



Learning for Life II

Brighter Futures Together

2006–2007 Annual Report and 2007–2008 Action Plan



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2006–2007 Annual Report and 2007–2008 Action Plan

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Minister's Message



Dear partner in education:

Two years ago, I introduced the new plan for education in Nova Scotia, Learning for Life II: Brighter Futures Together. In it, I promised to keep you posted on our progress, with a report on what we accomplished. I am very pleased to present our second annual report on achieving these goals, and our plan for 2007–08.

We, as partners in education, wrote this plan together, starting with the foundation built by the first Learning for Life plan in 2002, adding the help provided by many education partners in opportunities like the Partners' Forum in February 2005, and our shared experiences this year.

This spirit of partnership is proof that we all believe our children's education is vital to Nova Scotia's future. The quality of education our children receive affects our future quality of life, because we have learned that children learn more than language arts, sciences, and math in school; they learn how to be healthy, confident, contributing members of society. We need to teach them how to make good lifestyle choices while we teach them to read and write, so they have the opportunity to reach their full potential and contribute their own passion, imagination, and energy back into their communities.

The education and health of Nova Scotia's children is this government's priority. We believe the steps outlined in this plan will help our children make significant moves forward toward that brighter future. We invested \$21.4 million in new funding to support the first year of the plan, and \$20.2 million more in 2006–07. In 2007–08, we are adding \$7.4 million more, for a total of almost \$48 million in additional funding for this plan in the first three years.

Each spring, we will publish this kind of summary of progress and our plan for the coming year. We believe our education partners want to have this information in a timely way. Last year, we posted a supplementary report with additional details on our website. Due to the frequency with which that supplementary report was accessed since it was released, we have decided to include those additional details in the annual report and action plan publication itself.

In closing, this is another in many steps on a significant journey, and we believe we are headed in the right direction. Thank you for your continuing contributions and help.

Yours truly,

A handwritten signature in cursive script that reads "Casey".

Karen Casey
Minister of Education

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Introduction

"The books were awesome. That was very kind of you to give those books to us. It was a nice surprise. We will enjoy them. Thanks for your thoughtfulness."

– grade primary class of a school in Cumberland County, upon receiving books for their school library

"As a tech teacher it is sometimes easier to spend time on the theory ... I want to encourage NSCC to continue to give us the opportunity to work with expertise in the areas of trades and technology ... this will allow us to turn ideas into real projects."

– Strait area technology teacher

In 2005, the Department of Education, with input from education partners, developed a four year plan for public education, Learning for Life II: Brighter Futures Together. The plan built on the foundation of the first Learning for Life plan introduced in 2002, and incorporated the feedback from hundreds of education partners.

Brighter Futures Together continues the government's longer-term support for things like smaller class sizes and special education. It adds support for diversity and for students in the later grades; helps students live active, healthy lives; targets resources to areas where students and teachers need more support like math and language arts; and emphasizes the importance of collaboration and partnership.

Brighter Futures Together is student-centered and based on the following belief statements:

- Students need to have a solid educational background to successfully participate in the global society and economy.
- Students' learning and achievement must be everyone's first priority.
- Public school education is a shared responsibility among government, school boards, schools, parents, teachers, students, the community and many other education partners.
- Every student needs opportunities to attain his or her greatest potential, every student can achieve success, and all students need adequate time to learn.
- By living healthier lifestyles, students can become better, more engaged learners at school, and healthier Nova Scotians for life.

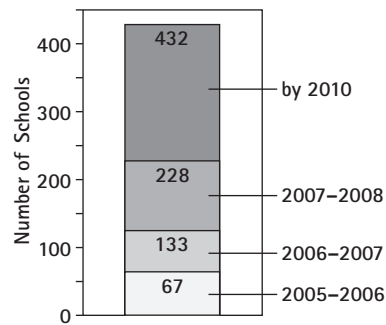
Learning for Life II is organized into six main themes, and this report follows the same structure.

In 2006–07, we added two new topics—funding to start working toward guidance counsellor ratios, and partnerships with the arts community to expand the Artists in Schools Program. We will continue to add things where our partners identify there are needs, and where funds are available, in each annual report.

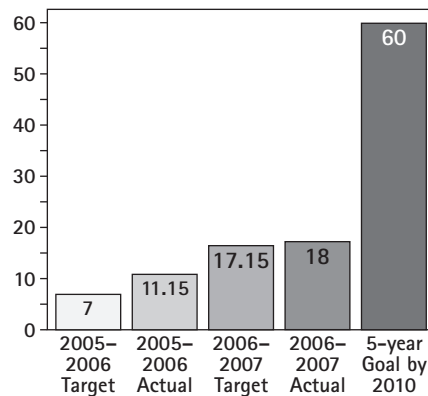
What follows is a summary of what was accomplished, and what is planned for the coming year.

Major Themes

School Accreditation Program
(schools entering accreditation)



Math Mentors
(Full-time Equivalents)



Note: no 2007-08 target because there is no new funding

1. Raising the Bar (additional \$0.4 million)

Raising the Bar sets higher standards for learning and teaching, and recognizes achievements, both in and out of school, that contribute to a student's education. The goal is that every student reaches his or her fullest potential. This theme encompasses two general categories:

- Whole School Improvement
- Improvement in Curriculum and Programs

Here is what we planned for 2006-07, what we accomplished in 2005-06 and 2006-07, and what we plan for 2007-08 (funding in 2007-08 is in addition to previous years' funding):

2006-07: what we have done

- 66 additional schools in accreditation
- Continued principal pilots and prepared for teacher growth planning pilots
- Prepared for teacher education program review
- More mentors and supports for teachers of mathematics and language arts
- FSL—alternate delivery pilots, offered options to enhance linguistic capacity
- 10 International Baccalaureate (IB) schools ready for launch in 2007

2007-08: what we plan to do next

- Add 95 schools in accreditation
- Additional principal pilots, introduce teacher growth planning pilots
- Undertake review of teacher education programming
- Continue mentors and supports for teachers of mathematics and language arts
- Continue offering options to enhance French second language linguistic ability
- Support 12 IB schools

Major Themes: Raising the Bar

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
School improvement	<ul style="list-style-type: none"> • Original pilots—continued implementation • 49 schools introduced • Three workshops conducted 	<p>\$200,000</p> <ul style="list-style-type: none"> • Continued support for 67 schools • 60 new schools 	<ul style="list-style-type: none"> • 66 schools added • Workshops conducted • Support from school board co-ordinators added 	<p>\$200,000</p> <ul style="list-style-type: none"> • More schools to be added • Ongoing support to all schools in the process 	<ul style="list-style-type: none"> • Refine support and resources, build capacity; all schools by 2009–10 • Accredited schools demonstrate they meet student achievement, and school performance goals
Teacher professional growth planning	<ul style="list-style-type: none"> • Framework introduced • Research, provincial consultation • Pilot criteria being developed 	<p>\$100,000</p> <ul style="list-style-type: none"> • Recommendations from research and consultations for next steps • Support for approved next steps 	<ul style="list-style-type: none"> • Integrate growth plan process with new approaches to professional learning • Manual drafted • Framework for pilot sites drafted 	<ul style="list-style-type: none"> • Pilot professional growth planning process in a small number of schools participating in accreditation process • Monitor teachers' experiences 	<ul style="list-style-type: none"> • Implementation of a model to support planning and where schools identify need
Principals' role as educational leaders	<ul style="list-style-type: none"> • Conferences May 2005 • Three pilots on principal time • Research and provincial consultation completed • Recommendations in development 	<p>\$123,000</p> <ul style="list-style-type: none"> • Evaluate current pilots • Additional pilots • Develop manual, best practice resources • Support for mentorship 	<ul style="list-style-type: none"> • Report produced, progress made on every recommendation • Continued support/oversight of 2 continuing pilots • Work planning follow-up session, October 2006 • Developed criteria, supports, goals, evaluation, and reporting for Principal Networked Learning Pilots 	<ul style="list-style-type: none"> • Conclude two pilot projects; act on lessons learned from pilots and consultations • Continue implementation recommendations of the report • Support networked learning pilots 	<ul style="list-style-type: none"> • Identify and implement promising practices to support educational leadership
Review teacher assignment, programming	<ul style="list-style-type: none"> • Plan for review of teacher education under way • Preparations for audit of teacher assignment complete 	<ul style="list-style-type: none"> • Start review of teacher education • Audit teacher assignments in junior and senior high 	<ul style="list-style-type: none"> • Preparations for review of teacher education • Audit of junior and senior high teaching assignments conducted 	<ul style="list-style-type: none"> • Work with key partners to identify ways to better match teachers to their subject specialties • Undertake a review of teacher education, including seat availability, flexible delivery modes, curriculum review, advisory and consultative mechanisms, and streamlined certification of Atlantic-region graduates 	<ul style="list-style-type: none"> • With partners, consider results and plan for changes that can be made in future years

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Mathematics resources and supports	<ul style="list-style-type: none"> • 11.2 FTE mentors • Books for grades 4 and 9 • Resources and PD for new curriculum • Communication Box distributed • PD for all 10–12 mathematics teachers • Home activity packs for all P–3 classrooms • PD for leaders in Dynamic Classroom Assessment (DCA) for junior high 	<p>\$548,000</p> <ul style="list-style-type: none"> • Six additional mentors • Pilot new PD in elementary • Expand DCA program to teachers • Implement Math Essentials 11 • New books for grades 5 and 7 • Expand online items bank to include items for four grade 11 and 12 mathematics courses 	<ul style="list-style-type: none"> • Funded additional 6 FTE mentors for P–9 • Provided new textbooks and teacher resources for grades 5 and 7 • Implemented Math Essentials 11 • Expanded online item bank for grade 11 and grade 12 mathematics courses • PD for classroom teachers and school based math leaders (P–9) and resource teachers (10–12) • Expanded Dynamic Classroom Assessment program in junior high • Developed and piloted Math for the Workplace 12 	<p>\$134,000</p> <ul style="list-style-type: none"> • Targeted funding for 18 FTE mentors, P–9 • Provide PD for 60 math mentors and coaches; opportunities for 500 school based math teachers (P–9), for elementary resource teachers and math support PD for 500 grade 4 teachers • Support implementation of revised geometry outcomes: implement Grade 7, pilot Grade 8 • Implement Math for the Workplace 12, and additional resources for math 10 and 11 • Train 35 facilitators for Professional Resources and Instruction for Math Educators (PRIME) elementary program, including PD for principals • Further expand Dynamic Classroom Assessment in junior and senior high • Support implementation of new textbooks for grades 6 and 7 	<ul style="list-style-type: none"> • Learning resources (P–9); up to 60 FTE mentors homework support and online resources • Delivery of a coherent mathematics program • Improve student performance

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Language arts resources and supports	<ul style="list-style-type: none"> Resources and PD for English 10 Plus Communication Box distributed Writing and reading resources and supports Support and resources for Active Readers 7–9 Writers in Action 7 supports delivered Began implementing literacy support mentors for teachers 	<p>\$500,000</p> <ul style="list-style-type: none"> Five additional mentors PD for lead teachers working with Teaching in Action and Reading/Writing P–3; develop PD for 4–6 and 7–9 Literacy workshops: all 3–6 teachers and administrators Implement Writers in Action 8 Classroom writing resources for grades 9 and 10 	<ul style="list-style-type: none"> Funded additional 5 FTE literacy mentors: P–9, including ongoing supports Distributed <i>Write Traits</i> notebook grades 9 and 10, introduce Teaching in Action (primary–3, 4–6, and 7–9); resources purchased and distributed, workshops supported board implementation Launched <i>Cross-Curricular Reading Tools</i> Implemented Writers in Action 8 including resources for teachers and classroom writing centres 	<p>\$115,000</p> <ul style="list-style-type: none"> Targeted funding for 15 FTE literacy mentors, P–9, increase to 4 FTE for French First Language Provide PD for 60 literacy mentors and coaches Monitor Teaching in Action P–3 and 7–9 Implement Writers in Action 7 and 9 	<ul style="list-style-type: none"> Expand reading and writing programs and increase student performance Up to 50 FTE additional mentors Up to 6 FTE mentors for CSAP
French Second Language (FSL) projects and resources	<ul style="list-style-type: none"> Completed development of the curriculum, learning resource, and classroom needs assessments 30,000+ learning resources for FSL supplied 37 summer language bursaries awarded 24 teachers completed online French course Five pilots for alternate delivery of Core French 	<ul style="list-style-type: none"> Continue assessment of resource needs Continue offering options to enhance linguistic capacity Increase number of pilots for Intensive French Supplement French second language resources 	<ul style="list-style-type: none"> Resources provided to support writing instruction in grades 7–10, Core French 7–9 Implemented Reading Recovery™ in French Immersion classes 2 new classes of grade 6 Intensive French Action plan prepared to increase enrolment in senior-high Core French Distributed grades 5 and 9 French math textbooks, grade 6 math resource books 45 summer language bursaries awarded, online French language training to FSL teachers 	<ul style="list-style-type: none"> Offer online French language course Increase summer immersion opportunities for interested teachers Offer a French Second Language bursary for BEd students 	<ul style="list-style-type: none"> Address gaps, more resources, monitoring, and assessments as resources allow Double the number of graduating students with working knowledge of FSL (by 2013)

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Advanced program options and online courses	<ul style="list-style-type: none"> • 11 schools started preparing to launch IB starting in 2007 • Advanced courses development started in English language arts, fine arts, social studies, and science 	<p>\$300,000</p> <ul style="list-style-type: none"> • Continue funding toward IB launch • Pilot courses developed in 2005–06 • Implement courses piloted in 2005–06 	<ul style="list-style-type: none"> • Identified resources for all IB courses including French courses, completed application year activities • Ten schools received authorization to offer program beginning in 2007–08 • Advanced courses: piloted Physics 11 and 12, English 11, Music 12, Visual Arts 12, Chemistry 11 and 12, Global Geography 12, Global History 12; implemented Music 11, Visual Arts 11, and Physics 11 • Released PD videos: <i>Enrichment Clusters</i>, <i>Total Talent Portfolios</i>, and prepared <i>Options in Programming</i> • Expanded list of student and professional resources on ALR 	<ul style="list-style-type: none"> • Support implementation of the grade 11 IB Diploma Program in ten high schools • Partner with Dalhousie University regarding online access to introductory university biology course for credit • Begin implementation of advanced courses in English 11, Chemistry 11, Music 12, Visual Arts 12, Global Geography 12, Global History 12: provide online access over time 	<ul style="list-style-type: none"> • Implement IB program in more sites, develop new courses; up to three more courses online each year, as resources allow • Support schools offering Advanced Placement (AP) option and exams

2. Closing the Gap (additional \$4.3 million)

"Thank you once again for the marvellous in-service yesterday on poetry. I was inspired."

– South Shore junior high school teacher

Closing the Gap recognizes some students are not succeeding in the public school system, and they need additional or different types of help. The goal is to help each student achieve success. This requires the contribution and support of many partners. This theme encompasses three general categories:

- Programs to Help More Students Succeed
- Special Education
- Supports for Education

Here is what we planned for 2006–07, what we accomplished in 2005–06 and 2006–07, and what we plan for 2007–08 (funding in 2007–08 is in addition to previous years' funding):

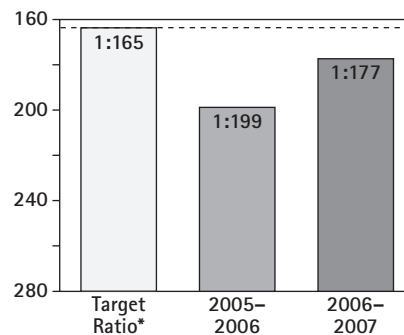
"This is my first year teaching science ... Your conference allowed me to take a lot of excellent TEACHABLE material back with me to try. As well, the sessions connecting visual arts, literacy, and math with science were very helpful."

– Pictou area middle school teacher

2006–07: what we have done

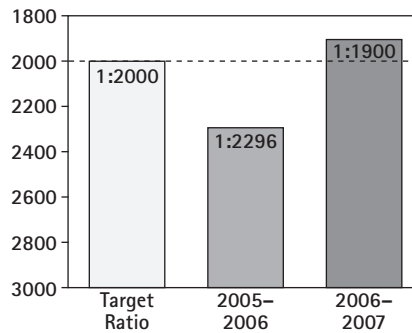
- Expanded O₂ program, including co-op support, initiated Career Academies, published handbook for teachers
- Continued implementation of Youth Pathways and Transitions strategy
- Continued literacy support, including extension to grade 9
- Prepared for new grade 3 mathematics assessment
- African-Canadian learner supports and positive parenting workshops
- Continued Mi'kmaw learner support work; started review of roles, responsibilities, programs, and services for Mi'kmaw learners
- More ESL supports, co-ordination of P–12 sector ESL services
- Continued family literacy funding
- Continued adding core professionals, published two more parent fact sheets
- Three-year plan for teacher professional development in autism
- Reading Recovery™—sustained, refreshed, introduced in French Immersion
- Assistive technology—more resources for boards
- Continued Tuition Support Program—income supplement program
- Racial Equity Policy—four symposia at elementary, introduced to senior high
- Refreshed Information and Communication Technology in grade 9, increased online seats to 100
- More books in language arts, social studies, science, and mathematics
- More funds for school libraries, provision of library resource sets
- Ratios for guidance counsellors

Resource Teacher to Students Ratio



* Target ratio as of 2005–06.

Speech Language Pathologists to Students Ratio



2007-08: what we plan to do next

- Expand O₂ to grade 11 in 27 sites, add seven more sites
- Implement more career-related courses
- Expand Literacy Success strategy to grade 11
- Begin mathematics supports for students not meeting expectations in grade 3
- Start review of programs and services for African-Canadian learners to ensure they support desired outcomes; four positive parenting workshops
- Conclude review of supports for Mi'kmaw learners
- Continue ESL grants based on identified needs
- Expand supports for family literacy programs
- Continue funds for core professional resources including guidance counsellors, and focus on how professionals are reported by boards
- Introduce autism guide for teachers, more demonstration sites
- Expand Reading Recovery™ to more grade 1 French Immersion teachers
- Continue providing assistive technology supports
- Fund third year of Tuition Support Program, and monitor transition preparations
- Provincial system for student self-identification as part of Racial Equity Policy implementation
- Continue replacing computers more than seven years old, focus on grades 10-12
- Release eight English and two French correspondence studies courses
- Continue providing more books to schools, focussing on mathematics and literacy
- Continue funds to school libraries, assess needs for French second language library holdings

Major Themes: Closing the Gap

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
<ul style="list-style-type: none"> Options and Opportunities (O₂) 	<ul style="list-style-type: none"> Grants to boards to support program Pilots under way in some school boards More students in youth apprenticeship Grants to boards to increase learning success 	<p>\$1,750,000</p> <ul style="list-style-type: none"> Provide community-based Co-op Ed support resources and FTEs Grants to initiate Trades and Tech Academies Expand O₂ pilots O₂ Handbook for teachers 	<ul style="list-style-type: none"> Program is now in 27 high schools, with more than 450 students enrolled Developed Roles and Responsibilities paper, drafted two handbooks: <i>Community-Based Learning, O₂ Handbook for Teachers</i> Identified and piloted classroom resources Worked with boards to expand linkages to community college and industry, consulted with NSCC Work begun with NSCC and Université Sainte-Anne to establish parameters for admission or advanced standing in programs for O₂ graduates Started to develop an Invest in Youth database of employers for work placements 	<p>\$1,670,000</p> <ul style="list-style-type: none"> Complete funding of Increasing Learning Success projects Continue funding to maintain 27 current schools, fund expansion of O₂ projects from grade 10 to grade 11; add seven more sites Help school boards implement Career Academies in O₂ schools; continue to support through NSCC partnership Develop marketing and promotion strategy for apprenticeship aimed at employers, youth, educators, and parents 	<ul style="list-style-type: none"> Continue developing program, building community partnerships; evaluate impact on school completion Increase graduation rate / retention rate Increase awareness of, and access to, NSCC as post-secondary destination

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Youth Pathways and Transitions	<ul style="list-style-type: none"> • Courses introduced as planned • Computer Programming 12 accepted by Acadia and Dalhousie for university credit • Student LifeWork Portfolio in grade 7 	<p>\$100,000</p> <ul style="list-style-type: none"> • Implement four career-related courses starting with Multimedia 12 • <i>Promising Occupations</i> brochures published • Expand Student LifeWork Portfolio to grade 8 • Pursue more course recognitions 	<ul style="list-style-type: none"> • Introduced LifeWork Portfolio in grade 8; adapted teaching resource for co-operative education teachers • Developed <i>Career Development 10</i> curriculum resource • Participated in Invest in Youth sessions across the province • Published five <i>What's Your Favourite Subject?</i> pamphlets • Career Pathways maps for Trades, Technology, and Business and Atlantic Mathematics, and more Career Pathways brochures in development • Implemented Health and Human Services 12 (English and French) 	<ul style="list-style-type: none"> • Pursue recognition of career-related courses by post-secondary institutions • Introduce LifeWork Portfolio in grade 9 and implement in grade 8 • Implement career-related courses such as Child Studies 11, Multimedia 12, Geomatics 12, and Tourism 12 • Introduce new grade 10 courses: Keyboarding 10, Exploring Technology, Food Technology, and Food Handling and Production • Publish <i>Career Pathways</i> brochures • Develop <i>Career Infusion</i> resource to assist content area teachers in integrating career education across the curriculum • Continue expansion of community-based learning 	<ul style="list-style-type: none"> • Continue developing and introducing programs to meet identified needs • Increase awareness of, and access to, NSCC as post-secondary destination

Major Themes: Closing the Gap

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Literacy support strategy, and interventions	<ul style="list-style-type: none"> Grants to boards to develop literacy support plans, support students in grades 7 and 8 Resources provided for students not meeting expectations 	<p>\$900,000</p> <ul style="list-style-type: none"> Expand grants to support third year of support (grade 9) Support for grade 6 Introduce Literacy Success Strategy (grade 10) 	<ul style="list-style-type: none"> Increased targeted funding to boards for Literacy Support Plans Two debrief and planning sessions with board partners Provided consultative/ advisory services regarding all aspects of the development and implementation of Literacy Support Plans Developed <i>Literacy Support Plans: A Resource for Teachers</i> and Literacy Support Strategy, grade 10; drafted standards for literacy support and accountability mechanisms Introduced Literacy Success 10; provided resources and PD for 100 lead teachers 	<ul style="list-style-type: none"> Continue targeted funding for Literacy Support Plans for learners not meeting expectations in elementary and new junior high literacy assessments Expand Literacy Success Strategy to grade 11 Introduce three documents entitled <i>Literacy: A Support Resource</i>, for grades 3–6, 7–9, and senior high school 	<ul style="list-style-type: none"> Support/monitor all students on LSPs Introduce new support to early grades after grade 3 assessment introduced Extend supports to grade 5 Improve success rate on grade 6 literacy assessment
Mathematics support strategy	<ul style="list-style-type: none"> Committees established 	<ul style="list-style-type: none"> Prepare for new grade 3 assessment Develop strategy and resources for support 	<ul style="list-style-type: none"> Prepared for new grade 3 assessment Developed strategy and resources for support 	<ul style="list-style-type: none"> Begin supports for students not meeting expectations in new early elementary mathematics assessment Introduce <i>Mathematics Grade 4: A Support Resource</i> 	<ul style="list-style-type: none"> Grade 3 math assessment in place with Mathematics Support Plans Improve student performance in mathematics

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Supporting African Nova Scotian learners	<ul style="list-style-type: none"> • Funds for student support workers • Memorandum of understanding signed for NSCC Transition Year Program • Awards increased • Ten grants for short-term job training • Youth leadership moved to CACE • Seven Positive Parenting Workshops offered • Tutor training program customized and delivered • African Heritage literacy resources being developed 	<p>\$1,000,000</p> <ul style="list-style-type: none"> • Implement Transition Year Program • Youth Development Program, pilot youth leadership framework • Expand university scholarships to three years • More parenting workshops • Implement African Heritage resources; two PD sessions for English 12 African Heritage • Funding for Africentric Learning Institute program 	<ul style="list-style-type: none"> • Extended post-secondary scholarships to three years, increased amount from \$2,000 to \$2,500 • Increased number of grants for customized job training from 10 to 20 • Established Implementation Leadership Committee • Two PD sessions for English 12 African Heritage, identified and purchased resources • Delivered additional learning resources to selected high need schools • Workshops for all Guidance Counsellors regarding high expectations for ANS students • Eight Positive Parenting Workshops, worked with boards to enhance parent outreach program 	<p>\$1.6 million</p> <ul style="list-style-type: none"> • Continue BLAC Report implementation; start program/ services review to ensure they support desired outcomes • Increase short term job training grant, assess Transition Year program at NSCC, add three new community learning services sites • Renew Regional Educators Program based on program review • Pilot English 12 African Heritage • Develop a strategy to increase science/ math participation and success • Offer four regional Positive Parenting workshops • Continue funding to CACE to implement Africentric Learning Institute programs 	<ul style="list-style-type: none"> • Continue and conclude implementation of <i>BLAC Report</i> recommendations as resources permit • Complete implementing operational aspects of BLAC Implementation Review Committee Report
Supporting Mi'kmaw learners	<ul style="list-style-type: none"> • Funds, monitored best-practices, home-school liaison pilot • Funds for learning resources (grade 7) 	<p>\$100,000</p> <ul style="list-style-type: none"> • Improve First Nations (FN) learners' outcomes • Revise grade 8 curriculum, add learning resources • Monitor pilot, provide support to ensure success • Home-school communications parent pamphlet 	<ul style="list-style-type: none"> • Continued to work on Mi'kmaw Language 8 curriculum guide; identified resources to support it • Started review of roles, responsibilities, programs, and services related to direct support to Mi'kmaw learners, and to an effective delivery and support structure 	<ul style="list-style-type: none"> • Conclude review started in 2006–07 • Work with Mi'kmaw community and school boards to support targeted actions aimed at closing achievement gap 	<ul style="list-style-type: none"> • Over 10 years, starting in 2005, close the gap between FN learners and public school system student population

Major Themes: Closing the Gap

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
ESL student supports	<ul style="list-style-type: none"> Office of Immigration provided funding for staff for ESL needs in HRM area 	<p>\$200,000</p> <ul style="list-style-type: none"> Increase grants for ESL services beyond HRSB Co-ordinate ESL services for P–12 	<ul style="list-style-type: none"> Grants issued to school boards based on identified numbers of ESL students 	<ul style="list-style-type: none"> Continue grants based on identified needs 	<ul style="list-style-type: none"> Continue supports for ESL students Evaluate impact of program
Parent–child literacy partnerships	<ul style="list-style-type: none"> Funds to community organizations for family literacy pilots in five school regions 	<p>\$50,000</p> <ul style="list-style-type: none"> Continue offering funds for family literacy projects with schools Initiate a network of family literacy practitioners 	<ul style="list-style-type: none"> With school boards, conducted study skills workshops for Cultural and Academic Enrichment Program tutors Six positive parenting workshops conducted across the province Co-ordinated with CACE to host two parent conferences 	<ul style="list-style-type: none"> Expand partnerships and support Family Literacy Advisory Group, Read to Me!, Family Learning Endowment Fund, and the Équipe d’alphabétisation de la Nouvelle-Écosse Family literacy grants: provide opportunities for parents and caregivers to achieve their literacy and learning goals 	<ul style="list-style-type: none"> Continue focus on parents with limited literacy skills Continue raising awareness
SEIRC Report targets for core professional services	<ul style="list-style-type: none"> Funding to school boards to continue adding core professionals Four fact sheets for parents 	<p>\$2,900,000</p> <ul style="list-style-type: none"> Professionals include resource teachers, speech language pathologists, school psychologists Two more parent fact sheets 	<ul style="list-style-type: none"> Targeted ratios for speech language pathologists and school psychologists have been met; school boards are very close to targeted ratios for resource teachers (target is 1:165, current is 1:168) Published <i>Program Planning Guide for Parents</i> Funding to school boards to support parent information sessions 	<p>\$1,325,000</p> <ul style="list-style-type: none"> Continue funding to maintain special education staffing in boards Focus on how FTEs are reported by boards Focus on qualifications and competencies of those in resource teaching positions Boards will meet their targeted ratio for resource teachers of 1:165 Continue multi-year funding for core professional services 	<ul style="list-style-type: none"> Meet core services ratios

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Students with autism spectrum disorder (ASD)	<ul style="list-style-type: none"> • Research and training developed • 40 teachers attended seven-day workshop • Provincial Autism Advisory Committee, and Early Intensive Behaviour Intervention Transition Working Group, established • Consultant hired • Regional lead teams identified 	<p>\$200,000</p> <ul style="list-style-type: none"> • Three-year plan for teacher PD for a range of autism needs • Regional lead teams will be trained 	<ul style="list-style-type: none"> • Provincial professional development advisory committee established • Training for regional lead teams on SCERTS (Social Communication, Emotional Regulation and Transactional Support), STAR (Strategies for Teaching based on Autism Research), and TTAP (Teach Transition Assessment Profile) and Train the Trainer provided • Two demonstration sites set up—CCRSB and AVRSB • Resources to support lead teams; demonstration sites provided to boards • PD provided for teachers and lead teams based on identified needs, and provincial plan to build knowledge and skills in teaching students with ASD 	<ul style="list-style-type: none"> • Continue three-year professional development plan to enhance capacity and teacher expertise • Set up additional demonstration sites across the province • Introduce autism guide for teachers • Establish transition process with Department of Health from pre-school to school 	<ul style="list-style-type: none"> • Continue delivering training; add modules based on experience and continued research • Smooth transition of children with ASD into early years
Innovation Challenge Fund	<ul style="list-style-type: none"> • Grants provided • Inventory of best practices completed • Report with recommendations prepared 	<ul style="list-style-type: none"> • Expand range of program options for students with special needs including those with behavioural challenges 	<ul style="list-style-type: none"> • \$1.9 million distributed to school boards based on proposals for new programs and services to meet needs of students at risk, particularly those with behavioural challenges • 32 new programs at school and school board levels initiated and evaluated • Evaluation of outcomes showed increases in student attachment to schools, support for student needs, enhanced community collaboration, and increased academic achievement 	<ul style="list-style-type: none"> • Continue to monitor progress of approved proposals 	<ul style="list-style-type: none"> • Establish new fund, continue monitoring, evaluating, and refining best practices • Improved service delivery for students with special needs

Major Themes: Closing the Gap

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Reading Recovery™	<ul style="list-style-type: none"> • Now in all English grade 1 classes • Consultant in place to conduct reviews • Four teacher leaders receiving training to extend program to French Immersion grade 1 classes 	<p>\$200,000</p> <ul style="list-style-type: none"> • Train six new teacher leaders (FI) • French Immersion teachers start Reading Recovery™ training, September 2006 	<ul style="list-style-type: none"> • Masters Degree established to train teacher leaders; four French Immersion candidates identified • PD for Reading Recovery™ (French Immersion program) provided • In September 2006, Reading Recovery™ implemented in all boards with early French Immersion 	<ul style="list-style-type: none"> • Expand Reading Recovery™ to additional Grade 1 French Immersion teachers • Train an additional Reading Recovery™ trainer 	<ul style="list-style-type: none"> • Continue training teacher leaders • Make program improvements • Ensure program is sustainable
Assistive technology	<ul style="list-style-type: none"> • Funds provided to school boards • Assistive Technology guidelines developed 	<p>\$100,000</p> <ul style="list-style-type: none"> • Continue providing funds to purchase resources • Assistive technology guidelines PD 	<ul style="list-style-type: none"> • Released <i>Assistive Technology Supporting Student Success</i> and accompanying fact sheet, supported implementation, boards accessed \$600,000 in AT funding for resources • Listserv was developed to suggest software and hardware for review • Facilitated bulk purchasing of resources to maximize cost effectiveness 	<ul style="list-style-type: none"> • Continue support within current province-wide budget base 	<ul style="list-style-type: none"> • All boards have access to trained professional and technology resources
Tuition Support Program (TSP)	<ul style="list-style-type: none"> • Based on first year, application deadline extended by regulation • Prepared to introduce income supplement program in 2006–07 • Monitored the three approved schools 	<ul style="list-style-type: none"> • Implement income supplement program—one-time funding to offset year two shortfall 	<ul style="list-style-type: none"> • Recommended that funding be maintained for a third year to focus on transition of students to public school setting 	<p>\$150,000</p> <ul style="list-style-type: none"> • Fund third year and monitor transition preparations 	<ul style="list-style-type: none"> • Evaluate efficacy of TSP in 2008–09
Teacher assistants	<ul style="list-style-type: none"> • Pre-service competencies publicized for school boards and training institutions 	<ul style="list-style-type: none"> • Complete 			<ul style="list-style-type: none"> • All teacher assistants meet minimum qualifications

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Racial Equity Policy	<ul style="list-style-type: none"> Introduced in junior high level Supports continued at elementary level where policy was previously introduced 	<p>\$30,000</p> <ul style="list-style-type: none"> Four regional symposia for elementary schools Introduce to senior high level 	<ul style="list-style-type: none"> Provided PD resource DVDs on teacher practices and board level integration, introduced policy in senior high schools, and delivered cultural competency components to guidance counsellors Hosted Race Relations Cross-Cultural Understanding and Human Rights Conference Developed REP Implementation Department Action Plan REP Monitoring Framework implemented 	<ul style="list-style-type: none"> Pilot Student Self Identification Survey at three school boards Use surveys to develop provincial system for self identification Use REP Monitoring Framework Survey and action plan to inform implementation 	<ul style="list-style-type: none"> Continue implementation to all grades Monitor and evaluate effectiveness Regional conference in collaboration with partners
Refresh and support technology in classrooms	<ul style="list-style-type: none"> Grade 8 refresh completed 80 online seats funded 1000 PD days funded 10 FTE technicians hired (school boards) 	<p>\$1,000,000</p> <ul style="list-style-type: none"> Refresh ICT in grade 9 Continue funds to support technicians Increase online course seats to 100 Long term strategic plan for online learning Continue funding for teacher PD Develop three online courses 	<ul style="list-style-type: none"> Summer Institute for teachers Technical support and computers to boards Worked with school counsellors regarding online courses Developed Strategic Plan for Online Learning 	<ul style="list-style-type: none"> Continue to replace computers more than seven years old, focus on grades 10–12 Provide 1700 computers, LCD projectors, software, and other accessories Continue funding for professional development and technical support Fund 110 seats in online courses for high schools with access to 18 new online courses Release eight English Correspondence Study courses: English 7, Science 7 and Science 9, Communications Technology 12, Mathematics 7, Advanced Mathematics 11, History 10, and two French language correspondence courses: Core French 10 and Biologie 12 	<ul style="list-style-type: none"> Extend refresh starting with grade 10 and grade 3 Continue funding PD and technicians Establish and meet computer ratios, current technology, and technician support

Major Themes: Closing the Gap

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
More textbooks to students	<ul style="list-style-type: none"> • These have been provided as part of total increased funds for direct purchase portion of textbook credit allocation • Focus on chemistry and social studies 	<p>\$200,000</p> <ul style="list-style-type: none"> • Continue providing new textbooks • Focus on mathematics, language arts, science, social studies 	<ul style="list-style-type: none"> • Provided <i>Math Makes Sense 5</i>; textbooks for grades 11 and 12 biology, and grade 8 social studies 	<ul style="list-style-type: none"> • Continue focus on mathematics and language arts by providing <i>Math Makes Sense 6</i>, <i>Mathematics 8: Focus on Understanding</i>, and <i>Writers in Action 9</i> writing centre resources 	<ul style="list-style-type: none"> • Continue textbook provision as resources permit, based on identified needs
Support for school libraries	<ul style="list-style-type: none"> • Targeted funds to school boards for staff or collections based on their priorities • Started gathering support materials • School library packs of literacy resources, grades P–3 	<p>\$560,000</p> <ul style="list-style-type: none"> • Expand school library collection • Improve library technician to student ratio • Develop guidelines and standards • Provide resources and resource lists for school libraries to support specific curriculum or program areas 	<ul style="list-style-type: none"> • Increased funding to boards by \$560,000 • Report produced on ratio of library technician staff to students • Purchased school library resources • Developed draft standards, guidelines, and policies to improve and enhance school libraries • Developed resource lists to aid school boards and schools in expanding their collections 	<ul style="list-style-type: none"> • Continue funding to libraries to expand collections and improve staff to student ratio • Provide Hackmatack 2007–2008 collections to all schools with grades 4–6 • Needs assessment and enhancement of French second language library holdings 	<ul style="list-style-type: none"> • Implement guidelines and standards to improve quality and access (target 1:400)

Strategy	Accomplished 2005-06	Plan for 2006-07	Accomplished 2006-07	Plan for 2007-08	Four Year Target (by end 2008-09)
Increase the number of qualified guidance counsellors (NEW in 2006-07)		<p>\$500,000</p> <ul style="list-style-type: none"> Establish ratios Enhance support for social, emotional, and behavioural needs Career guidance, enhanced resources 	<ul style="list-style-type: none"> Boards at targeted ratio for school psychology; gap in speech language pathology decreased from 19% to 4% in 2005-06. The resource teacher ratio was decreased from 1:200 to 1:165 Boards employed more resource teachers and speech language pathologists to meet recommended ratios Targeted funding (\$500,000) to boards for 12 FTE guidance counsellors for elementary schools 	<ul style="list-style-type: none"> Continue monitoring qualifications for guidance counsellors 	<ul style="list-style-type: none"> Set and meet standards of services, including guidance ratio targets for elementary schools

3. Developing Healthy, Active Learners (additional \$0.2 million)

*"[Teaching is] the best job in the world!"
– a school board Director, Programs
and Student Services*

Developing Healthy, Active Learners recognizes schools have a role to play in promoting healthy, active living for students. The goal is to help ensure that students become better, more engaged learners at school, and healthier Nova Scotians for life. In addition to education funding, there is also an allocation from the Nova Scotia Department of Health Promotion and Protection (NSHPP) budget, and actions within this theme are supported by both partners. The provincial Health Promoting Schools Program provides the overall framework for key school health components, in a partnership of the two departments. These actions fall into three categories:

- Health Education, Physical Education, and Student Leadership
- Healthy Foods in Schools
- Safe Schools

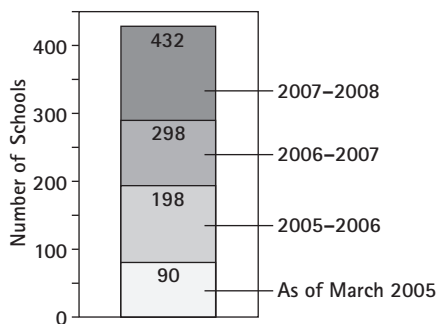
Here is what we planned for 2006–07, what we accomplished in 2005–06 and 2006–07, and what we plan for 2007–08 (funding in 2007–08 is in addition to previous years' funding):

*"What a difference the Pre-Primary Program has made ... the primary teacher was amazed. What a great start these children have been given."
– Colchester county area
school principal*

2006–07: what we have done

- Developed resources, PD, and parent pamphlets for new curriculum
- More qualified physical education teachers
- Continued playground refresh support
- Offered workshops and parent information regarding girls' activity levels
- Continued support for student leadership participation and activity outside school
- Began three year implementation of Healthy Foods in Schools policy
- New standards for breakfast program
- PEBS–90 schools trained, tracking, receiving reports on patterns/trends
- Youth Health Centre standards to be reflected in school construction and renovations

PEBS in Schools



2007–08: what we plan to do next

- Continue adding qualified physical education teachers
- Continue developing resources and supports for curriculum
- Introduce resources for physical education courses in high school
- Implement strategies to increase physical activity levels for grades 5–8 girls
- Continue supports to expand participation and school wide enrichment and leadership programs
- Year 2 of implementing policy; release *Fundraising with Healthy Foods and Beverages*
- Introduce *Provincial Breakfast Program Standards*
- Complete fourth year of implementation of Positive Effective Behaviour Supports, offer functional behavioural assessment training
- Continue to implement Youth Health Centre standards

Major Themes: Developing Healthy, Active Learners

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Health education and physical education programs	<ul style="list-style-type: none"> Targeted funds provided to school boards to hire eight physical education teachers Four health education parent pamphlets being developed Developed Physically Active Living 11, Physical Education Leadership being developed Support 4–6 program implementation 	<p>\$560,000</p> <ul style="list-style-type: none"> Add 10 FTE physical education specialists Develop courses (P–3) Implement Health/Personal Development and Relationships 7, pilot Health/Personal Development and Relationships 8 Develop Career and Life Management 11 and Health and Human Services 12 Publish parent pamphlets Continue PD Develop learning resources Pilot Food and Nutrition 8 and Family Studies 10 	<ul style="list-style-type: none"> Eighteen new qualified physical education teachers in grades 3–6 Purchased and distributed <i>Health for Life 1</i> Completed and introduced grades 7–9 teaching resources: <i>A Question of Influence</i> (substance abuse education) and <i>Healthy Body, Healthy Mind</i> (mental/emotional health education) Piloted family studies courses, Food and Nutrition 8 and Food for Healthy Living 10 	<p>\$500,000</p> <ul style="list-style-type: none"> Continue funding existing physical education teachers plus an additional 7.8 FTE, grades 3–6 Physically Active Living 11 will be revised as full-credit course Introduce new curriculum and learning resources for health education primary–3, Healthy Living 8, Physical Education 10, and Fitness Leadership 11 Expand support in areas of drug education for grades 7–9 and prevention of problem gambling, and alcohol and other drug education resources for senior high students Align sexual health education curriculum with <i>Canadian Guidelines on Sexual Health Education</i>; resources and PD for sexual health education teachers, grades 4–11; increase opportunities for networking between schools and community partners in this area 	<ul style="list-style-type: none"> Implement curriculum and resources as they are developed Add up to 60 FTE new qualified physical education teachers as resources allow, grades 3–9 Implement 30 minutes of physical education per day Students graduating in 2011 will be required to have a physical education credit. Over three years, funding will be provided to increase the number of qualified physical education teachers, grades 10–12, along with additional learning resources and equipment

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Physical activity levels—support	<ul style="list-style-type: none"> • All school boards hired consultants with targeted funds • Provincial School Health Co-ordinator in place • Community Use of Schools Framework regulations being developed 	<p>\$306,000</p> <ul style="list-style-type: none"> • Top up grant to boards to maintain consultants • When regulations complete, implement framework 	<ul style="list-style-type: none"> • Active Healthy Living consultants provided leadership and support for physical education • Continued Sports Animator program, which assists school communities to facilitate non-curricular physical activity; provide sport and recreation opportunities for students • Developed strategies to implement mandatory physical education credit in senior high and to expand Youth Fitness Training, NCCP Certification, and High Five Training • Developed Fitness Leadership 11 course and <i>Physical Education 10</i> curriculum guide • Released research data on <i>Physical Activity Levels and Dietary Intake of Children and Youth (PACY) in the Province of Nova Scotia 2005</i> 	<ul style="list-style-type: none"> • Introduce curriculum resources for Physical Education 10 and pilot Fitness Leadership 11 • Release refreshed <i>Active Kids, Healthy Kids Strategy</i> 	<ul style="list-style-type: none"> • Continue implementation • Increase physical activity in/out of school • Up to 60 new teachers for elementary and junior high • Mandatory high school credit for graduation in 2010
Physical activity, grades 5–8 girls	<ul style="list-style-type: none"> • Resources have been identified and gathered • Grants provided to school boards • Workshops planned 	<ul style="list-style-type: none"> • Symposia will be held to include students • Parent information will be developed 	<ul style="list-style-type: none"> • <i>Girls and Physical Activity/Physical Education Resource</i> completed • Conducted two Girls and Physical Activity Symposia and follow-up sessions/ services for all school boards and First Nations schools • Provided grants to boards to engage female students, grades 5–8 	<ul style="list-style-type: none"> • Implement strategy to increase physical activity of female students, target grades 5–8 • Increase opportunities for professional development in this area 	<ul style="list-style-type: none"> • Monitor effectiveness of actions and intervene as necessary

Major Themes: Developing Healthy, Active Learners

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Public school student leadership programs	<ul style="list-style-type: none"> • NSHPP and DOE encourage students' participation in leadership programs • Enrolment in Duke of Edinburgh Awards increased (19 new schools offered the program) • New fitness leadership program (older students work with younger ones) 	<ul style="list-style-type: none"> • Continue promoting and supporting Duke of Edinburgh Awards, and other leadership development programs 	<ul style="list-style-type: none"> • Currently 24 schools offer the program to youth aged 14–25; 104 new participants this year • Five new school groups added involving 61 new participants 	<ul style="list-style-type: none"> • Continue funding for Duke of Edinburgh Awards program and other approved leadership programs 	<ul style="list-style-type: none"> • Continue support to expand participation and school wide enrichment programs; more leadership development programs for credit, and other NSHPP supports as resources allow
Healthy Foods in Nova Scotia Schools	<ul style="list-style-type: none"> • Draft policy complete • Plan three-year implementation schedule 	<ul style="list-style-type: none"> • Begin three-year implementation of new policy, including supports for schools 	<ul style="list-style-type: none"> • NSEL Symposium: Developing Comprehensive School Health • Joint Consortium for School Health consultation regarding surveillance • Workshops at National School Health Conference and Principals in Focus 2007 • Began implementation of the Food and Nutrition Policy for Nova Scotia Public Schools, including funding to boards to support implementation 	<ul style="list-style-type: none"> • Release <i>Fundraising with Healthy Foods and Beverages</i> and pamphlets • Support year 2 of the 3-year implementation of policy • Continue to meet with industry partners to consolidate their support of implementation 	<ul style="list-style-type: none"> • Continue to support introduction and implementation of policy
Expanded breakfast programs	<ul style="list-style-type: none"> • Grants to support and expand programs (P–6) • Co-ordinator hired to oversee building of support, start developing provincial standards 	<ul style="list-style-type: none"> • Continue grants • Finish developing standards • Continue developing guidelines • Start implementation 	<ul style="list-style-type: none"> • Workshops regarding breakfast program at Principals in Focus, and a provincial workshop for boards • 262 programs: 200 schools with P–6 students; 62 schools with junior–senior high students 	<ul style="list-style-type: none"> • Introduce <i>Provincial Breakfast Program Standards for Nova Scotia Public Schools</i> • Continue funding to support breakfast programs, P–12 	<ul style="list-style-type: none"> • Continue building support, adding schools, and supporting schools to expand participation

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Positive Effective Behavioural Supports	<ul style="list-style-type: none"> Introduced to 198 schools by March 2006 Lead teams of eight for each school board were trained Tracking form developed 	<ul style="list-style-type: none"> In-service more schools Pilot tracking form Trained schools start tracking in September 2006 	<ul style="list-style-type: none"> Lead team in-service and school follow-up training regarding Code of Conduct and Positive Effective Behaviour Supports for another 100 schools; follow-up training sessions in four school boards Conducted validation process with PEBS and physical education leaders and other partners Published <i>Let's Talk about ...Fair Play and Fair Play in Our Schools</i>; implemented strategy to integrate fair play principles into related policies and programs 	<ul style="list-style-type: none"> Complete four-year plan with all schools receiving in-service PEBS training by March 2008 Further training for lead team members in all school boards in behavioural interventions and supports as well as functional behavioural assessment training Optional summer sessions will be offered in 2007 	<ul style="list-style-type: none"> All schools trained by March 2008 Use data to make decisions, address severe behavioural challenges Improve behaviour interventions
More Youth Health Centres	<ul style="list-style-type: none"> Grants to school boards toward renovations Youth Health Centre standards completed 	<ul style="list-style-type: none"> Youth Health Centre standards to be reflected in new school construction 	<ul style="list-style-type: none"> Continued to work toward implementation of the standards 	<ul style="list-style-type: none"> Supplement resources already dedicated to Youth Health Centres Continue to work toward implementation of the standards 	<ul style="list-style-type: none"> Continue identifying and opening health centres, as resources allow

4. Time to Teach and Time to Learn (additional \$2.5 million)

"These resources get in 'real' teachers' hands and these teachers teach 'real' kids. The instructional passages are exemplary!"

– school literacy co-ordinator, Halifax area school

Providing Time to Teach and Time to Learn recognizes that today's youth need to know much more than ever before if they are to participate fully in a global society. To help students prepare, we can ensure they enter school ready to learn from day one, we can help them get started right with smaller class sizes in the early years so they have the attention they need from teachers, and we can take a fresh look at the way instructional time is used and structured to ensure students have more time to learn, and teachers more time to teach. These steps are in two categories:

- Time on Task
- Smaller Class Sizes

Here is what we planned for 2006–07, what we accomplished in 2005–06 and 2006–07, and what we plan for 2007–08 (funding in 2007–08 is in addition to previous years' funding):

"We are extremely pleased and impressed with Nova Scotia's commitment to rigorous high school education and to international mindedness."

*– Regional Director, International Baccalaureate Program
(April 2007 press release)*

2006–07: what we have done
<input checked="" type="checkbox"/> Completed time tracking, assessed results, developed guidelines
<input checked="" type="checkbox"/> Second year of Pre-Primary pilot
<input checked="" type="checkbox"/> Cap grade 3 at 25; P-1 and 1-2 at 20
2007–08: what we plan to do next
<input type="checkbox"/> Introduce use of instructional time guidelines for schools and boards
<input type="checkbox"/> Continue Pre-Primary program in 19 sites; study program evaluation results and examine options for early childhood education
<input type="checkbox"/> Continue to sustain positions added to date, and monitor class sizes

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Time to teach, time to learn	<ul style="list-style-type: none"> • With school board staff, identified areas of concern in use of time • Interim policy for 2005–06 year • Started electronic tracking of use of time, 10% of schools 	<ul style="list-style-type: none"> • Complete use of time tracking project • Analyse results, develop policy, implement, monitor changes • Identify any additional areas for study 	<ul style="list-style-type: none"> • Project completed, framework for board guidelines in final draft form 	<ul style="list-style-type: none"> • Introduce guidelines for schools and boards • Monitor and assist boards to ensure students have more time to learn, teachers have more time to teach 	<ul style="list-style-type: none"> • Continue, monitor improvement, with partners identify other changes needed • Increase time on task

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Pre-primary program pilots	<ul style="list-style-type: none"> • Program planning and evaluation criteria developed • Made legislative amendments to authorize pilots • 19 sites started during school year 	<p>\$866,000</p> <ul style="list-style-type: none"> • Second year of two-year pilot • Start preparing for evaluation by developing an evaluation framework 	<ul style="list-style-type: none"> • Monitored and supported pilot sites, provided additional classroom resources, backpacks and supplies for second-year cohort, and continued training of early childhood educators • Continued collaboration with Departments of Community Services and Health Promotion and Protection; explored alternative models, including wrap-around day care; monitored transition of year one cohort to primary • Began implementation of strategy to evaluate the Pre-Primary pilot program, drafted interim evaluation report on year one, administered Early Childhood Environment Rating Scale, Early Development Indicators (EDI) instrument and Parent Satisfaction survey 	<ul style="list-style-type: none"> • Continue to co-ordinate the pre-primary program for 280 students in 19 sites • Examine the results of the program evaluation and work with boards to explore the full range of options for early childhood education 	<ul style="list-style-type: none"> • Evaluate impact of program on student performance in grades primary and 1, and on relationships of students and parents with their schools
Continued class size reductions	<ul style="list-style-type: none"> • Funds provided to school boards to reduce class sizes as set out in government's commitment 	<p>\$6,900,000</p> <ul style="list-style-type: none"> • Cap grade 3 at 25 • Cap combined grades 1–2 and 2–3 at 20 or add non-teaching adult (NTA) 	<ul style="list-style-type: none"> • Expanded class size caps to grade 3: maximum of 25 students for all classes • Expanded caps for combined classes and classes with students with IPPS to grades 1–2 and grades 2–3: maximum of 20 students or an additional NTA in the classroom 	<p>\$2,475,000</p> <ul style="list-style-type: none"> • Continued funding to sustain teaching positions added in prior years 	<ul style="list-style-type: none"> • Cap grade 3 at 25, combined classes grades 1–2 and 2–3 at 20 or add NTA • Class size caps may extend to more grades in future years as funding becomes available
Address class composition issues	<ul style="list-style-type: none"> • Funds available to school boards on application basis where needs were demonstrated 	<ul style="list-style-type: none"> • Grades 2 and 3 at 20 or add NTA 	<ul style="list-style-type: none"> • Grades 2 and 3 capped at 20 or NTA added 	<ul style="list-style-type: none"> • Continue to monitor class sizes in grades primary through 3 	<ul style="list-style-type: none"> • Extend to grades 2 and 3

5. Measuring and Reporting on Success

"We are working more closely with employers and parents to better prepare students for a very sophisticated labour market."

– Minister Karen Casey, announcing Parents as Career Coaches Program, November 2006.

Measuring and Reporting on Success supports the importance of having more and better information so we can make sound educational decisions, and to focus on continuous improvement for students, teachers, schools, school boards and the province in general. The annual Minister's Report to Parents will be expanded to include more student achievement information, so parents and students have a clearer picture of how our students are performing. The two categories in this theme are:

- Assessment and Evaluation
- Reporting and Accountability

Here is what we planned for 2006–07, what we accomplished in 2005–06 and 2006–07, and what we plan for 2007–08 (funding in 2007–08 is in addition to previous years' funding):

"The accreditation program has helped us foster a culture of continuous improvement."

– Principal, Parrsboro Regional Elementary-High School, Nova Scotia's first accredited school (May 2007 press release).

2006–07: what we have done

- Prepared for Early Elementary Mathematical Literacy Assessment, grade 3
- Prepared Early Language Literacy Assessment, grade 3 and Junior High Literacy Assessment, grade 9
- Prepared classroom mathematics assessment resources, P–3
- Continue Minister's Report to Parents
- Surveyed 2006 graduates
- Education quality framework—developed school board accountability review process to support school accreditation
- Prepared for next steps for student information system

2007–08: what we plan to do next

- Administer language literacy assessments in grades 3 and 9
- Field test grade 12 French Immersion writing skills classroom resource
- Start implementing P–3 classroom assessment resource
- Release Minister's Report to Parents
- Prepare for follow up survey of 2006 graduates
- Introduce school board quality assurance reviews in a small number of boards; evaluate results
- Complete software evaluation and implementation planning for student information system

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
<p>Assessments in language and math literacy 3, 6, 9</p>	<ul style="list-style-type: none"> • Grades 3 and 9 French and English language literacy assessment specifications being field tested • Grade 3 math literacy assessment specifications being field tested 	<p>\$300,000</p> <ul style="list-style-type: none"> • Complete development and administer • Expand literacy assessments to grades 3 and 9 • Expand math assessment to grade 3 	<ul style="list-style-type: none"> • Language and mathematical literacy assessments drafted and field tested: <ul style="list-style-type: none"> Early Elementary Mathematics Literacy Assessment (grade 3, French and English) prepared for implementation Elementary Literacy Assessment (grade 6, French and English) administered, and individual results and parent reports provided to schools Early Language Literacy Assessment (grade 3, English) developed item analysis, teacher in-service materials Junior High Literacy (grade 9 French and English) forms and administrative materials developed, informational interactive website provided • Pan Canadian Assessment Program (PCAP) (French and English)—prepared for administration • Progress in International Reading Literacy Study (PIRLS), grade 4, (French and English): administered, marked, results submitted to Canadian PIRLS consortium, public report in development • Program of International Student Assessment (PISA) (French and English): provided <i>Preparing for PISA</i> booklets to students, distributed and administered assessment, sent for central marking 	<ul style="list-style-type: none"> • Language literacy assessment program will expand from grade 6 to grade 9 and grade 3 • Field testing of classroom resource to assess writing skills of grade 12 students in French Immersion • PCAP will be administered spring 2007 (math, science, reading, 13-year-olds) • PIRLS (grade 4 reading) and PISA (math, science, reading, 15-year-olds) results to come in December • NSE administered in English, Math, and Science or Social Studies 	<ul style="list-style-type: none"> • Grades 3, 6, and 9 literacy assessments in place • Support students on literacy support plans • Teachers conduct P–3 classroom assessments in mathematics • Grade 3 math assessment in place • Initiate new scoring/reporting format

Major Themes: Measuring and Reporting on Success

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Elementary math classroom assessment resource	<ul style="list-style-type: none"> Field test of P-1 resource complete Grades 2–3 resource developed 	<ul style="list-style-type: none"> Implementation of classroom assessment resource, P-3, delayed 	<ul style="list-style-type: none"> Advisory Committee review of primary, 1, 2, and 3 materials 	<ul style="list-style-type: none"> Begin implementation of P-3 resource 	<ul style="list-style-type: none"> Continue support and implementation of resource
Minister's Report to Parents	<ul style="list-style-type: none"> New format designed School board success stories Report drafted for publication in early 2006–07 	<p>\$100,000</p> <ul style="list-style-type: none"> Enhanced format—design, publication distribution Spring 2006 publication 	<ul style="list-style-type: none"> <i>Minister's Report to Parents</i> prepared for release early in 2007–08 Published <i>Continuing a Coherent Mathematics Program</i> 	<ul style="list-style-type: none"> Release report in print form and on website; distribute to schools, parents, and education partners Prepare for publication of next annual report 	<ul style="list-style-type: none"> Continue publication of report in new format annually
Graduate follow-up surveys	<ul style="list-style-type: none"> Survey last performed with 1998 cohort; follow-up with this group 	<ul style="list-style-type: none"> Develop and implement survey of 2006 high school graduates' post-grade 12 intentions 	<ul style="list-style-type: none"> Data collection (telephone survey) Analysis by consultant Report drafted 	<ul style="list-style-type: none"> Draft report to be finalized and distributed Prepare for follow-up survey of 2006 graduates, to take place in 2008 	<ul style="list-style-type: none"> Follow-up survey in 2008 of 2006 grads Assess results of surveys, consider program changes
Education program, service, and performance standards	<ul style="list-style-type: none"> Inventory of policies, program materials, regulations where standards are articulated Monitoring framework being developed 	<ul style="list-style-type: none"> Framework will be completed and introduced Perform gap analysis Work to more clearly link inter-related policies, programs, and other strategies 	<ul style="list-style-type: none"> Continued work on branch policy inventory and gap analysis Developed new school system accreditation-type process, implementation plan developed 	<ul style="list-style-type: none"> Introduce and oversee implementation of reviews in a small number of school systems in 2007 and develop report 	<ul style="list-style-type: none"> Evaluate system review model in 2008 Annual reporting Systemic education accountability tool to track improvements in public school system
Student Information System	<ul style="list-style-type: none"> Consulting firm selected to perform detailed requirements Work plan in place to complete planning, design and procurement phases very early in 2006–07 	<ul style="list-style-type: none"> Decision on building system, or purchasing existing system Next steps depend on foregoing decision 	<ul style="list-style-type: none"> Detailed design requirements, market analysis and RSP process completed Software evaluation started, to be completed early in 2007–08 	<ul style="list-style-type: none"> Complete software evaluation and implementation plan, to commence in future year 	<ul style="list-style-type: none"> Next phases include detailed planning and preparation, procurement, and implementation

6. Strengthening Partnerships

"I feel more motivated and interested in school. I know I'll have a lot of choices and options when I graduate."

– O₂ student, Halifax area high school
(May 2007 press release)

"I am glad that you are attempting to make food choices at schools more healthy."

– Parent, writing to the Department of Education

"[... most beneficial to me professionally] ... the process – the correcting, the rubrics, the assessment for learning, looking at problematic trends, which will in turn influence practice."

– Participant in the Early Elementary Mathematical Literacy Assessment Marking Session, July 2007

Strengthening Partnerships recognizes public education is a shared responsibility between government, schools, parents, teachers, students, the community, and many other education partners and that success will only be achieved by working together. Within this theme are two types of partnerships:

- Direct School-Community Partnerships
- Value-Adding Outside Partnerships

Here is what we planned for 2006–07, what we accomplished in 2005–06 and 2006–07, and what we plan for 2007–08 (funding in 2007–08 is in addition to previous years' funding):

2006–07: what we have done

- Continue to develop SAC resources and supports
- Distributed print resources to parents, consulted on information needs
- Expanded partnerships with education institutions, community, and business in support of O₂
- Continued developing government partnerships in areas of specific need
- Partnerships with arts community to expand Artists in Schools program

2007–08: what we plan to do next

- Introduce online career planning guide
- Expand upon, and strengthen, the range of partnerships to support O₂ programming
- Work within the framework of the new Child and Youth Strategy to address recommendations of the Nunn Commission
- Continue funding to expand Artists in Schools programs

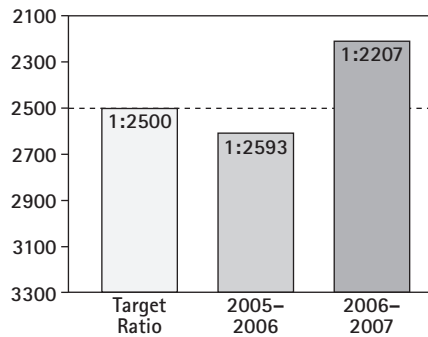
Major Themes: Strengthening Partnerships

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Strengthen School Advisory Councils	<ul style="list-style-type: none"> Manual drafted, distributed to SAC co-ordinators for further input Workshop materials under development Each school board has assigned a person to provide support and co-ordination to SACs 	<p>\$50,000</p> <ul style="list-style-type: none"> Develop, print, and distribute resources Regional conferences being planned 	<ul style="list-style-type: none"> Met with school board co-ordinators Developed draft resource manual, solicited input from SACs Draft manual released January 2007 	<ul style="list-style-type: none"> Consult with school board SAC co-ordinators and representatives from SACs to verify current needs related to capacity to fulfill roles and responsibilities as set out in the Education Act Develop a long-term professional development plan for SACs 	<ul style="list-style-type: none"> Additional supports, resources, orientation, and school-board and departmental co-ordination in place
Continue provision of information to parents	<ul style="list-style-type: none"> More pamphlets, fact sheets, brochures Planned topics for parent conference Progress on IPPs added to standard report card 	<ul style="list-style-type: none"> Develop, print, and distribute pamphlets Parent conferences 	<ul style="list-style-type: none"> <i>Program Planning Guide for Parents</i> and accompanying fact sheet developed with NSTU and parents, distributed with a PowerPoint presentation for use by boards Grants to boards to assist in implementation 	<ul style="list-style-type: none"> Continue to use <i>Program Planning Guide</i> 	<ul style="list-style-type: none"> Additional parent information, including brochures, conferences related to special education program and services (SEIRC)
Education partnerships	<ul style="list-style-type: none"> Career guide for students and parents, and teacher resource published in January Labour market website launched in January 	<p>\$45,000</p> <ul style="list-style-type: none"> Continue adding resources to website 	<ul style="list-style-type: none"> Market-tested and incorporated an interactive feature called Career Opportunities and Related Information Developed an online career planning guide 	<ul style="list-style-type: none"> Continue to promote career planning products, start evaluation of products introduced to date 	<ul style="list-style-type: none"> Ongoing
Community and business partnerships	<ul style="list-style-type: none"> Partnerships strengthened as part of first year of O₂ Liaison with NSCC and university to further joint efforts 	<ul style="list-style-type: none"> Continue building existing partnerships, identify additional ones 	<ul style="list-style-type: none"> Skills and Learning Division started development of a database of employers, Invest in Youth Introduced Passport to Safety in partnership with Workers Compensation Board of Nova Scotia Partnered with Nova Scotia Business, Inc. to provide information on ICT careers 	<ul style="list-style-type: none"> Continue development of Invest in Youth, and expand network of industry partners Work with the School Insurance Program to ensure coverage for students on work placements Introduce skilled trades pilot program in partnership with the Construction Association of Nova Scotia and NSCC Continue to work with WCB on resources for workplace health and safety for students 	<ul style="list-style-type: none"> Continue building new partnerships and collaboration to support school and student success

Strategy	Accomplished 2005–06	Plan for 2006–07	Accomplished 2006–07	Plan for 2007–08	Four Year Target (by end 2008–09)
Government partnerships	<ul style="list-style-type: none"> • DOE-NSHPP collaboration is close and mutually supportive • NSHPP and school boards are working well together 	<ul style="list-style-type: none"> • Identify/pursue other collaboration with departments via Children and Youth Action Committee (CAYAC) • Continue building relationships with new partners 	<ul style="list-style-type: none"> • Department, school boards, and health partners have worked on several needs: <ul style="list-style-type: none"> Started developing lead teams, resources, and PD for adolescent depression and suicides Developed protocols on medical health care needs (e.g., diabetes, anaphylaxis) Have developed protocol agreements on administration of oral and inhaled medications • Education is part of the cross-departmental team developing the new Children and Youth Strategy recommended by the Nunn Commission 	<ul style="list-style-type: none"> • Continue working together on needs as they are identified • Work within the framework of the new Children and Youth Strategy when it is available, to address the recommendations of the Nunn Commission 	<ul style="list-style-type: none"> • Continue building new partnerships and collaborate to support school and students' learning and achievement
Expanded Artists in Schools Program (NEW in 2006–07)		<ul style="list-style-type: none"> • Introduce Artists in Schools to bring the arts community and schools together to enhance student learning in the arts 	<ul style="list-style-type: none"> • Confirmed partnerships with arts community organizations • Published <i>Artists in Schools Programs</i> pamphlet • Provided funding for partner organizations to expand WITS, Perform!, ArtsSmarts, and PAINTS programs; in partnership with the AGNS, planned and implemented ArtReach programs for 2006–07 school year 	<ul style="list-style-type: none"> • Continue funding support to expand WITS, Perform!, ArtsSmarts, PAINTS and ArtReach 	<ul style="list-style-type: none"> • Strong links of arts partners in communities and schools in more regions of Nova Scotia

Conclusion and Next Steps

School Psychologist to Students Ratio



Brighter Futures Together outlines long-term commitments that will take many years to completely fulfill, and results will become evident only over time. However, we believe it is a solid plan, based on evidence, that will improve our public education system, provided we continue to work together, with student learning and achievement as everyone's first priority.

We are committed to keeping the plan current by regular updates, and this is the second instalment on that commitment. This report is available on the department's website, www.EDnet.ns.ca (where the full 2005 Learning for Life II plan, and subsequent reports are also available). To receive paper copies of this report by mail, e-mail brighterfuturestogether@gov.ns.ca, or call 424-0040.

In closing, we are confident that, by working together, we will improve the public education system in Nova Scotia and ensure that students graduate with the best possible preparation for a bright future.

Government's Corporate Path

Government's corporate path, Building the New Nova Scotia, sets out these key directions:

- Creating Winning Conditions—laying the foundation for economic growth, including a solid educational foundation
- Seizing New Economic Opportunities—preparing for good jobs and careers, here at home
- Building for Individuals, Families, and Communities—healthier children, safer communities

Learning for Life Themes

1. Raising the Bar
2. Closing the Gap
3. Developing Healthy, Active Learners
4. Time to Teach and Time to Learn
5. Measuring and Reporting on Success
6. Strengthening Partnerships

Learning for Life II: Brighter Futures Together supports the solid educational foundation that government has identified as an important component of creating winning conditions. Its themes align with, and support, the corporate path within the context of fiscal sustainability and a balanced budget. For example, themes 3 and 6 contribute elements that support individual well-being, healthier children and safer communities. Elements in themes 1, 2, 4, 5, and 6 interconnect to contribute to creating winning conditions through the building of a solid educational foundation, so that, through a well educated population and a skilled workforce, Nova Scotians can take part in the economic opportunities of the New Nova Scotia.

Highlights of some Learning for Life II elements that contribute to the corporate path are:

Raising the Bar and Closing the Gap

- Continued implementation of BLAC Report recommendations
- Strong school, community, government, and external partnerships
- Technology in education, including technology refresh and online learning
- Supports for education, like the Racial Equity Policy
- More International Baccalaureate Program sites

Strong Focus on Health, Math, Literacy, Improvement

- Food and Nutrition policy for Nova Scotia public schools
- New health education curriculum and physical education mandatory high school credit
- Health promoting schools, supported by strong partnerships
- Improvements in delivery of curriculum and programs, and in-school improvement
- New correspondence study courses and online courses

Supporting Components

- Assessment and evaluation to measure student progress
- Smaller class sizes
- Programs to help more students succeed
- Options and Opportunities program and new career related courses
- Labour Market Information Strategy



■ ■ ■ Pour plus d'informations sur les initiatives de Vie et apprentissage, visitez notre site web www.EDnet.ns.ca