

Education Reform Act

SUPPORTING STUDENT SUCCESS

MARCH 1, 2018

Why are we here?

Quality Education: Government's Priority

The Building Blocks

- Increasing investment in classrooms
- Getting kids off to the right start – Pre-Primary
- Addressing inclusion
- Working with teachers on the Classroom Council

Building Blocks Need the Foundation

- Unified, student-focused administrative and governance structure

Structure of the Bill

- One Omnibus Bill – Education Reform (2018) Act: contains measures, schedules which become stand-alone bills upon proclamation
- Part 1 (and Schedule A): creates Education Act for the English system and retains the existing Education Act, now known as the Education (CSAP) Act, until replaced later in the session with a stand-alone Act for CSAP
- Part 2: creates Public School Administrators Association
- Part 3: changes to the Teachers Collective Bargaining Act
- Part 4: changes to existing collective agreements to bring provisions in line with legislation
- Part 5: changes to Teaching Profession Act
- Part 6: transitional provisions required to implement changes in Omnibus Bill

Unifying Focus on Student Achievement

Regional elected boards dissolved

- Unified focus: provincial policies (over time), new model for inclusion, equity in education
- 7 Regional Executive Directors of Education report to Education Deputy Minister
- Some changes to employee discipline and student suspension procedures

Regional centres of education created as separate legal entities

- Separate employers: existing employment, service contracts, including collective agreements, maintained
- Shared services – to take time, initial focus to provide common management, framework of services

Common Services Bureau to preserve non-governance services provided by NSSBA

- Protects non-NSTU employee pension and employment benefits (6 out of eight boards)
- Maintains central purchasing, computers for schools

Unifying Focus on Student Achievement

CSAP maintained to protect linguistic, cultural rights, while meeting provincial standards, curriculum

- Separate CSAP Act to be introduced later in the session

Savings to move from governance into classrooms

- One-time pay out of board member stipends to 2020: \$2.4 million
- Annual savings from stipends (\$967,000) and board member expenses (\$1.3M): \$2.3M
- Funding from stipends and expenses will go back into schools
 - A portion will go to school advisory councils
 - How the remainder will be reinvested in schools will be determined through consultation

Listening to Local Voices

- Regional Education Centres continue to make local decisions (bussing, snow days, etc.)
- Provincial Advisory Council on Education
 - Representation from each former regional board & CSAP, African Canadian and Mi'kmaq communities on transition team to develop terms of reference
 - Up to 15 Council members, including representatives from all regions, and diverse communities and backgrounds. A representative with knowledge or experience in inclusive education will sit on the Council.
 - Members can serve two, 2-year terms
- Enhanced School Advisory Councils
 - Consultation on expanded role, funding, supports, diversity in membership
 - \$\$ to respond to school priorities; amount to be determined
- Nova Scotians will have access to a dedicated resource at the Ombudsman's Office

Elevating Voices of African Nova Scotians, Mi'kmaq

- African Canadian, Mi'kmaq representation on transition team, Provincial Advisory Council on Education
- Act changes now require meetings with Minister at least annually
- Greater representation on School Advisory Councils
- Executive Director positions added at EECD (response to report, not legislative change)

Removing Conflicts for Administrators

Creates by legislation an association for principals, vice-principals, supervisory staff (Public School Administrators Association) affiliated with the NSTU

- Clearly defined supervisors/educational leaders within schools
- Fully protects existing compensation and benefits
- Association dues paid to NSTU to be determined by parties but no greater than current dues

Ends conflict by removing principals, vice-principals, other supervisory staff, from the NSTU

- Removed from the bargaining unit – no rights to unionize, job action, or formal grievance
- Standard administrative model for workplaces (e.g., nurses, nurse managers; NSCC)

Removing Conflicts for Administrators

Protects seniority

- Ability to move between the association/principal and the union/teacher any year, not just the first year, so long as the affiliation remains in place

Allows the association to end its affiliation with the NSTU

- Can consider this in February 2019 and subsequently every two years
- Decision would be reached through a majority vote of the association's members, effective the end of that school year

Empowering Teachers, Respecting their Professional Judgment

The Act's transition provisions require EECD and NSTU to discuss and promote student achievement, teaching excellence and professionalism through:

- Collaborating on teaching and leadership standards (Rec. 7)
- Portability (not bumping) of seniority between regions (Rec. 11)
- Professional development (Rec. 12)
- Extracurricular activities (Rec. 13)
- Workforce recruitment and retention strategies (Rec. 18)
- Targeted strategies for French language education, rural education, educational needs of new immigrants, students living in poverty and children in care (Rec. 19)
- Discussions to begin before the end of the school year.

Empowering Teachers, Respecting their Professional Judgment (Report Response)

Teaching support specialists out of regional offices, into classrooms

- Provide working space in schools
- Standardize titles, roles and responsibilities with emphasis on classroom support

Teachers select learning resources to support needs of their students

- 40% of total allocation will go directly to teachers; core curriculum materials will be chosen by province based on advice from teachers involved in curriculum development

Teachers' influence on curriculum development grows

- Developing a standardized, transparent process for classroom teachers to participate more in curriculum development
- Create greater opportunities for regional and head office staff to move back and forth via secondments