

Strategic Priorities and Objectives

Create Conditions to Improve Quality of Life

Departmental Objective - Increase Accountability for Student Outcomes

The department has a specific mandate to:

- Lead the transformation of our education system in response to the forthcoming recommendations from the Manitoba Commission on Kindergarten to Grade 12 Education.
- Develop a new K–12 curriculum framework that will set out the vision, principles, competencies, and foundations to guide the development and implementation of subject-area curricula.
- Implement new provincial summative assessments at Grades 3 or 4, 6 or 7, and 10, with school-level data made available to local school communities.
- Develop a new framework for educator professional learning that will be implemented. This will include increasing capacity to work in digital and hybrid learning spaces in order to address the holistic needs of their students.

Performance Measurement – Percentage of students graduating from Grade 12. Denominator is the number of first-time Grade 9 students in public and funded independent schools from the period four years prior to a given school year, adjusted for attrition. Numerator is the number among these Grade 9 students who graduated from a public or funded independent school within four years.

Performance Measurement – Percentage of first-time Grade 9 students who obtained an English Language Arts credit. Grade 9 credit attainment is a determinant of a student's likelihood of successfully completing high school. Grade 9 is the first year in Manitoba schools when students must pass core courses toward earning their high school diploma. This credit is required for students in English, Français, and French Immersion programs for a high school diploma in public and funded independent schools.

Performance Measurement – Percentage of first-time Grade 9 students who obtained a Mathematics credit. Grade 9 credit attainment is a determinant of a student's likelihood of successfully completing high school. Grade 9 is the first year in Manitoba schools when students must pass core courses toward earning their high school diploma. This credit is required for students in English, Français, and French Immersion programs for a high school diploma in public and funded independent schools.

Departmental Objective – Increase the readiness of students for further education and Work

Working with the Minister of Economic Development and Jobs, the Department is expanding the High School Apprenticeship Program by increasing the number of high school

apprenticeship program participants in areas with unmet demand for training and offering more opportunities for increased access to hands-on skilled trades programming for young people between the ages of 13-16.

Performance Measurement – Percentage of credits attained in career readiness programs. The number of credits attained in four programs that prepare Grades 11 and 12 students for further education and work: High School Apprenticeship Program, Career Life Work Program, Career Development Internship Program and credit for Employment Program. Numerator is the total number of Grade 11 and 12 credits in the relevant course subject codes. Denominator is the total number of Grade 11 and 12 credits attained.

Departmental Objective– Increase Addictions and Mental Health Awareness and Supports

The Manitoba government is committed to improving mental health through a coordinated, whole-of-government strategy, including initiatives targeted at mental health, addictions, and wellness supports to students.

The department is collaborating with the new department of Mental Health, Wellness and Recovery to build upon enhanced mental health programming introduced during the pandemic and is also modernizing the health education curriculum on addictions.

Performance Measurement – Report card learning behaviour index. Student Learning Behaviours data is collected via the provincial report card. A high score represents teachers observing a high amount of positive learning behaviours.

Student Learning Behaviours data is collected via the provincial report card. The three learning behaviours are:

- Personal management skills (Uses class time effectively; works independently; completes homework and assignments on time)
- Active participation in learning (Participates in class activities; self-assesses; sets learning goals)
- Social responsibility (Works well with others; resolves conflicts appropriately; respects self, others and the environment; contributes in a positive way to communities)

The teacher notes on the report card if the student demonstrated these behaviours consistently, usually, sometimes, or rarely (consistently=4; rarely=1).

Advance Reconciliation

Departmental Objective – Advance Reconciliation

Working with the Minister of Indigenous and Northern Relations, the Department has a mandate to expand Treaty Education across the province to ensure that more students and teachers learn about treaties and the treaty relationship to advance reconciliation.

Through the Manitoba government's *Better Education Starts Today: Putting Students First* strategy, the department also has a mandate to implement an Indigenous Inclusion Strategy in partnership with the Indigenous Inclusion Directorate Advisory Council and an initiative to support Elders/Knowledge Keepers in all Manitoba schools to advance reconciliation and close the achievement gap between Indigenous and non-Indigenous students and strengthen student pathways to success.

Performance Measurement – Percentage of teachers trained in the Treaty Education Initiative. The numerator is the number of teachers who took the workshop. The denominator is the total number of teachers (excluding clinicians) and administrators employed in public schools.

Performance Measurement – Percentage of Indigenous students graduating from Grade 12. Denominator is the number of first-time Grade 9 students in public and funded independent schools from the period four years prior to a given school year. Numerator is the number among these Grade 9 students who graduated from a public or funded independent school within four years. Students are classified as Indigenous if a student (18 years or older) or a parent or caregiver (under 18) makes a voluntary declaration of Indigenous identity to the school.

Foster and Advance Innovation

Departmental Objective – Foster and Advance Innovation

The K-12 Education System will innovate and undertake continuous improvement to respond to the changing needs of our students and improve student outcomes. The department has launched a Teachers' Idea Fund to promote creativity and innovation in responding to the impacts of COVID-19, as well as contributing to the improvement of the K to 12 system. Development of department staff in supporting the education system in delivering excellence in K-12 education is also a priority.

Performance Measurement – Percentage of Teachers' Idea Fund projects with demonstrated outcomes. Numerator is all Teachers' Idea Fund projects with demonstrated outcomes. Denominator is all Teachers' Fund Projects.

Performance Measurement – Number of staff trained in innovation/transformation opportunities.

Reduce Red Tape

Departmental Objective – Reduce Red Tape

The department's mandate to modernize The Education Act supports the objective to reduce red tape.

Performance Measurement – Number of eliminated regulatory requirements, represented as a percentage of the department total: $(\text{Number of department regulatory requirements reduced} / \text{total department regulatory requirements}) \times 100$. By reducing red tape, we eliminate regulatory requirements that are poor service, redundant, contradictory or obsolete, in order to streamline regulatory compliance and create a better experience for stakeholders.

Involve Manitobans in Decision Making

Departmental Objective – Strengthen Communication and Engagement Across the System

Citizen and stakeholder engagement in education is an essential element of a healthy public service, as well as a means to promote positive learning outcomes. The department is developing a sector engagement strategy to renew its emphasis on engagement of students, parents, and other stakeholders in education. The department will also increase collaboration to ensure parents, educational partners, and communities have the opportunity to learn, be heard, share perspectives, and participate in decisions regarding education.

The department is also committed to developing an engaging, supportive, and innovative culture and to providing staff with the tools necessary to maximize their potential.

Performance Measurement – Number of Public Engagements per year versus prior year. Tracking the number of opportunities for the public to participate in transformation of education will provide a measure of how many times government involved Manitobans in decision-making. Calculated by totaling the number of events held (online and in-person consultations, information sessions, surveys, town halls, and workshops, open to the general public or targeted stakeholder groups).

Performance Measurement – Percentage of staff satisfied with department communications administered through a survey. A high percentage of staff reporting higher satisfaction from previous year indicates improved departmental communication.

Be Transparent

Departmental Objectives – Increase Transparency

The department is committed to increasing transparency, through measures such as increasing access to provincial, regional and school-level aggregate outcomes data such as provincial tests and report card data.

Performance Measurement – Number of data disclosures. Number of new or unique record sets made available by the department for the first time, on public-facing websites, including but not limited to InfoMB and DataMB.

Build Our Capacity to Deliver

Departmental Objective – Increase Staff Engagement

The department's internal engagement action plan includes specific initiatives and key actions that will support a more informed and engaged workforce, increasing our ability to ensure our students have the most improved performance in Canada within the next five years.

Performance Measurement – Percentage of positive Employee Perspectives Program survey. This measure will be reflective of employee's satisfaction with engagement. Measured by each agreement score for each of the BSC related statements asked in the Employee Perspectives survey.

Departmental Objective – Develop Talent in the Department

The department is committed to providing learning and development initiatives so that department staff can reach their full potential and contribute successfully to department goals.

Performance Measurement – Percentage of all Manitoba Education staff with formal learning plans. A learning plan is a document that helps employees to plan their career in the civil service. It describes what learning is important now and in the future and helps staff work toward achieving their career goals while helping to meet the goals of the department. The quality of this measure is expected to improve over time, as a greater number of staff complete learning plans.

Advance Inclusion

Departmental Objective – Advance Inclusion

Leveraging the value of diversity within the department begins with our organizational culture. In our work, we respect and honour diversity, inclusion, and accessibility.

Performance Measurement – Percentage of positive Employee Perspectives Program survey. This measure will be reflective of employee’s perception that the department is providing an inclusive work environment. Measured by each agreement score for each of the BSC related statements that ‘agree’ and ‘strongly agree’ with the following statement from the Employee Perspectives survey as a percentage of total valid department responses:

- I feel included at my workplace

Strengthen Respect in our Workplace

Departmental Objective – Strengthen Respect in our Workplace

The department is focused on ensuring Manitoba’s public servants work in environments that are safe, respectful, and free of all forms of harassment, including sexual harassment, bullying, and other forms of physical or psychological harm. Safe and inclusive workplaces enable our diverse workforce to contribute their perspectives and experiences, as well as their skills and talents, to meet the diverse needs of Manitobans.

Performance Measurement – Percentage of positive Employee Perspectives Program survey. This measure will be reflective of employee’s perception that the department is providing an inclusive work environment. This measure reflects an average proportion of the department respondents that ‘agree’ and ‘strongly agree’ with the following statements from the Employee Perspective Program survey, expressed as the percentage of total valid responses:

- I am treated respectfully at work.
- The Manitoba government provides access to respectful workplace resources and supports.

Value for Money

Departmental Objective – Provide Value for Money

Continued progress on spending within our budgets and finding ways to ensure education programs provide value for money is a continued department priority including:

- Implementing province-wide bargaining for teachers to reduce bargaining costs and give teachers more time to teach;
- Supporting the Minister of Finance in preparing to relieve property owners of the burden of education property taxes once we achieve balance.

Performance Measurement – Percentage of grant programs with demonstrated outcomes. Numerator is all Manitoba Education grant programs with demonstrated outcomes. Denominator is all Manitoba Education grant programs.

Performance Measurement – Print reduction. This measure will identify the per cent reduction in the number of packages of paper consumed by the department in a fiscal year which will indicate an overall reduction in unnecessary paper usage. It will be expressed as the per cent reduction in the number of paper packages (500 sheets) consumed by the department annually.

Balance the Budget

Departmental Objective – Balance the Budget

The department will continue to deliver on the 20 new schools guarantee within the budget. This investment in capital will ensure that more students have the opportunity to learn and grow in high-quality learning environments, minimizing transportation costs and bus ride times and the overcrowding of existing schools in growing communities.

Continued progress on spending within the department's operating budget is also a priority for the department.

Performance Measurement – Work within capital budget. A percentage close to 100% of budget provides confidence that school divisions were able to proceed with proposed capital projects within allocated funds, to ensure the continued healthy and safe operation of school facilities, provide for the necessary program spaces for school program delivery and to take advantage of cost-effective tender scheduling in the Manitoba marketplace.

Performance Measurement – Work within operating budget. The operating budget reflects the department's allocation of resources required to cover the cost of operations. Measuring the percentage of actual expenditures compared to budget indicates the department's capacity to keep operating expenses within the amounts allotted and provides key information on expenditure control and effective financial management.

Departmental Objective – Increase Fiscal Responsibility

Building staff capacity on Comptrollership measures will increase staff knowledge and fiscal accountability.

Performance Measurement – Proportion of staff completing the Comptrollership Framework training program. Staff training on Comptrollership measures the department's commitment to increase staff knowledge and fiscal accountability. Having a high percentage of staff who have taken the Organizational and Staff Development (OSD) courses on comptrollership increases staff awareness of government practices aimed at strengthening stewardship and increases staff ability to effectively apply these practices for improved financial management and accountability.