A Vision for the Future:

Transforming and Modernizing Education



Executive Summary

Education Accord NL

Education Accord NL

The Education Accord NL is a landmark initiative by the provincial government, marking a pivotal moment for Newfoundland and Labrador. It provides a comprehensive 10-year plan with clear Calls to Transformation or change, and pathways to effect change. By aligning educational priorities with the province's evolving needs, the Accord aims to create a strong foundation that promotes personal development and societal progress over the next decade and beyond.

By prioritizing educational outcomes, lifelong learning, and overall well-being, the Education Accord NL aims to enhance the social and economic prosperity of children, youth, and adult learners, equipping them to succeed in a dynamic society and a competitive global landscape.

The Vision

Our vision is a future where all Newfoundlanders and Labradorians have access to high-quality education throughout their lifespans. We aim to implement policies and practices that reflect equity, diversity and inclusion; foster strong collaboration across all communities and government agencies; and build support systems and organizations that are responsive and lead continuous educational innovation and change.



We respectfully acknowledge the province of Newfoundland and Labrador as the ancestral homelands of many diverse populations of Indigenous people who have contributed to 9,000 years of history, including the Beothuk on the Island of Newfoundland. Today, this province is home to diverse populations of Indigenous and other people. We also acknowledge, with respect, the diverse histories and cultures of the Mi'kmaq, Innu, and Inuit.

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Why Do We Need an Education Accord?

While the Newfoundland and Labrador educational system has significant strengths and serves as a solid foundation for learners, it faces challenges that require improvement to meet evolving needs and ensure equitable opportunities for all learners.

Some challenges include:

- Mental Health and Well-Being
- COVID-19 Learning Loss
- Chronic Absenteeism
- Lower Adult Literacy Levels
- Population Demographics
- Bullying and Violence in Schools

As well, there are other aspects of educational transformation that require thoughtful attention, including:

- Educational Attainment
- Disabilities and Distinct Challenges
- Indigenous Education
- Technological Integration
- Understanding Artificial Intelligence Potential
- Resource Education System Alignment



How Was the Work of the Accord Structured?

The Education Accord NL Co-Chairs, Dr. Anne Burke and Dr. Karen Goodnough, worked collaboratively with Senior Advisor, Katrina Moores, Pillar Committees, and the Advisory Board to engage stakeholders and create broad consensus about the future of our education system.

Role of the Co-Chairs of the Education Accord NL:

- **Consider previous educational studies:** Review and analyze past research and initiatives to inform holistic recommendations that address the unique needs of all areas of Newfoundland and Labrador, enhancing the overall education experience.
- **Collaborate with Pillar Committees:** Provide strategic direction to the Education Accord NL Pillar Committees, fostering cohesiveness and building consensus among partners and stakeholders regarding actions and recommendations.
- **Engage with all stakeholders:** Actively involve a diverse range of stakeholders—education partners, Indigenous Governments and Organizations, families/caregivers, learners, and the public—in the development and implementation of the Education Accord NL to ensure inclusive perspectives are represented.
- **Accountability to leadership:** Maintain accountability to the Premier and the Minister of Education, ensuring that the Accord's efforts align with provincial goals and priorities while upholding transparency and responsibility in all actions.

Role of Pillar Committees:

- **Provide valuable input:** Contribute expertise, knowledge, relevant research, and data to inform discussions and decisions, especially as they relate to equity, diversity, and inclusion.

- **Review texts and documents:** Ensure accuracy and coherence in various materials, enhancing clarity and understanding.

- **Identify key stakeholders:** Engage with key partners throughout the process, championing the Accord's goals and objectives.

- **Generate important information:** Support fellow Co-Chairs by facilitating effective communication and collaboration within and across the Pillar Committees.

Role of Advisory Board Members:

- **Receive regular updates on progress:** Stay informed about developments, milestones, and key outcomes related to the Accord, ensuring awareness of ongoing activities and timelines.

- **Ask questions and provide ideas/input:** Engage in thoughtful dialogue by posing questions that clarify issues and contribute innovative ideas and perspectives to enhance the work being done.

- **Ensure consensus among members on direction and materials:** Foster collaboration and unity by discussing and aligning the Pillar Committee's goals, objectives, and the materials under review, ensuring all voices are heard.

- **Meet monthly with Education Accord Co-Chairs and Pillar Committee Co-Chairs:** Participate in regular meetings to discuss progress, address concerns, and align strategies, ensuring effective communication and coordination among all leadership roles.

What Was the Foundation that Guided the Accord?



The seven lenses outlined below guided the work of the Co-Chairs and the Pillar Committees throughout the planning and public engagement process.

Equity, Diversity and Inclusion

Equity in education ensures fairness in terms of access, equal opportunity, and the allocation of resources for learning, whereas diversity recognizes that people are different, reflected in factors such as race, culture, ethnicity, ability, religion, sex, gender, gender expression, age, and family or socioeconomic status. Inclusion fosters learning environments characterized by belonging and support, where people feel their voices are heard and valued. Through a commitment to equity, diversity, and inclusion, high-quality learning will be accessible to everyone, in every context.

Sustainability

Sustainable approaches to education, teaching, and learning recognize education as a social determinant of health and how education interconnects with complex economic, environmental, and social factors that influence the well-being of individuals. Learners explore ethical questions and issues in a range of learning contexts as they relate to areas such as climate change, harnessing digital technology, and addressing issues of social justice. Examining how systems influence and interact is needed by learners so they may analyze complex interrelationships, understand the implications of human actions on ecological, social, and economic systems, and engage in civic action for a more sustainable future.

Transformation and Responsiveness

Transformative responsive education adapts to changing external factors. It adopts innovative ways of thinking and practices that can address the evolving needs of learners, society, and the workforce. Learning environments premised on transformation and responsiveness empower learners to become critical thinkers, empathetic individuals, and active citizens in creating a more inclusive and equitable society.

Integration

Integrative approaches to education advocate for a sustainable understanding of the multiple perspectives and diverse needs of the education system. Integrative approaches are cohesive and interconnected, embracing the economic, environmental, and social factors that influence society. Such alignment fosters civic engagement thus addressing evolving global challenges.

Stakeholder/Community Collaboration

Stakeholder/community-focused approaches to education reflect collaborative, holistic approaches to learning that value the contributions of all stakeholders and partners, seeking to result in positive outcomes for individual learners and the broader community. These approaches support values, beliefs, norms and principles that foster strong partnerships and collaborations and uphold cultural identity and diversity while helping to build vibrant communities.

Active Professional Learning and Engagement

Active, engaged learning empowers individuals to be advocates of their own continuous, professional learning journey. In effective professional learning, individuals and communities have access and opportunities to engage in self-directed learning while being supported by subsystems. Effective professional learning is needs-driven, embedded in practice, sustainable, and reflective. Regular feedback and assessment processes are needed to ensure personal and professional growth.

Digital Literacy

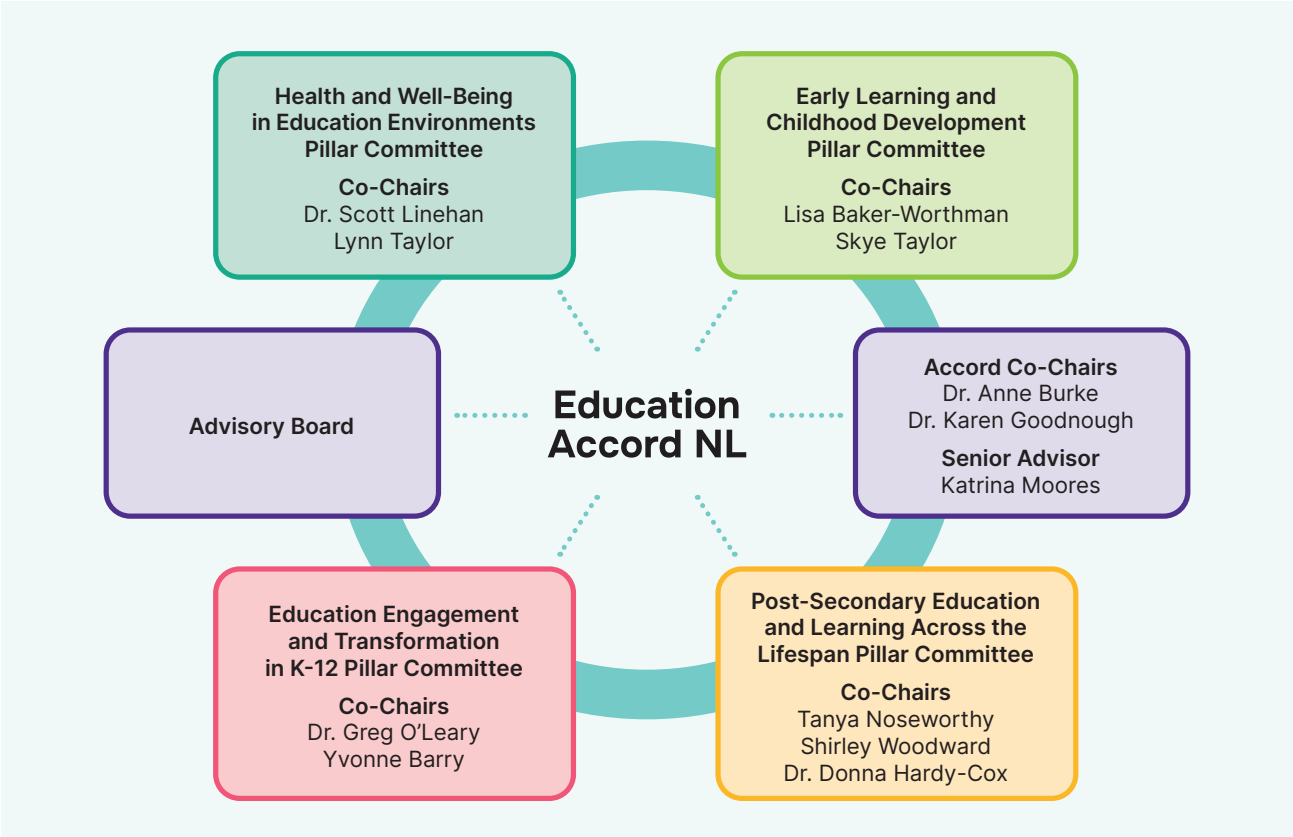
Creative and safe application of various technologies helps learners develop the abilities and skills to find, evaluate, create, and communicate information effectively. Through the development of a foundational set of skills, high levels of digital literacy empower individuals to participate fully in a digital society, enabling them to access information, communicate with others, solve problems, and succeed in education, work, and daily life.



Education Accord NL's Seven Guiding Lenses

How Did Engagement Occur?

Engaging all stakeholders was essential for building agreement on the future direction of the Newfoundland and Labrador education system. The Education Accord Co-Chairs, working alongside the Pillar Committees, fostered collaboration through various engagement methods, including dialogue, consultation, and the sharing of ideas. These efforts involved diverse groups such as content experts, focus groups, meetings, symposia, public surveys, and written submissions.



Education Accord NL Collaborative Structure

What Are the Outcomes of the Work of the Accord?

The Accord's work led to the development of **86 Calls to Transformation** aimed at enhancing and modernizing the education system. These Calls are structured around four key Pillars: Health and Well-Being in Education Environments, Early Learning and Childhood Development, Education Engagement and Transformation in K-12 Learning Environments, and Post-Secondary Education and Learning Across the Lifespan. The Calls to Transformation are listed below, next to each Pillar.

A fifth section, Additional Calls to Transformation, presents another **24 Calls to Transformation** from the Education Accord NL Co-Chairs, which build upon the Pillar Committees' work and reflect insights gathered during extensive engagement sessions over the past 14 months. The rationale and background information for each of the 110 Calls to Transformation can be found in the Final Report document.

Health and Well-Being in Education Environments

The Health and Well-Being Pillar envisions learning environments across Newfoundland and Labrador as nurturing spaces that prioritize the overall health and well-being of learners, educators, administrators, and staff. By fostering collaboration and addressing barriers, the Accord aims to promote lifelong physical, mental, emotional, and social well-being through evidence-based calls to transformation. This approach seeks to create educational experiences that support the success and health of every community member, both now and in the future.

Health and well-being are essential for a thriving education system, not limited to academic outcomes, but also for preparing learners for life. Prioritizing resilience, perseverance, and well-being equips learners to face challenges, build relationships, and contribute positively to society. When well-being is prioritized, both academic success and personal growth are enhanced.

The commitment extends to the broader educational ecosystem, recognizing the interconnected roles of administrators, educators, families/caregivers, and communities in shaping experiences. Holistic approaches foster supportive and inclusive environments where everyone can thrive. By embedding well-being into educational practices, the Accord seeks to address present challenges and lay the groundwork for a healthier, more equitable future.

The Accord emphasizes wraparound supports and learner-centred approaches that ensure a sense of belonging. Recognizing the impact of external factors, such as housing, income, and nutrition, on educational outcomes highlights the importance of addressing the social determinants of learning. By integrating well-being into every facet of education, the Accord aims to create sustainable systems that meet the needs of learners, educators, administrators, and staff while fostering meaningful change.



Calls to Transformation

Theme 1.1: Social Determinants of Learning

Call to Transformation 1.1-1:
Adopt a social determinants of learning (SDOL) approach in all education environments that acknowledges the social factors outside the education system that impact learning, and is proactive in supporting individuals and families/caregivers throughout their educational journey. This includes but is not limited to:

- Working across departments, agencies, sectors, and organizations to enhance programs and services that stabilize learners and families/caregivers, recognizing that factors such as nutritious food, stable housing, health care, supportive relationships, safe communities, and opportunities for physical and mental well-being are essential foundations for enhanced educational outcomes.

- Improving public transportation and/or transportation systems to enable access to early learning and post-secondary environments.

- Developing an approach for accessible and affordable child care for adult learners that is supportive of continuous lifelong learning.

Theme 1.2: Sense of Belonging

Call to Transformation 1.2-2:
Develop comprehensive guidelines to embed a culture of belonging within education environments with programs that may be implemented consistently across education environments that position education as a pathway for social connection.

Call to Transformation 1.2-3:
Develop a comprehensive strategy to welcome newcomers into education environments that includes:

- ensuring access to mental health resources, trauma-informed practices, and social support services tailored to the diverse needs of newcomers;
- providing administrators, educators, and staff with comprehensive training to foster understanding, value, and respect for diverse cultures, languages, and experiences of newcomers;
- partnering with settlement and community organizations and cultural groups to facilitate smooth transitions for newcomer families/caregivers, and provide mentorship opportunities; and
- incorporating culturally responsive pedagogy and curriculum that reflects and values the diversity of the learners, educators, administrators, and staff.

Theme 1.3: Chronic Absenteeism

Call to Transformation 1.3-4:
Reduce chronic absenteeism in the K-12 education environment with a focus on the early years (K-3) through:

- Supportive attendance policies delivered consistently across education environments.
- Data-informed interventions focused on vulnerable children, youth, and families/caregivers.
- Education for learners and families/caregivers on the importance of consistent attendance and the value of education starting in early learning programs (i.e., Kinderstart).
- The development of strong home-school communication channels and processes to discuss attendance concerns proactively.

Theme 1.4: Professional Learning for Educators, Administrators, and Staff

Call to Transformation 1.4-5:
Develop an approach for mandatory and iterative, continuous professional learning (PL) for educators, administrators, and staff that includes:

- Enhancing knowledge and expertise about the social factors influencing education.
- Increasing awareness of the interventions that are available across sectors to ensure learners can thrive.
- Developing a mentorship program for new educators and educators transitioning to a new role that supports the practical application of evidence-based pedagogies (e.g., curriculum, teaching and learning, assessment and evaluation) and proven practice to support the real-life circumstances presented within education environments.

Theme 1.5: Curriculum for Learners

Call to Transformation 1.5-6:
Integrate opportunities into existing curriculum to emphasize skills and competencies that support lifelong well-being, including but not limited to learning related to daily physical activity, social-emotional learning (SEL), mental health and addictions, sexual health, home repair, personal finance and economics, first aid and survival basics, environmental adaptation and mitigation, and social connection and relationship building.

Theme 1.6: Connections with Health and Social Programs

Call to Transformation 1.6-7:
Expand the Healthy Students Healthy Schools (HSHS) Program in K-12 environments to connect every school in the province to a School Health Promotion Liaison Consultant (SHPLC) to deliver programs and services that are broad in scope and support holistic well-being and the social determinants of learning (SDOL)—the factors beyond the educational system that influence learning.

Call to Transformation 1.6-8:
Support the implementation of a Child and Youth Community Health Model and teams to create appropriate health and social connections and to facilitate the delivery of timely, wraparound care for learners and families/caregivers.

Call to Transformation 1.6-9:
Improve consistent access to mental health and health supports for learners transitioning from high school to post-secondary with a focus on peer counselling opportunities.

Call to Transformation 1.6-10:
Enhance collaboration with Provincial Public Health to provide enhanced opportunities for public health nurses and professionals to work at their full scope of practice to support the health and well-being of learners and families/caregivers.

Theme 1.7: Connections with Community

Call to Transformation 1.7-11:
Establish formal partnerships between community organizations and educational settings to facilitate the delivery of programs and services in specialized areas of well-being, such as mental health and addictions, family/caregiver supports, sexual health, inclusion, trauma, diversity, and others.

Call to Transformation 1.7-12:
Expand the role of Family Resource Centres (FRCs) to include the delivery of programs and services for all families/caregivers to improve the social support required for holistic well-being, appropriately connecting FRCs to all education environments.

Call to Transformation 1.7-13:
Expand social navigation in education environments to focus on the social determinants of learning (SDOL), building positive relationships, and making meaningful community connections to enable early intervention and prevention to improve learner and family/caregiver well-being.

Call to Transformation 1.7-14:
Integrate educational systems into the community by leveraging educational infrastructure as a natural gathering place for families and communities to offer accessible social, health, and well-being programs and services including physical activity, music, and a broad range of other activities.

Theme 1.8: Connections with Justice and Public Safety

Call to Transformation 1.8-15:
Expand opportunities to integrate the Royal Canadian Mounted Police (RCMP) and the Royal Newfoundland Constabulary (RNC) as trusted and essential partners in supporting the holistic well-being of learners, families/caregivers, administrators, educators, and staff.

Call to Transformation 1.8-16:
Develop a strategy for delivering education and training to learners in youth and adult correctional facilities that considers the distinct needs of learners as residents of the facilities and as individuals preparing to reintegrate into society.

Theme 1.9: Data and Data Utilization

Call to Transformation 1.9-17:
Establish policies and processes that enable learning cycles that regularly utilize data to identify trends, gaps, and opportunities for improvement and evaluate the effectiveness of interventions at defined intervals to inform decision-making in education environments.

Call to Transformation 1.9-18:
Facilitate population-based data collection by consistently administering the Early Development Instrument (EDI), the Middle Development Instrument (MDI), and the Youth Development Instrument (YDI) in all education environments throughout the province to assess the developmental health and well-being of learners across the province.

Early Learning and Childhood Development

Early Learning and Child Development (ELCD) forms the foundation of education and is key to a holistic vision for improving education systems. Recognizing the significant impact of the early learning workforce is crucial, as their role shapes positive outcomes for children throughout their lives.

Accessible, inclusive early learning environments must create safe spaces that support social and emotional well-being, adapt to diverse interests, nurture children's strengths, and encourage critical thinking and responsible technology use. Achieving these goals begins with clear communication and collaboration among early education systems, policymakers, families/caregivers, communities, and other stakeholders. Concentrated and intentional action needs to be taken to ensure our early learning and child care (ELCC) system strengthens its connection with the rest of the education system, the health system, and other community supports. Furthermore, qualified, fairly compensated staff are essential to thriving early learning environments. Success requires inclusive, affordable, accessible, and culturally responsive care for children.

Calls to Transformation

Theme 2.1: Quality Early Learning and Child Care Programs

Call to Transformation 2.1-19:
Establish a culture of quality. Maximize developmental opportunities and establish indicators and accountability mechanisms which measure and track quality. Initiate public education campaigns so that the public can recognize and participate in child care quality initiatives.

Call to Transformation 2.1-20:
Establish welcoming, positive, responsive, and long-lasting relationships among early learning professionals, children, families/caregivers, communities and the regulatory authorities.

Call to Transformation 2.1-21:
Promote a research-informed culture in early learning and child care (ELCC) environments.

Call to Transformation 2.1-22:
Establish Universal Design for Learning (UDL) in all early learning and child care (ELCC) environments.

Call to Transformation 2.1-23:
Recognize that post-secondary institutions, certification requirements, professional associations, and other related organizations play an important role in promoting quality.

Theme 2.2: Early Learning and Child Care Workforce Challenges and Requirements

Call to Transformation 2.2-24:
Professionalize and stabilize the early learning and child care (ELCC) workforce.

Call to Transformation 2.2-25:
Align compensation and benefits, scope of work, and level of education for all early childhood educators (ECEs).

Call to Transformation 2.2-26:
Provide access to practice-based competency development and mentorship opportunities.

Call to Transformation 2.2-27:
Create positive and supportive workplace conditions with clearly outlined requirements for all early learning and child care (ELCC) environments.

Theme 2.3: Inclusive Early Learning and Child Care Programs

Call to Transformation 2.3-28:
Provide continuity of care/supports to address the needs of all children and establish clear assessment strategies that include observation and documentation for children and their early learning and child care (ELCC) environments.

Call to Transformation 2.3-29:
Create systematic approaches to address inequities experienced by vulnerable populations. Ensure all children can participate in early learning and child care (ELCC) environments in a meaningful and safe way.

Call to Transformation 2.3-30:
Ensure early learning professionals are supported in developing competence and confidence in their inclusive practices.

Theme 2.4: Family Connections and Engagement in the Early Years

Call to Transformation 2.4-31:
Ensure respectful and responsive engagement opportunities with all families/caregivers, especially priority populations, and streamline service provision of prenatal and postnatal supports that integrate with early learning services.

Theme 2.5: Transitions Between Early Learning Environments

Call to Transformation 2.5-32:
Formalize structures that facilitate collaboration, communication, and engagement between early learning, the K-12 system, and families/caregivers throughout transitions.

Education Engagement and Transformation in K-12 Learning Environments

Since the pandemic, calls for a re-envisioning of learning priorities—curriculum, teaching and learning, assessment and evaluation—have intensified, as the education system faces challenges such as low student engagement, absenteeism, and declining performance in numeracy, reading, and creative thinking. A shifting global economy and technological advancements demand an education system that not only imparts knowledge but fosters its creative and meaningful application.

To address these challenges, curriculum transformation must prioritize real-world applications, creative thinking, and problem-solving. Teaching and learning practices need to incorporate personalized and experiential learning, while assessment and evaluation methods should emphasize creativity, collaboration, and skill demonstration in authentic contexts. Collaboration among policymakers, educators, families/caregivers, and communities is essential to build a shared vision and foster innovation.

Assessment and evaluation practices should align with curriculum indicators, ensuring students master foundational content and apply it in diverse scenarios. This competency-based approach integrates feedback into the learning process, preparing learners for a complex, dynamic future. Educators, particularly those in grades 7–12, require consistent access to modern professional learning (PL) opportunities that promote high-impact teaching strategies. Transformative PL, aligned with systemic goals, is essential for adopting innovative practices.

To create meaningful change, three areas must align:

1. **Transforming Curriculum:** Focus on modern educational priorities and real-world competencies.

2. **Transforming Teaching and Learning:** Provide PL opportunities to empower educators with effective, evidence-based strategies.

3. **Transforming Assessment and Evaluation:** Adopt competency-based evaluations that reflect real-world applications and skills.

These initiatives aim to foster collaboration, empower educators and learners, and build a responsive, inclusive education system that supports learner well-being, agency, and success in a rapidly evolving world.

Calls to Transformation

Theme 3.1: Transforming Education With a Unified Approach to Competency-Based Education

Call to Transformation 3.1-33:
Implement a comprehensive vision of learning for the province in consultation with K-12 transformation groups and the findings of the Accord that defines desired educational outcomes, emphasizing future readiness, lifelong learning, and the skills required to succeed in a rapidly changing world..

Call to Transformation 3.1-34:
Develop a Portrait of a Learner, which outlines the competencies, literacies, and proficiencies of learners in the province.

Call to Transformation 3.1-35:
Explicitly integrate the Newfoundland and Labrador (NL) Key Competencies into the curriculum by writing competencies in context directly into curriculum indicators, highlighting the interplay between competencies and indicators across all subject areas.

Call to Transformation 3.1-36:
Prioritize application-based learning language and opportunities within and alongside indicators in curriculum guides, equipping learners with both practical, real-world skills and commensurate problem-solving abilities for future success in an increasingly complex and unpredictable world.

Call to Transformation 3.1-37:
Redesign classroom infrastructure and plan new school builds to prioritize flexible, real-world learning environments. Incorporate modular spaces, industry-aligned labs, and collaborative work areas to promote hands-on experimentation, interdisciplinary problem-solving, and creativity.

Call to Transformation 3.1-38:
Address curriculum overload by focusing on essential competencies, eliminating redundant or non-essential learning outcomes, and ensuring the number of outcomes in each subject aligns with the allocated instructional time.

Call to Transformation 3.1-39:
Develop a Learning Alignment Framework to align curriculum, teaching and learning, and assessment and evaluation practices with the unified vision of learning and key competencies, ensuring all components work together to support learner success and future readiness.

Call to Transformation 3.1-40:
Enhance foundational reading skills and instructional practices to improve literacy rates and reading outcomes while strengthening science and mathematics to achieve measurable improvements in provincial, national, and international evaluations across all areas.

Theme 3.2: Transforming Assessment – Building a Balanced, Competency-Based Framework for Student Success

Call to Transformation 3.2-41:
Develop an assessment and evaluation framework to ensure alignment across school-based assessment and provincial large-scale evaluation.

Call to Transformation 3.2-42:
Reframe school-based assessments to better integrate higher-order thinking skills by balancing application-based and content learning, as well as formative and summative assessments, emphasizing a system-wide, coordinated and intentional focus on creative thinking, problem-solving, and real-world application of learned content.

Call to Transformation 3.2-43:
Improve assessment and reporting mechanisms that provide clear and detailed communication of learners' progress with individual course indicators.

Call to Transformation 3.2-44:
Establish system-wide communication about provincial, national, and international evaluations by providing ongoing professional learning (PL) for educators and context on what the scores mean in accessible language for families/caregivers and learners.

Theme 3.3: Building and Strengthening Educator Capacity for Transformative Student Learning and Engagement

Call to Transformation 3.3-45:
Establish a dedicated professional learning (PL) team to support early childhood education and K-12 education in the Department of Education and Early Childhood Development (EECD).

Call to Transformation 3.3-46:
Ensure all future professional learning (PL) is designed with an awareness of the impacts on, and alignment of, the major domains of learning, namely curriculum, teaching and learning, and assessment and evaluation.

Call to Transformation 3.3-47:
Develop a Professional Learning Framework that offers system-required professional learning (PL) linked to professionalization and certification, as well as personalized PL opportunities for educators.

Call to Transformation 3.3-48:
Create professional learning (PL) opportunities that are focused on equipping all educators with the skills and knowledge necessary to effectively implement application-based learning classrooms.

Call to Transformation 3.3-49:
Conduct a comprehensive analysis of the learning environment, ensuring that resources are appropriately allocated to increase learner engagement and attendance. This should include the implementation of dynamic, inclusive pedagogies that foster active learner involvement, provide opportunities for learner choice and voice, and create a sense of belonging, ultimately promoting learner success.

Theme 3.4: Transforming High School Graduation Pathways – Empowering Learners for Success

Call to Transformation 3.4-50:
Evaluate and modernize high school graduation requirements, create multiple pathways to graduation, and modernize course offerings in areas such as financial literacy, climate action, film and media studies, artificial intelligence (AI), and emerging fields.

Call to Transformation 3.4-51:
Re-envision the physical structure of learning whereby school-based learning is complemented by learning opportunities in the community and workspaces, for the intermediate and secondary school levels.

Call to Transformation 3.4-52:
Create a vocational training pathway at the intermediate and secondary school levels that integrates additional skilled trades, cooperative education, and modular experiential learning in school and community.

Theme 3.5: Transforming Education Through Equitable Access for All Learners

Call to Transformation 3.5-53:
Establish and expand multicultural policies and protocols for addressing systemic racism in K-12 schools, including educational tools, reporting mechanisms, and support for educators and learners.

Call to Transformation 3.5-54:
Create an educational environment where 2SLGBTQIA+ individuals are affirmed, valued, and empowered to thrive academically and personally, while continuously monitoring and addressing systemic barriers to inclusion.

Call to Transformation 3.5-55:
Embed Indigenous ways of knowing, being, and doing in curriculum guides and resources, teaching and learning strategies, assessment and evaluation practices, and school culture.

Call to Transformation 3.5-56:
Provide required prescribed curriculum (Literacy Enrichment and Readiness for Newcomers [LEARN]) and programming (English as an Additional Language [EAL]) for newcomer students.

Call to Transformation 3.5-57:
Improve inclusive practices in K-12 classrooms to enable meaningful participation from all learners—neurotypical and neurodiverse learners and those with disabilities and distinct challenges—by ensuring that optimal learning environments are varied and responsive to create flexible, learner-centred spaces where all learners can thrive.

Call to Transformation 3.5-58:
Ensure access to the necessary resources, technology, and supports for all learners, recognizing and accommodating the diverse abilities and required needs of neurotypical and neurodiverse learners, those with disabilities and distinct challenges.

Call to Transformation 3.5-59:
Continue investment in the expansion of the eNLightenED platform to develop a centralized portal for aligning curriculum indicators, assessment tools, teaching and learning strategies, and professional learning (PL) resources.

Call to Transformation 3.5-60:
Expand the mandate of the Centre for Distance Learning and Innovation (CDLI) as a hybrid and flexible learning platform that integrates both synchronous and asynchronous learning opportunities, meeting the diverse needs of learners.

Theme 3.6: Transforming Education with Artificial Intelligence – Enhancing Learning, Empowering Educators, and Preparing Students for the Future

Call to Transformation 3.6-61:
Provide learners and educators with essential AI knowledge, including ethics, data privacy, and responsible technology use.

Call to Transformation 3.6-62:
Transform learning experiences for all learners by modernizing school systems to enable seamless integration and usage of adaptive artificial intelligence (AI) tools tailored to individual learner needs.

Post-Secondary Education and Learning Across the Lifespan

The Post-Secondary and Learning Across the Lifespan Pillar emphasizes an ecosystem approach, recognizing the interconnectedness within the educational environment. Collaboration among institutions, community organizations, governments, and industry fosters learner-centric systems addressing diverse needs, enhancing outcomes, and supporting sustainability.

Creating personalized learning plans based on individual needs keeps learners motivated and improves performance, while supporting educators through professional learning and positive work environments ensures high-quality teaching. Modernizing education with technology and innovative methods creates adaptable environments and integrates sustainability principles into curricula. Promoting research and innovation further strengthens educational systems, preparing learners for future challenges. Equitable lifelong learning opportunities for older adults, such as community programs and online courses, keep them active and engaged while contributing to their overall well-being and communities.

Calls to Transformation

Theme 4.1: Ecosystem Approach

Call to Transformation 4.1-63:
Support successful transitions from K-12 to post-secondary.

Call to Transformation 4.1-64:
Formalize structures to increase collaboration between post-secondary and adult education partners to support higher-level education planning, continuous learning, and skill development.

Call to Transformation 4.1-65:
Streamline general functions, within and between institutions, to enhance consistency and efficiency, improve learner experience, and reduce administrative burden.

Call to Transformation 4.1-66:
Increase laddering and articulation opportunities across the post-secondary system.

Call to Transformation 4.1-67:
Improve transitions from post-secondary and other adult learning programs to the workforce.

Theme 4.2: Learner-Centric Systems and Processes

Call to Transformation 4.2-68:
Implement a responsive system that supports personalized learning options that adapt to individual learner needs and goals.

Call to Transformation 4.2-69:
Create a system committed to equity, diversity, and inclusion.

Call to Transformation 4.2-70:
Develop and implement a consistent model for Universal Design across the K-12 and post-secondary systems.

Call to Transformation 4.2-71:
Transition governance, policy, and delivery models to be learner-centric.

Call to Transformation 4.2-72:
Ensure a fulsome learner-centric approach to Indigenous education.

Theme 4.3: Learner and Educator Well-Being

Call to Transformation 4.3-73:
Prioritize the mental and physical well-being of educators and learners to create supportive and safe learning environments.

Call to Transformation 4.3-74:
Institutions take a 'Whole Person' approach to supporting successful learner outcomes, considering how external social, cultural, economic, and societal factors impact mental health and well-being.

Theme 4.4: Improved Learner Outcomes

Call to Transformation 4.4-75:
Expand alternative methods of learning and opportunities for learners.

Call to Transformation 4.4-76:
Provide additional supports to increase learner completion rates and high levels of attainment.

Call to Transformation 4.4-77:
Modernize assessment and credentialing systems to be competency-based with a focus on transferable skills.

Call to Transformation 4.4-78:
Establish and implement a Learning System Model for the post-secondary education system.

Theme 4.5: Modernized Systems and Processes

Call to Transformation 4.5-79:
Implement measures to modernize learning environments by supporting flexibility and inclusion.

Call to Transformation 4.5-80:
Modernize and streamline systems and processes, incorporating technology to better support and reduce burdens on learners and educators.

Call to Transformation 4.5-81:
Redesign Adult Basic Education (ABE) delivery models to better meet the needs of learners.

Theme 4.6: Maximizing Research, Innovation and Sustainability

Call to Transformation 4.6-82:
Continue to advance the development of progressive research and innovation programming that is responsive to the evolving needs of learners, institutions, and the province.

Call to Transformation 4.6-83:
Advance the development of a modern and sustainable funding structure for public post-secondary education.

Theme 4.7: Increasing Educational Opportunities for Older Adults

Call to Transformation 4.7-84:
Increase awareness and delivery of relevant and practical programming for older adults.

Call to Transformation 4.7-85:
Increase the accessibility and flexibility of course options with the supports necessary to successfully meet learning outcomes.

Call to Transformation 4.7-86:
Increase options for, and promotion of, learning across the lifespan.

Additional Calls to Transformation

The Calls to Transformation in this section are issued by the Accord Co-Chairs and further expand on key priorities, including equity, diversity, and inclusion; collaboration and alignment; community partnerships; health and well-being in educational contexts; early learning and child development; educational engagement and transformation within K-12; and post-secondary learning across the lifespan. These Calls to Transformation build on the work of the Pillar Committees, reflect feedback to the Co-chairs from extensive partners and stakeholders, and reinforce the Accord's commitment to collaboration, innovation, and sustainable development in education.

Calls to Transformation from the Education Accord NL Co-Chairs

The following Calls to Transformation reflect feedback from extensive stakeholder engagement by the Co-Chairs with diverse individuals and groups, and reinforce the Accord's commitment to collaboration, innovation, and sustainable development in education. Using various methods such as dialogue, consultations, focus groups, symposia, public surveys, and written submissions, they captured valuable input from content experts, educators, families/caregivers, learners, and community partners. This comprehensive and inclusive approach underscores the importance of collaboration and collective effort in achieving consensus.

Calls to Transformation

Call to Transformation 5-87:
Integrate Indigenous knowledge, perspectives, and ways of being as foundational elements in the delivery of education across early childhood, K-12, and post-secondary systems.

Call to Transformation 5-88:
Create a full-time facilitator position at the 7-12 level that works across 7-12 and in collaboration with guidance counsellors to empower youth to make informed decisions about their futures.

Call to Transformation 5-89:
Establish formal mechanisms such as formal agreements, memoranda of understanding, collaborative governance structures, and communication protocols to ensure the Department of Education and Early Childhood Development (EECD), the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP), and Indigenous-led schools work collaboratively to ensure achieved shared goals.

Call to Transformation 5-90:
Adopt deliberate strategies to ensure learner engagement in the development and revision of curriculum in K-12 and post-secondary education.

Call to Transformation 5-91:
Enhance and expand Horizon Academy (Alternate School) through strengthened collaboration with the Department of Justice and Public Safety (JPS) and the Department of Families and Affordability (FAMA) to better support youth involved in the justice system. This improved hybrid, transitional model will offer trauma-informed, flexible learning pathways that integrate restorative practices, wraparound mental health supports, and life-skills development. Programming will be tailored to each learner's needs, supporting both reintegration into the public school system and smooth transitions to post-secondary education, training, or the workforce.

Call to Transformation 5-92:
Review and redesign the roles and responsibilities within the Department of Education and Early Childhood Development (EECD)—including the K-12 Programs and Services Division, Student Services, and all school-based support positions—to ensure consistent, inclusive, and responsive support for all K-12 learners.

Call to Transformation 5-93:
Reimagine the design and construction of new schools and public education buildings by prioritizing sustainable physical structures, spaces, and infrastructure that support long-term environmental, social, and educational goals.

Call to Transformation 5-94:
Strengthen transition programs for learners with School Achievement Certificates to better equip them for success in post-secondary education, employment, and independent living, ensuring a seamless pathway to adulthood and personal growth.

Call to Transformation 5-95:
Address the growing need for technology in K-12 schools, post-secondary institutions, and communities by developing a comprehensive approach that focuses on equitable access and long-term sustainability.

Call to Transformation 5-96:
Strengthen the role of public libraries to enhance their capacity to provide access to technology, support local artists and culture, connect to schools and other community groups, and promote learning across the lifespan.

Call to Transformation 5-97:
Implement mandatory professional learning linked to teacher certification, with an annual renewal requirement, ensuring educators continuously develop the knowledge, skills, and confidence needed to effectively address the evolving needs of learners and schools.

Call to Transformation 5-98:
Strengthen the implementation of the existing daily physical activity policy in K-12 education by embedding movement and outdoor play into curriculum and daily instructional practice. Provide targeted professional learning for educators and support schools in making physical activity a consistent, meaningful part of the school day—promoting learner well-being, focus, and overall development.

Call to Transformation 5-99:
Empower all learners—children, youth, educators, families/caregivers, and seniors—by providing comprehensive support in the development of digital literacy, ensuring that everyone has the skills and confidence to navigate and thrive in an increasingly digital world.

Call to Transformation 5-100:
Develop a comprehensive and proactive approach to supporting mental health in K-12 schools, supported by well-being teams within each school. These teams should be made up of a multidisciplinary group of health care and educational professionals, including but not limited to the following roles: educational psychologists, social workers, school counsellors, behavior itinerants, youth outreach workers, school nurses, occupational therapists (OTs), student services teaching and learning assistants, Safe and Inclusive Schools itinerants, student success teachers, and school administrators.

Call to Transformation 5-101:
Establish an Education Advocate for K-12 schools to mediate conflict resolution, investigate complaints, champion equity, and recommend improvements to policies and practices.

Call to Transformation 5-102:
Expand the Centre for Distance Learning and Innovation (CDLI) to offer Advanced Placement (AP) courses, micro-credentials, and dual-credit opportunities in partnership with post-secondary institutions, industry, and community organizations. This expansion will give all learners in grades 10-12 equitable access to advanced academics, career-focused skills, and real-world experiences, thus preparing them for post-secondary education, skilled trades, and in-demand industries like digital media, film, and design.

Call to Transformation 5-103:
Create an Educator Professional Council to oversee and enhance the teaching profession by setting and maintaining high standards of practice, ensuring accountability, providing ongoing professional learning (PL), and advocating for the needs and rights of educators.

Call to Transformation 5-104:
Reduce chronic absenteeism by prioritizing learner safety, trust, and strong relationships with families/caregivers and their care networks. Move beyond automated messages toward proactive, personalized communication that gets to the root causes of absenteeism. Equip school staff to connect with families/caregivers in ways that build trust and offer meaningful support, helping learners feel safe, valued, and ready to learn.

Call to Transformation 5-105:
Revitalize and reimagine arts spaces in K-12 education, ensuring dedicated teaching and support for the Arts, with a focus on intergenerational programming for younger learners. Expand this initiative to include comprehensive community arts programs, supported across government departments, that integrate schools, local organizations, and artists.

Call to Transformation 5-106:
Revise the existing Teacher Secondment program within the Department of Education and Early Childhood Development (EECD) to offer an initial one-year term, with the option for a one-year renewal based on a comprehensive review of performance, project outcomes, and alignment with departmental priorities. The total duration of the secondment will be capped at two years, providing opportunities for educators to contribute their classroom expertise to system-level initiatives while maintaining a regular influx of fresh perspectives and ensuring continued relevance to evolving educational contexts.

Call to Transformation 5-107:
Integrate dedicated occupational therapy (OT) services into early learning environments and primary schools to support learners' physical, cognitive, and emotional development by prioritizing efficient resource allocation and innovative service delivery models.

Call to Transformation 5-108:
Empower educators by offering professional learning and certification programs that equip them with the qualifications needed to conduct comprehensive assessments, ensuring that every learner receives timely, accurate evaluations and the necessary support to thrive.

Call to Transformation 5-109:
Enhance and strengthen communication pathways between the Early Learning, Inclusion and Student Services Division, the K-12 Programs and Services Division and NLSchools Operations Division within the Department of Education and Early Childhood Development (EECD), ensuring that the integration of NLSchools with the Department maintains accountability, responsiveness, and transparency with learners, families/caregivers, and the broader community.

Call to Transformation 5-110:
Create a detailed blueprint and strategic plan for effectively implementing the transformative actions outlined in the Education Accord NL.

Conclusion: Our Vision Our Future

This Summary is an overview of the extensive collaboration and engagement that informed the content of the Accord's Final Report.

As the leaders of this Accord, it has been an honour to speak and listen to so many educators, learners, administrators, academics, and community leaders. Each and every one of them has a profound interest and passion for education in this province, and every single one of them shared ideas and insights about our education and how it could support the success of all learners, regardless of where they were born, their abilities, or their challenges.

We were also lucky to speak with hundreds of families/caregivers, and hear the enthusiasm, excitement, and hope they have for their children's educational journey and future. While we have heard about many problems and challenges, we also heard much that inspired us, and our hopes for future generations of learners have never been brighter.

Through the Calls to Transformation and Pathways to Action, we have proposed practical, scalable solutions and transformative steps aimed at driving meaningful and positive change. The people of Newfoundland and Labrador possess many admirable qualities, with resilience and imagination being among their greatest strengths. The Education Accord invites all stakeholders in the education system—governments, administrators, educators, academics, colleges, and more—to reflect on and reassess policies, procedures, curricula, and teaching practices. It encourages exploration of innovative ways to enhance education for every learner. This Accord represents a commitment to the **Learners** of today and tomorrow, ensuring they experience the enriching and successful education they deserve. They hold our future in their hands.

To read the detailed Final Report document, and to access the Interim Report, FAQs, and a library of Evidence compiled through the research and engagement process, please visit our website: www.EducationAccordNL.ca.



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