a number of resources specifically tailored to teachers who provide instruction to Island students in French. In 2014-2015, the following resources were developed and implemented:

- Provide French Language Support to ten teachers to maintain and improve their fluency through the Programme de Perfectionnement Langagier (PPL)

PERFORMANCE IN 2014-2015

- A genre toolkit for the elementary level was developed to assist teachers in ensuring that students experience a broad variety of genres in their French language reading materials
- New reading benchmarks for Grade 3 French immersion students were developed to better enable teachers to assess the reading progress of students
- New training and tools were developed for enhanced instruction of students on French language writing conventions
- Planning instruction guidelines for French immersion Kindergarten teachers were developed and implemented to assist Kindergarten teachers
- New technology instruction modules were developed at the intermediate level, including Scratch (Programmation Scratch), Arduino (micro-contrôleur) and Robotique Lego Mindstorm EV3. All modules aim to teach programming and coding skills through the use of block programming methods as well as the use of more complex programming languages
- The Department contributed to the development of trades courses at École La-Belle-Cloche
- Through the work of the Early Childhood Curriculum Specialist, the Department supported the early childhood sector in the area of Francization

Teacher on PPL:

J'ai adoré ce programme, le temps que j'ai eu avec mon mentor était super bénéfique. L'opportunité d'avoir quelqu'un qui travaille face à face avec toi chaque semaine selon tes besoins est extraordinaire.

Effective Professional Learning for Teachers

Research is clear that effective teaching has the greatest influence on student achievement. Professional learning that is aligned with educational priorities, practices and current research supports teaching excellence. In 2014-

2015, the Department moved ahead on a number of initiatives to promote effective professional learning for teachers.

The school calendar was restructured to add three professional learning days to enable professional learning for teachers that is sustained, purposeful and embedded. During the restructured professional learning days, teachers learn to achieve curriculum outcomes, use better teaching strategies, reach students with various learning styles, use technology to increase student engagement, and improve classroom management.

The 3-Component Professional Learning Model was implemented to support teachers prior to and during the implementation of new curriculum. This model provides on-going support for teachers using technology as well as face-to-face sessions that respond to teachers' needs. The three components of the model include:

- self-study to become familiar with curriculum outcomes and effective teaching strategies
- collaborative study to work with other teachers in exploratory activities and to identify needs for the next component
- a learning network within which groups of teachers meet with specialists from the Department and the school boards to delve into key instructional and assessment strategies

The Instructional Development Website was launched to house multimedia resources that support the 3-Component Professional Learning Model, to provide teachers with on-going access to resources used in workshops and to present educational briefs on relevant research-based educational topics.

Staff in the English Curriculum and French Program Divisions provided professional

PERFORMANCE IN 2014-2015

development seminars with teachers at both school boards to provide information on new curricula and suggested methods of instruction.

Table 3: Professional Learning Opportunities Provided or Funded by the Department in 2014-2015

Subject Area	Grades	Number of Participants
Formative Assessment Projects in Math	3, 6, 7, 8, 9, 10, 11	350 (serving approx. 8500 students)
Literacy Strategies (French First Language)	7-9	11
French Language Professional Development (out-of-province)	All	25
French Language Enrichment Program for non-francophone teachers	All	10
Para-Sport Inclusion Summit	All	n/a
ISTE Conference	All	3
21st Century Learning through Google Apps for Education	All	51
Google Apps for Education	All	32
Google Apps and extensions for classroom learning	All	29
Use of tablets in the classroom	All	19

Bridges Program - Effective Professional Learning for Early Childhood Educators

The Bridges program is a program administered by the Department to provide support to Early Learning and Child Care Centres through consultation with the Department's Early Childhood Coaches, an Early Childhood Education Specialist and an Early Years Literacy Specialist (the Bridges Team). The members of the Bridges Team:

- Support supervisors, administrators and

owners of Early Learning and Child Care Centres to enhance learning environments, and provide training and mentoring

- Encourage increased quality in early learning programs
- Enhance the level of integration of children with special needs, and
- Encourage a community of learning within the early childhood sector

In 2014-2015, the Bridges Team met with centre directors and staff a total of 408 times. Team members facilitated 43 in-service sessions and workshops on various topics for 608 early childhood educators, mostly within Early Learning and Child Care Centres. In addition, members of the Bridges Team provided workshops for the Early Childhood Development Association, and for students at the University of PEI and Holland College.

Human Rights Steering Committee

The Department provides direction and in-kind work contributions to a public-outreach project called *Made in PEI: Rights, Responsibilities, Relationships & Resources (The 4Rs)*. The project, funded by the Law Foundation of PEI, is a collaborative effort that includes the PEI Human Rights Commission, the University of Prince Edward Island, the English Language School Board, and the PEI Teachers' Federation. Over the past two years, Department staff have worked closely with a project coordinator and six pre-service teachers during their practicum to develop teacher resources related to human rights and connected to existing cross-curricular outcomes. Currently, there are materials for the K-3, 4-6, and 9 levels and, if funding is granted for Year 3, materials will be developed for the 7-8 and senior high levels. These resources will be uploaded to the Department's web site once all revisions and edits are completed.

PERFORMANCE IN 2014-2015

Goal 1

Objective 4

Develop high quality curriculum

The Department develops curriculum in consideration of proven teaching methods and research on how children and students learn best. Each year, new resources, updates to curricula and new curricula are developed in response to research and better practices in order to provide students with optimal learning resources and to improve student outcomes.

ArtsSmarts Human Rights Project

This collaborative project involved developing and coordinating an educational pre-teacher pilot program on Human Rights across the curricula taught in and through the arts for a number of Island schools. The focus of this project is teaching and learning the curricula with a human rights theme in a cross-curricular approach through the arts.

On ArtSmarts Human Rights project:
Attendees commented that students confronted very difficult issues through their artwork and how any progress on such issues first requires individual awareness. So thanks for exposing your students to this type of awareness and please know that it is my great hope to continue helping you and them with this important work.

Thanks to our ongoing and effective working relationships with EELC Curriculum Specialists, the Commission has never been better able or positioned to deliver upon this mandate. So thank you, Curriculum Specialists, for sharing with the Commission your expertise, passion, and time!

ArtsSmarts

Through the ArtsSmarts program, artists work with teachers and students on projects that integrate arts activities into non-arts school subject areas. Students combine their learning of core subjects such as math and languages with the help of visual and literary arts, dance, music, and/or theatre.

An ArtsSmarts early childhood project was also completed in 2014-2015. Children were asked to complete images that tell who they are, what they see and how they see it. This symbol making reflects the wonder, excitement and curiosity of children in their development of literacy and numeracy skills.

A teacher on ArtsSmarts:
I am back from my trek teaching in China. I am excited to share with you that I showed our ArtsSmarts video 'The Dance of the Butterfly' in my class in Anyang, as we discussed topics of inclusion and diversity. The students and faculty were MOST impressed with the project and the end result! Lots of wonderful dialogue was generated, half way around the world, based on a fabulous project at the HCELC. Thanks for all your support and contributions.

Dual Credits

The Department, in collaboration with Holland College, announced the recognition of Introductory Economics - ECO621A as a dual credit. In the simplest of terms, dual credit refers to a course where high school students earn both high school and post-secondary credits concurrently for the same course. Therefore, all students who have successfully completed ECO621A, and have achieved a grade of 60% or greater, will be exempt from taking the equivalent course at Holland College (BUSI 2030).

PERFORMANCE IN 2014-2015

**Table 4: New and Revised
French Curricula, 2014-2015**

Subject Area	Grades	Type
Language Arts	K	Implementation
Science	1-2	Implementation
Core French	4	Implementation
Core French	5-6	Pilot
Science (integration of technology and inquiry process)	7-8	Pilot
Contemporary Geography	10-12	Implementation
Music	K-6	Implementation
Physical Education	K-6	Pilot
Late French Immersion	7-9	Pilot
History	10	Pilot

**Table 5: New and Revised
English Curricula, 2014-2015**

Subject Area	Grades	Type
Physical Education/Wellness	10	Implementation
Science	9	Pilot
Social Studies	9	Pilot
Career Explorations and Opportunities	10	Pilot
Literacy	10	Pilot
English	10	Implementation
English	11-12	Pilot
Automotive	10-12	Pilot
Welding	10-12	Pilot
Accounting Principals	12	Implementation
World of Business	10-11	Pilot

Teacher on curriculum:

Your work, and the in-service provided this year has shaped and changed my philosophy on teaching English. These courses now seem so much more accessible for students and teachers! Thank you so much for taking this on and doing such a fantastic job. It is inspiring and makes me excited and motivated. I hope to work with you again next year.

Within the Department, curriculum specialists integrated information technology into the English 421A and History 421A curriculum. Curriculum specialists met with teachers to discuss integration of digital literacy topics, e-portfolio assessment and electronic collaborative writing into classroom practice.

Integration of Technology in Curriculum

The Department fosters innovation in curriculum development and instruction through integration of information technology. In 2014-2015, the Department invested in 57 Chromebooks and provided teacher training to pilot the use of Chromebooks and Google Apps for Education in two schools. Results from this pilot program were positive. This initiative will be expanded in 2015-2016 in all French Language School Board schools for Grades 7 and 8 science courses.

Teacher on Google pilot:

Saved a pile of paper. Students were engaged. Helped some students who had organizational difficulties. Students were working harder on projects at home.

Student on Google pilot:

It was an absolutely amazing program and I am going to use it every time I can. I would love for everyone to be able to use Google Apps.

PERFORMANCE IN 2014-2015

Goal 1

Objective 5

Develop high quality provincial common assessments

Annual Provincial Common Assessments measure students' knowledge and mastery of the

outcomes in provincial curricula, and provide timely information for students, teachers and parents to support student learning. Provincial Common Assessments do not involve comparisons with other provinces or territories. In 2014-2015, the Department implemented a secondary mathematics assessment (Grade 11) and piloted a secondary literacy assessment.

Table 6: Provincial Common Assessment Results, Intermediate (Grade 9)

Assessment	Language	Results			
		2011-2012	2012-2013	2013-2014	2014-2015
Literacy (Reading Comprehension)	English	n/a	79% at or approaching the standard	81% at or approaching the standard	84% at or approaching the standard
Language (Writing)	English	n/a	69% at the standard	59% at the standard	78% at the standard
Mathematics	English, French Immersion, and French First Language	Average score 66%	68% at or approaching the standard	71% at or approaching the standard	74% at or approaching the standard

Table 7: Provincial Common Assessment Results, Elementary (Grade 6, French Immersion Grade 5)

Assessment	Language	Results			
		2011-2012	2012-2013	2013-2014	2014-2015
Literacy (Reading Comprehension)	English	84% at or approaching the standard	83% at or approaching the standard	78% at or approaching the standard	75% at or approaching the standard
	French Immersion (Grade 5)	n/a	n/a	84% at or approaching the standard	65% at or approaching the standard
	French First Language	n/a	n/a	84% at or approaching the standard	87% at or approaching the standard
Language (Writing)	English	79% at the standard	74% at the standard	70% at the standard	No personal expressive
	French Immersion (Grade 5)	n/a	n/a	47% at the standard	39% at the standard
Mathematics	English, French Immersion, and French First Language	n/a	62% at or approaching the standard	75% at or approaching the standard	78% at or approaching the standard

PERFORMANCE IN 2014-2015

Table 8: Provincial Common Assessment Results, Primary (Grade 3)

Assessment	Language	Results				
		2011-2012	2012-2013	2013-2014	2014-2015	
Literacy (Reading Comprehension)	English	92% at or approaching the standard	91% at or approaching the standard	87% at or approaching the standard	86% at or approaching the standard	
	French Immersion	74% at or approaching the standard	83% at or approaching the standard	78% at or approaching the standard	75% at or approaching the standard	
	French First Language	76% at or approaching the standard	72% at or approaching the standard	78% at or approaching the standard	72% at or approaching the standard	
Language (Writing)	Personal Expressive	English	79% at the standard	62% at the standard	63% at the standard	No personal expressive writing
		Transactional	English	67% at the standard	71% at the standard	No transactional writing
	Personal Expressive	French Immersion	64% at the standard	58% at the standard	46% at the standard	52% at the standard
	Personal Expressive	French First language	57% at the standard	51% at the standard	34% at the standard	39% at the standard
Mathematics	English, French Immersion, and French First Language	77% at or approaching the standard	71% at or approaching the standard			70% at or approaching the standard

The Pan-Canadian Assessment Program (PCAP)

As part of its objective to develop high quality provincial common assessments, the Department participates in the Pan- Canadian Assessment Program (PCAP). PCAP assesses the performance of Grade 8 students in Mathematics, Reading and Science every three years. PCAP results provide the Department with a basis for examining its curriculum and other aspect of the school system, and inform Islanders about how well the education system is meeting the needs of students.

The most recent assessment was in April and May 2013 and results were released in October 2014. 878 Island students from 41 schools wrote the most recent PCAP assessment.

Highlights of the results for Island students are as follows:

- Between PCAP 2010 and PCAP 2013, Island students showed significant gains in Mathematics, and more than doubled the improvement seen in any other province
- Between PCAP 2007 and PCAP 2013, Island students showed significant gains in Reading, and more improvement than any other province in Canada over this time period
- 93% of Island students performed at the expected level of achievement in science, which is 2% above the Canadian average

PERFORMANCE IN 2014-2015

Goal 2

Effective Communication and Collaborative Practices

Objective 1

Communicate and collaborate effectively within the Department

Effective communication and collaborative practices are essential in order to leverage the experience and skills of individuals within the Department and to ensure that all individuals working within the Department are working together with a common focus. The emphasis of this objective is to improve upon existing practices within the Department.

Initiated Employee Engagement Committee

The Department initiated an Employee Engagement Committee to communicate with employees on how to improve employee engagement within the Department. This committee, comprised of Department employees, was formed to:

- Develop and guide an Employee Engagement Action Plan to assist in fulfilling the Department's objective of communicating and collaborating effectively within the Department
- Contribute to high levels of organizational performance by improving employee engagement across the Department through the implementation of various initiatives designed to increase engagement based on employee feedback (i.e. surveys and focus groups)

Initiated Internal Human Resources Newsletter

The Human Resource section of the Department initiated a Departmental newsletter to inform all staff of HR related topics, information, and events taking place in the Department, including all new

employee hires and staff departures. There are also various HR policies, procedures and best practices that are shared through this electronic resource. This initiative was developed and implemented in response to employee feedback on the desire to enhance communication regarding such information to staff on a timely and regular basis.

Joint Staff Meetings

The Department initiated regular Joint Staff Meetings for the purpose of informing staff of key events and accomplishments within the Department, to promote better understanding and familiarity of programs and staff members in the different sections of the Department, and to solicit feedback from Departmental staff.

Goal 2

Objective 1

Communicate and collaborate effectively with partners and the public

Effective communication and collaborative practices are essential in order to leverage the experience and skills of individuals outside of the Department to benefit the broader education and early childhood development system. Further, effective public communication is necessary to ensure that the good work that takes place within the education and early childhood development system is accessible understood and supported by the citizens of Prince Edward Island.

Aboriginal Education

The Department continued to honour its partnership and work in collaboration with the Lennox Island First Nation, the Abeqweit First Nation, and the Mi'kmaq Confederacy of PEI to

PERFORMANCE IN 2014-2015

improve Aboriginal Learner educational outcomes. Major strategic objectives of this work include:

- Improving the transition process for Aboriginal students entering the PEI school system and moving into post-secondary and adult education opportunities
- Implementing culturally relevant programs and curriculum resources
- Improving data collection
- Deepening the collaborative working relationship with the Mi'kmaq Confederacy of PEI, the Native Council of PEI and Aboriginal Affairs and Northern Development Canada

Institutional Partners

The Department collaborated with the English Language School, la Commission scolaire de langue française, the Prince Edward Island Teacher's Federation, and provincial post-secondary institutions to implement actions related to the realization of the Department's vision. Highlights of this work include:

- Consultation and communication with school boards, private schools, the Prince Edward Island Teachers' Federation and the Certification and Standards Board related to legislative amendments and changes to Ministerial Directives
- Presentations to staff of la Commission scolaire de langue française on access and privacy, and records management
- Collaboration and communication with school boards respecting the Early Years Evaluation, Provincial Common Assessments, and the Pan-Canadian Assessment Program
- Collaboration with school boards on the Reading Recovery® Program
- The Instructional Development website was implemented to provide information accessible to all teachers on new curriculum development, responding to data sessions, and province related research information
- Implementation of the Administrator's

Leadership Program at the University of Prince Edward Island for existing and prospective school administrators

- Establishment of initial dual credit courses with Holland College
- Collaboration with other government departments and the English Language School Board on the Integrated Service Delivery Project

Public Organizations

The Department collaborated with the Early Childhood Development Association on early childhood development initiatives, and with the PEI Home and School Association on various initiatives.

French Culture Development

The French Programs Division works with stakeholders in the francophone community to ensure that French culture and heritage are represented in the curricula and activities of the Department. In 2014-2015, the following activities were undertaken to promote French cultural development:

- Bursaries for students pursuing French studies in post-secondary institutions
- Support for French summer camps
- Coordination of the PEI/Quebec exchange program for Grade 11 students
- Coordination of French cultural events during the school year, including theatre, music and authors' readings
- Development and implementation of cultural pedagogy in the six French First Language schools
- Promotion and support of language development activities outside of the school environment
- Coordinated the Diplôme d'études en langue française, a French language competency assessment, which was offered to all French immersion and core French students at the end of Grade 12 for the purposes of assisting

PERFORMANCE IN 2014-2015

students pursue employment and post-secondary educational opportunities in French.

Comments on French Culture development:
Je vous écris pour vous remercier du fond du cœur pour la bourse d'études en langues officielles. Je rentre dans le programme préparatoire en sciences de la santé. Grâce à votre appui financier, j'aurai l'opportunité de poursuivre mes études post secondaires avec moins de soucis financiers.

I know that when I leave Quebec I am not leaving as the same person I was upon my arrival, I have grown so much since then. My French skills have improved so much since I got here and I know I will put them to good use in the future.

Parent on Francization initiative:
I felt very welcome in each session to help me understand the value I have chosen for my children. I would love to attend more classes with getting the help to encourage my children's learning.

of the Department and its partners is developed and implemented to achieve this objective.

Legislation and Policies The basis of the Department's accountability framework is the legislative and policy framework that governs the activities of the Department and its partners within the education system. In 2014-2015, the following activities were undertaken:

- **An Act to Amend the Teachers' Superannuation Act:** This Bill, enacted in Fall 2014, made changes respecting (i) benefits divisible on the breakdown of a member's spousal relationship, (ii) the governance structure of the Teachers' Superannuation Commission, and (iii) the pension indexation date
- **Amendment to the Instructional Personnel Regulations (under the *School Act*):** This amendment made non-substantive changes to clarify the application of the regulations to teachers and substitutes employed by school boards
- **New Minister's Directives** were issued under the *School Act* pertaining to the school calendar for the 2015-2016 school year and senior high school graduation requirements
- The Department issued the *Assessment Policy* to support the Department in ensuring a consistent, organized approach to conducting high quality assessments of student learning

Goal 3

Enhanced organizational effectiveness and accountability within the Department and with external partners

Objective 1

Develop and implement an accountability framework

Improved accountability within the Department and with external partners is necessary to ensure public confidence in the Department and the broader education and early childhood development system. The Department works with its partners to ensure that an accountability framework that recognizes and respects the roles

Response to Assessments

As part of its commitment to accountability, the Department generates and shares statistical information on a variety of education system indicators. These statistics are used by the Department, school boards, Statistics Canada and other partners for the purposes of public reporting, research, planning and evaluation of programs

PERFORMANCE IN 2014-2015

Goal 3

Objective 2

Manage Departmental resources effectively

PEI Affiliated Schools Program

International schools that apply to use the PEI K-12 curricula and meet rigorous program requirements may become PEI Affiliated Schools. PEI Affiliated Schools include the Ganzhou No. 3 Middle School in Jiangxi province, China, and the Canadian International School in Tokyo, Japan. Ongoing discussion and negotiations took place in 2014-2015 with additional international schools that have expressed an interest in offering the PEI Affiliated Schools Program.

Ganzhou No. 3 Middle School students who complete the PEI/China curriculum in Grades 10 and 11 may attend school in PEI for the Grade 12 year.

Revenue generated from the PEI Affiliated Schools Program provides additional resources for use in the PEI education system.

Implementation of Instructional Development Website and 3-Component Professional Learning Model

In 2014-2015, the Department restructured the process for curriculum in-service and implementation that significantly reduces the use of the pull-out model of professional in-service and moves toward adopting a school-based approach. The three component in-service model was developed and implemented with the new grade ten Language Arts curriculum.

This initiative allows for instructional development that is both more effective and time efficient for educators and Departmental staff. The 3 component professional learning model

includes: (i) self-study to enable educators to become familiar with curriculum through multimedia video sessions; (ii) small group studies to enable educators to work through exploratory activities and to provide feedback on specific areas of need; and (iii) large-group face-to-face sessions with curriculum specialists from the Department in response to teacher feedback from the second component.

Goal 3

Objective 3

Support Department staff

The Department provides support to staff through professional development, orientation, by providing the resources for staff to complete their work and through best practices for human resources management. Highlights of activities undertaken in alignment with this objective include:

- The Department supported the participation of employees in professional development activities throughout 2014-2015
- The Employee Handbook, which provides orientation information relevant to all staff, was updated and an online version was created to help staff, both current and new, become connected to the Department and have access to information that can help them succeed in their respective roles
- The Public Service Commission (PSC) Human Resources staff assigned to the Department participated in regular PSC meetings, training sessions and knowledge sharing opportunities to identify and share best-practices in human resource management and labour relations.

STATISTICS 2014-2015

Table 8: Number of Schools, by Grade Category, 2014

School Board	Primary Grades K-3	Elementary Grades K-6	Intermediate Grades 7-9	Consolidated Grades K-9	Senior High Grades 7-12	Other Grades K-12	Total
ELSB	2	24	8	12	9	1	56
CSLF	0	0	0	2	0	4	6
Private	0	0	0	1	0	1	2
Total	2	24	8	15	10	5	64

Table 9: Student Enrolment, by Grade, September 2014

School Board	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
ELSB	1410	1463	1408	1379	1358	1550	1509	1400	1347	1462	1591	1537	1699	19,133
CSLF	74	80	70	75	70	75	61	65	54	62	53	36	50	825
Private	24	24	17	19	8	27	16	21	23	13	18	10	6	226
All Schools	1508	1567	1495	1473	1436	1652	1586	1486	1424	1537	1662	1583	1755	20,164
All Public Schools	1484	1543	1478	1454	1428	1625	1570	1465	1401	1524	1644	1573	1749	19,938

Table 10: French Immersion Enrolment, September 2014

Gender	Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Female	232	210	189	185	171	181	164	270	273	266	218	184	185	2728
Male	193	179	133	147	102	129	118	204	159	169	149	113	115	1910
Both	425	389	322	332	273	310	282	474	432	435	367	297	300	4638

Table 11: Student-Educator Ratio, 2010-2014

Year	Student Enrolment	Full-Time Equivalent Educators	Student-Educator Ratio
2010-2011	21,169	1670	12.7
2011-2012	20,831	1670	12.5
2012-2013	20,406	1634	12.5
2013-2014	20,131	1596	12.6
2014-2015	19,938	1565	12.7

Table 12: Average Class Size, 2011-2014

Grade	Average Class Size			
	2011-12	2012-13	2013-14	2014-15
K	13.7	13.9	14.5	14.5
1-3	18.8	19.0	19.4	20.2
4-6	20.7	21.0	21.4	21.7
7-9	22.0	23.3	23.2	n/a
K-9 (K-6 in 2014-15)	19.5	20.0	20.3	19.72

DEPARTMENT OVERVIEW

Minister's Roles and Responsibilities

Under the *School Act* and the *Child Care Facilities Act*, the Minister of Education and Early Childhood Development has the following Responsibilities:

- Overall leadership of the education and early childhood development system in the province
- Ensuring the provision of educational services through the Department and the school boards
- Certification of instructional personnel
- Defining the goals, standards, guidelines, policies and priorities applicable to the education and early childhood development system
- Providing equipment and facilities for use by the school boards
- Providing leadership and coordination in developing curriculum, articulating curriculum standards, and assessing and evaluating curriculum outcomes in the education and early childhood development system
- Establishing policies for the provision of special education services in the education and early childhood development system
- Establishing an accountability framework for the education and early childhood development system
- Appointing the members of the Child Care Facilities Board, which regulates early childhood facilities in the province

Deputy Minister's Roles and Responsibilities

As a member of the Deputy Ministers' Council within government, the Deputy Minister is accountable to the Premier and to the Minister of Education and Early Childhood Development. The Deputy Minister provides leadership in maintaining or establishing high quality legislation, programs, and policies in public education and early childhood development. The Deputy Minister is accountable for:

- The quality and enforcement of all legislation administered by the Department
- The quality of programs and services in public education, early childhood development, and the training of educators
- The quality of policies in public education, early childhood development, and the training of educators
- Public satisfaction with the Department's performance
- Client satisfaction with the Department's programs and services
- The quality of educational and other Departmental outcomes
- The impact of the Department's programs and services on educational, economic, social, and cultural outcomes
- The cost-effectiveness of the Department's programs and services and the condition of the Department's finances
- Employee satisfaction and performance
- The occupational health, welfare, and safety of Department employees
- The condition of the Department's physical assets

DEPARTMENT OVERVIEW

Legislative Responsibility

Legislation administered by the Department of Education and Early Childhood Development, for which the Minister of Education and Early Childhood Development is responsible, includes:

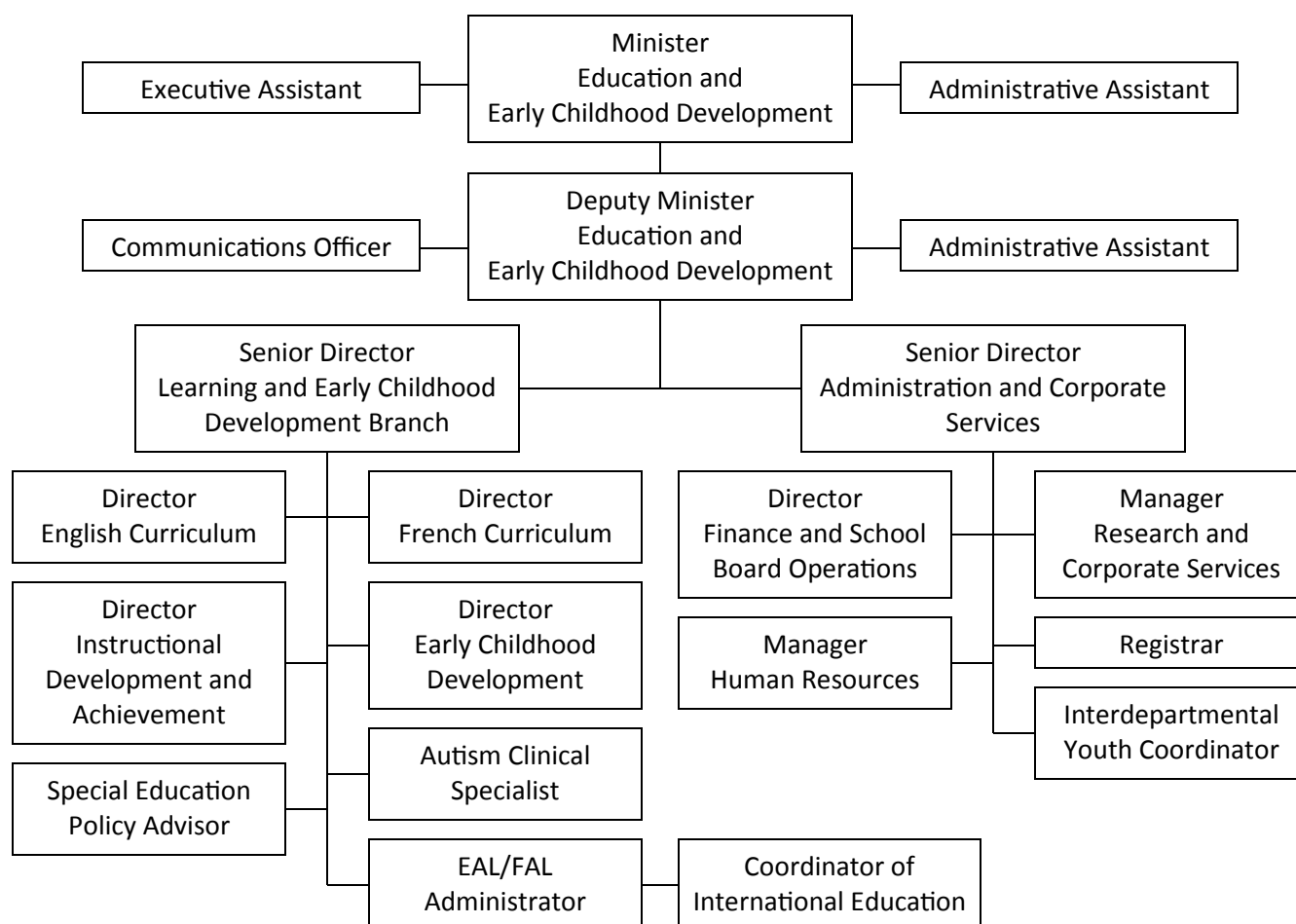
- *Child Care Facilities Act and Regulations*
- *School Act and Regulations*
- *Island Regulatory and Appeals Commission Act (IRAC)*
- *Teachers' Superannuation Act*

Approved Minister's Directives

The following Minister's directives were approved during the 2013-2014 year:

- MD No. 2013-02: School Calendar for the 2012-2013 School Year
- MD No. 2013-03: School Board Staffing and Funding Program for the 2013-2014 School Board Fiscal Year

Organizational Chart



DEPARTMENT OVERVIEW

Administrative and Corporate Services Branch

The Administration and Corporate Services branch is responsible for the financial and administrative aspects of the Department's mandate. Services include general and financial administration, school board operations, staff certification, and human resources. The Administration and Corporate Services branch consists of one division and several sections and units.

Finance and School Board Operations Division

The Finance and School Board Operations division provides administrative and financial support services to the Department and public school system in compliance with legislation and established government and Department policies. The division is responsible for budget development and control, accounting, purchasing, provision of school texts and learning materials, school sport, school board payroll support, the School Construction and Repair Program, and liaison with school boards. The division also provides support services and advice on financial or administrative matters to all other divisions and to school boards.

Research and Corporate Services Section

The Research and Corporate Services section provides support, guidance, and advice to the Department and to educational partners in the areas of applied research, performance measurement, survey work, data management, recorded information management, legislation, privacy matters and access to information, copyright, healthy school communities, strategic planning, and policy development. The section fulfills the Department's responsibility in provincial, regional, and national data collection initiatives, and coordinates the development of legislation.

Human Resources Section

The Human Resources section provides a systematic process for identifying the human resource requirements for the Department to support fulfilment of its vision, business objectives, and strategic goals. Specific services provided to the Department include administration of staffing, classification, personnel, payroll, collective agreements, and professional development. The section is responsible for development and training, performance evaluation, human resource policy and planning, and human resource metrics.

Certifications and Standards (Registrar)

The Certification and Standards Section is responsible for evaluating the academic and professional credentials of provincial, regional, national and international applicants for the issuance of PEI Teacher's Certificates on behalf of the Minister. The Registrar provides support to the Certification and Standards Board and implements its policies under the PEI *School Act* and Regulations. Teaching service, applications for upgrades in certification levels and additional designations are assessed by the Registrar. Information on certificate level and teaching experience is conveyed to school boards for salary placement purposes and to support the staffing and hiring process. The Registrar maintains information on the suspension, cancellation and revocation of teaching certificates and provides Statements of Professional Standing for teachers seeking certification outside of Prince Edward Island. The Registrar liaises with the Registrars for Teacher Certification Canada and strives to ensure labour mobility compliance under Chapter Seven of the Agreement on Internal Trade.

DEPARTMENT OVERVIEW

Learning and Early Childhood Development Branch

The Learning and Early Childhood Development branch is responsible for the development and implementation of high quality programs and curricula in both English and French to Island children from birth to the end of Grade 12. It also provides the support and services necessary to enhance programs and curriculum.

English Curriculum Division

The English Curriculum division is responsible for providing leadership, coordination, and support in the development of quality English language curricula, as well as support services and resources for teachers and students from kindergarten to Grade 12.

French Curriculum Division

The French Curriculum division provides leadership, coordination, and support in the development of quality French First Language, French Immersion, and Core French curricula, as well as support services and resources for teachers and students from kindergarten to Grade 12. The division also provides opportunities for teachers and students to promote French education.

Early Childhood Development Division

The Early Childhood Development division provides policy, program, and funding advice to ensure Island children have high quality learning experiences in the early years. The division provides curriculum, program development and support to Early Learning and Child Care Centres, supports Family Resource Centres and private regulated early childhood programs, provides Early Years Autism services, administers the direct funding program, special needs funding program, the Best Start program, and supports healthy child development. As well, this division administers the *Child Care Facilities Act*, including the certification of early childhood educators,

licensing and inspections of early childhood programs, and provides resource support to the Child Care Facilities Board.

Instructional Development and Achievement Division

The Instructional Development section is responsible for the implementation and inservicing of new curricula in collaboration with English and French Curriculum division staff. The Instructional Development section is also responsible for the development and maintenance of a virtual professional learning library for Island educators, and responds to Provincial Common Assessment results.

The Achievement section provides leadership, guidance, and support to the Department and educational partners in student assessment. This section leads teachers in the development and administration of the Provincial Common Assessment program, and also administers national and international student assessment programs and activities.

English as an Additional Language / French as an Additional Language (EAL/FAL) Unit

The EAL/FAL unit supports the individual learning needs of immigrant students and their successful integration into the education and early childhood development system. The EAL/FAL team also supports administrators, teachers, support staff, and board-based staff through consultation, observation, co-teaching, and professional development. The majority of EAL/FAL staff were transferred to the English Language School Board and La Commission scolaire de langue française during the Department's restructuring in late 2012.

FINANCIAL OVERVIEW

Department Performance Against Budget

Table 13: Performance Against Original Budget, 2014-2015

Budget Area	Budget Estimate 2014-2015	Forecast 2014-2015
Finance and School Board Operations	\$210,790,400	\$210,733,200
Learning and Early Childhood Development	\$521,500	\$507,900
English Curriculum	\$2,981,000	\$2,881,000
French Curriculum	\$2,203,600	\$2,171,700
Early Childhood Development	\$11,281,400	\$11,167,700
Instructional Development and Achievement	\$2,403,600	\$2,068,100
EAL/FAL	\$288,500	\$290,600
Joint Consortium for School Health	\$500,000	\$500,000
Department Budget Total	\$232,215,700	\$230,320,200
Revenue (all sources)	\$5,458,000	\$6,058,000
Net Department Budget	\$226,757,700	\$224,262,220
Other Budget Responsibility		
Island Regulatory and Appeals Commission	\$1,200,300	\$1,200,300

Table 14: Performance Against Original Capital Budget, 2014-2015

Capital Budget Area	Budget Estimate 2014-2015	Forecast 2014-2015
School Construction / School Repairs	\$12,146,100	\$14,113,400
School Bus Replacement	\$1,650,000	\$1,650,000
Department Capital Budget Total	\$13,796,100	\$15,763,400
Revenue (all sources)	0	0
Net Department Capital Budget	\$13,796,100	\$15,763,400

FINANCIAL OVERVIEW

Division/Section Budgets and Human Resources

Table 15: Finance and School Board Operations Budget and Human Resources

	2011-2012	2012-2013	2013-2014	2014-2015
Human Resources (Full-Time Equivalent)	22	17	17	17
Administration	\$2,175,000	\$2,594,440	\$3,029,400	\$3,039,400
Provincial Learning Materials Distribution Centre (PLMDC)	\$985,200	\$1,197,700	\$1,112,100	\$925,500
Grants to School Boards	\$193,377,800	\$204,489,800	\$206,591,700	\$206,825,500
Total	\$196,538,000	\$208,281,940	\$210,733,200	\$210,733,200

Table 16: Learning and Early Childhood Development Branch Budget and Human Resources

	2011-2012	2012-2013	2013-2014	2014-2015
Human Resources (Full-Time Equivalent)	2	2	3	3
Total	\$542,060	\$379,700	\$507,900	\$521,500

Table 17: English Curriculum Division Budget and Human Resources

	2011-2012	2012-2013	2013-2014	2014-2015
Human Resources (Full-Time Equivalent)	22	20	18	18
Total	\$3,024,800	\$3,113,000	\$2,881,000	\$2,981,000

Table 18: French Curriculum Division Budget and Human Resources

	2011-2012	2012-2013	2013-2014	2014-2015
Human Resources (Full-Time Equivalent)	17	15	15	15
Total	\$2,128,300	\$2,136,700	\$2,171,700	\$2,203,600

FINANCIAL OVERVIEW

Division/Section Budgets and Human Resources

Table 19: Early Childhood Development Division Budget and Human Resources

	2011-2012	2012-2013	2013-2014	2014-2015
Human Resources (Full-Time Equivalent)	13	20	20	20
Early Childhood Development	\$10,650,635	\$10,881,400	\$11,167,700	\$11,281,400
Autism Services	n/a	\$1,341,000	\$1,350,500	\$1,432,400
Total	\$10,650,635	\$12,222,400	\$12,518,200	\$12,713,800

Table 20: Instructional Development and Achievement Division Budget and Human Resources

	2011-2012	2012-2013	2013-2014	2014-2015
Human Resources (Full-Time Equivalent)	n/a	16	17	17
Instructional Development	n/a	\$880,900	\$1,075,400	\$1,162,500
Achievement	n/a	\$805,800	\$992,700	\$1,241,100
Total	n/a	\$1,686,700	\$2,068,100	\$2,403,600

Table 21: EAL/FAL Unit Budget and Human Resources

	2011-2012	2012-2013	2013-2014	2014-2015
Human Resources (Full-Time Equivalent)	n/a	2	2	2
Total	n/a	\$238,500	\$290,600	\$288,500

Table 22: Joint Consortium for School Health Budget and Human Resources

	2011-2012	2012-2013	2013-2014	2014-2015
Human Resources (Full-Time Equivalent)	4	4	4	4
Total	\$500,000	\$500,000	\$500,000	\$500,000



Design and Printing:
Department of Education, Early Learning and Culture
2015