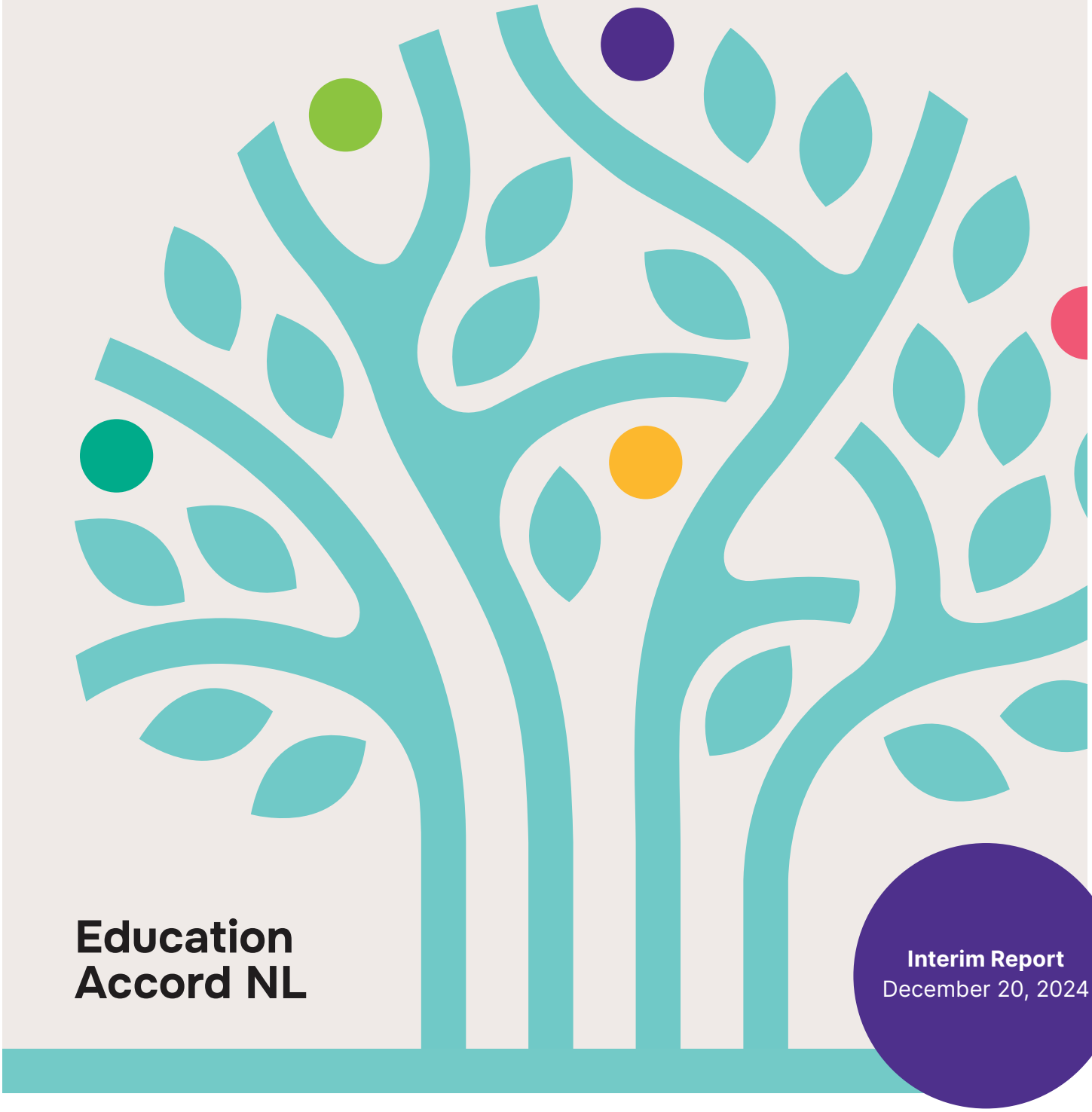
A Vision for the Future:

Transforming and Modernizing Education



Education Accord NL

Interim Report
December 20, 2024

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.

Education Accord NL

December 20, 2024

The Honourable Dr. Andrew Furey
Premier
Confederation Building
St. John's, NL

The Honourable Krista Lynn Howell
Minister of Education
Confederation Building
St. John's, NL

Dear Premier Furey and Minister Howell,

We are pleased to present the Interim Report for the Education Accord NL, *A Vision for the Future: Transforming and Modernizing Education*. This document underscores our commitment to creating better educational outcomes for learners across Newfoundland and Labrador while supporting the provincial government's goal of becoming one of Canada's healthiest provinces by 2031.

By innovating and modernizing our education system, we aim to equip students with the essential skills to thrive in an evolving job market, thereby contributing to the province's economic development. Through collaborative efforts and robust community engagement, we aspire to create a more equitable and forward-thinking education system that prepares our youth for the challenges and opportunities that lie ahead.

We look forward to your continued support and guidance as we pursue these vital objectives.

Sincerely,

Dr. Anne Burke
Co-Chair, Education Accord
Advisory Team

Dr. Karen Goodnough
Co-Chair, Education Accord
Advisory Team

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Executive Summary

What is Education Accord NL?

The Education Accord NL represents a significant initiative by the provincial government, and a milestone for Newfoundland and Labrador, offering a comprehensive 10-year roadmap filled with actionable goals and calls to action. By aligning educational priorities with the changing needs of the province, the Education Accord NL aims to establish a robust framework that fosters individual growth and societal advancement for the next ten years and beyond.

Through a focus on educational outcomes, lifelong learning, and well-being, Education Accord NL seeks to enhance the social and economic well-being of children, youth, and adult learners, thereby ensuring they are equipped to grow and thrive in an ever-evolving society and within a competitive global economy.

The Compelling Case

The Education Accord NL highlights the importance of further equipping learners to navigate the complexities of the modern world. It recognizes that Newfoundland and Labrador has significant potential and emphasizes the vital role the education system plays in fostering healthy, lifelong learners who actively engage with and contribute to society. By enhancing educational outcomes for children, youth, and adult learners, the Education Accord NL aims to strengthen the province's position and work towards becoming a global leader in education.

Modern challenges require our education systems to adapt and respond in meaningful ways. Some challenges to the current systems include:

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

There are other aspects of this work which require thoughtful attention. These include:

- Educational Attainment
- Indigenous Education
- Technological Integration
- Understanding Artificial Intelligence Potential
- Resource Education System Alignment



By being adaptable and responsive, education systems can equip learners with knowledge and skills needed for the future and promote equity and inclusion so all may thrive.

Meet Our Education Professionals

The engagement process is being led by two Co-Chairs, Dr. Anne Burke and Dr. Karen Goodnough, with Senior Advisor Katrina Moores from the Department of Education.

An Advisory Board with broad representation has been established to examine the evidence, make suggestions and to consider the recommendations generated by the working committees and the Accord leaders.

Anne Burke, PhD
Dr. Anne Burke is a Professor in Literacy Education and Digital Learning at Memorial University's Faculty of Education, where she is also the Project Lead for the Discovery Play Centre. Dr. Burke's extensive scholarship focuses on the interface of equity, social inclusion and the well-being of children through research that supports broader socio-cultural perspectives on literacy education delivery in culturally diverse K–12 classrooms. Much of her international interdisciplinary research in Canada, Finland and the U.K. is public engagement-oriented, showing a broad mastery of partnerships with schools, NGOs, cultural institutions, artistic industries and governments. Dr. Burke has received awards for her scholarship, teaching and public engagement partnerships. She has a passion for researching in classrooms alongside teachers, youth and children, always advocating for young people's voices, agency and well-being.

Karen Goodnough, PhD
Dr. Karen Goodnough is a well-established national and international scholar and former dean of the Faculty of Education, Memorial University. She also completed a three-year appointment as an associate dean (undergraduate programs) in the Faculty of Education. Prior to arriving at Memorial, she held faculty appointments at the University of New Brunswick and the University of Rochester, New York. During her academic career, she has been involved in scholarship and research focused on collaborative action research, inclusive science education, pre-service teacher education, and professional learning in teacher education and higher education. Dr. Goodnough received Memorial's 2016 President's Award for Outstanding Research in recognition of her contributions to community partnership development; science, technology, engineering, and mathematics (STEM) education; and the "teacher as researcher" movement. She holds a PhD from the University of Toronto, as well as three degrees from Memorial (M.Ed., B.Ed. and B.Sc.). She was a high school science teacher and post-secondary instructor before moving into academia.

Katrina Moores, BA, BEd, MEd
Katrina Moores is a seasoned education professional with more than 25 years of diverse experience in the field. She has excelled in various roles, including French Immersion Classroom Teacher, Learning Resource Teacher, School Administrator, and Program Specialist for Comprehensive School Health. As the Director of Educational Programs and Provincial Lead for Partnerships and Initiatives with NL Schools, Department of Education, Ms. Moores has played a pivotal role in shaping educational policies and practices.

Her strong commitment to diversity, inclusion, and equity has made her an invaluable asset in driving system-wide initiatives that promote learner-centered education. Ms. Moores' expertise not only enhances educational outcomes but also fosters an inclusive environment where all students can thrive.

The Process So Far

Critical to creating a broad consensus about the future of our education system is the involvement of all stakeholders. The initial steps involved creating working committees in four distinct Pillar Committees—Early Learning and Childhood Development, Education Engagement and Transformation (K–12), Health and Well-Being in Education Environments and Post-Secondary Education and Learning Across the Life Span.

The Accord Advisory Team, consisting of the Co-Chairs and the Senior Advisor, in collaboration with the Pillar Committees and Advisory Board (see Appendix B for a full list of contributors), have actively engaged individuals and groups through dialogue, consultation, and knowledge-sharing. This engagement has included input from content experts, focus groups, key informant meetings, Indigenous Governments and Organizations, symposia, a public survey, and written submissions. Additionally, communication about the Accord has been facilitated through informal discussions, media outreach, and the Education Accord NL website (educationaccordnl.ca). This stakeholder engagement remains ongoing.



1

Introduction

Introduction

The interim report for Education Accord NL (the Accord) represents a significant milestone on our journey to offering a comprehensive 10-year roadmap filled with actionable goals and calls to action. The interim report, *A Vision for the Future: Transforming and Modernizing Education* offers a collaborative reflection on the current challenges and emerging themes around future opportunities for transformation of the education systems within Newfoundland and Labrador.

With a focus on early learning as a way to lay a strong foundation for the future success and well-being of all Newfoundlanders and Labradorians, the interim report also emphasizes the significance of learning across the lifespan. It showcases the important conversations around learning and education, along with the emerging possibilities of how to reshape the educational landscape to ensure that education remains a continuous journey that adapts to the needs of individuals and the community as a whole.

The Compelling Case

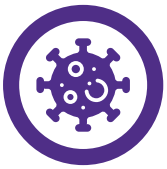
It is critical that Newfoundland and Labrador has an education system that supports a learner's continuous journey from early childhood to post-secondary and beyond. Such a system sets the foundation for young children to develop the necessary cognitive, emotional, and social skills for future success. It fosters academic success for all learners, it promotes individual and societal well-being, it promotes economic benefits to create a skilled workforce, and it ensures learning environments are equitable and inclusive, thus reducing learning gaps. In addition, our education system needs to be learner-centric. This approach focuses on the needs, abilities, interests and learning preferences of learners, fostering personalization, active learning, student empowerment, and holistic development.

It is essential that the education system prepares learners to understand and engage with complex global challenges. By equipping students with the knowledge and skills to address issues such as environmental sustainability, social equity, and technological innovation, we can ensure they are better prepared for the challenges and opportunities of the

future. This approach not only strengthens their academic and professional capabilities, but also encourages them to contribute meaningfully to their communities and the world at large.

While Newfoundland and Labrador is adopting many policies and practices to nurture a well-educated, healthy population, we have to address the current, complex realities and demands on our education system to ensure our learning environments are robust, responsive, and transformative. The following insights reflect the realities of the current education system, informed by stakeholder engagement and research, and serve as crucial reminders of why the conversations emerging from the Accord are both timely and essential.

Current Challenges



COVID-19 Learning Loss

The onset of COVID-19 impacted learning and student well-being across all educational levels (Center for Education Policy Research at Harvard University, 2023; CBC, 2024; UNESCO, 2021). K–12 student learning was negatively impacted in many areas, with disadvantaged and marginalized students being impacted the most. Moreover, the rapid shift to remote learning highlighted many inequities for children and adult learners, with many having limited access to technological resources and support. Mental health issues such as anxiety, depression, and stress were exacerbated during the pandemic for children and adults alike, while post-secondary students experienced delays in graduations, career interruptions, and financial strain (Donnelly & Patrinos, 2022; Mental Health Commission of Canada, 2022). The possible long-term impacts of these COVID-19 challenges are still unknown.



Chronic Absenteeism

Newfoundland and Labrador public schools are experiencing high levels of absenteeism. Chronic absenteeism occurs when a student misses 10% or 18 or more school days in an academic year. In the 2022–2023 school year, two-thirds of secondary students were absent, reflecting a 50% increase from 2018–2019. Alarmingly, the rate for elementary students doubled in this time frame (Department of Education, n.d.; Office of Child Youth

Advocate, 2019). The causes of absenteeism are complex and may be a result of many factors such as academic stress, a lack of engagement in schools, family or school-based stress, health issues, a poor school climate, and unstable housing, to name a few. The undesirable outcomes of chronic absenteeism are poor academic performance, increased high school dropout rates, poor health outcomes, and interrupted socio-emotional development.

Adult Literacy Rates

While Canada has a high literacy rate overall when compared to other countries, according to the Program for the International Assessment of Adult Competencies (PIAAC), Newfoundland and Labrador has one of the lowest adult literacy rates in Canada (PIACC, 2012). Nearly 60% of adults in the province have inadequate literacy skills. Findings from a second round of this test is expected to be available in December 2024, allowing for an assessment of how literacy rates have changed and the specific programs and interventions that may be needed to support the development of high levels of literacy. Current Newfoundland and Labrador programming is offered primarily through Adult Basic Education and Foundational Literacy services, situated in private colleges and community settings based on varying regional needs. Low literacy can make it harder for people to take part in society, affect their health, and reduce their chances of getting and keeping a job.

Population Demographics

Newfoundland and Labrador has an aging population. The number of adults aged 65 or older increased from 19.4% of the population in 2016 to 23.6% in 2021 (Statistics Canada, 2021). This makes Newfoundland and Labrador the country's oldest and most rapidly aging population. With this shift in demographics, more emphasis will need to be placed on career upskilling, adult education, lifelong learning programs and supports, and intergenerational learning. More educational supports for older adults will foster holistic aging, thus promoting cognitive health, job competitiveness, personal fulfilment, and health and well-being.

While the adult population is aging, there has also been a reduction in the number of children under the age of 15 in the province. In 2021, children aged 0 to 14 represented

13.4% of the total population, down from 16.3% in 2016 (Statistics Canada, 2021). This decline has implications for school infrastructure, resource allocation, community viability, funding, and staff employment. These reductions may be especially significant for rural areas of the province.

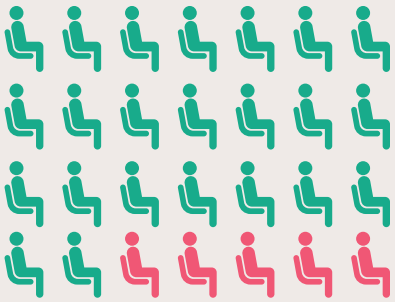
Bullying and Violence in Schools

Learners, educators and parents are all concerned about the reported levels of violence and bullying in schools (CBC News, 2024a; CBC News, 2024c; CBC News, 2024d). Bullying has been a persistent issue, and we are hearing about violence directed at teachers and staff. Incidents requiring police intervention have risen in the past several years (Barry, 2024). Many students and parents have reached out to educators and the media, worried that persistent bullying is not being addressed. The dominance of mobile phones and social media has also meant that cyberbullying can transition from school to home (Statistics Canada, 2023). Parents, students and educators acknowledge the current processes are insufficient to deal with this growing problem, which has serious implications for workplace and student safety, and the physical and mental well-being of everyone within the education system.

Mental Health and Well-Being

Statistics Canada reports that over 5 million Canadians (18%) aged 15 and older met the diagnostic criteria for a mood, anxiety, or substance use disorder in 2022. The prevalence of mood and anxiety disorders has increased from 2012 to 2022, with the highest rates among young women (Statistics Canada, 2022). The Office of the Child and Youth Advocate in Newfoundland and Labrador responded to over 445 requests for assistance during the fiscal year 2022–23, advocating for the rights, interests, and well-being of children and youth (Office of Child and Youth Advocate in Newfoundland and Labrador, 2022–2023).

Median wait times for mental health counselling services



Adults: 23 Days

Children and Youth: 28 Days

Source: Canadian Institute for Health Information, 2023.

Without systems that support and prioritize physical, emotional, and mental well-being, education at all levels may be negatively impacted. Parents may be less involved with their children's education and schools; teachers may struggle with being effective in supporting student learning; and children and youth may have poor school attendance, behavioural issues, and difficulty with social interactions (Australian Institute for Teaching and School Leadership, 2024).

The *Health Accord NL* and *Towards Recovery* reports support that the identified mental health challenges are rising in learning environments and are having a direct impact on educators and learners who spend increasing amounts of time focused on mental health issues and less time on teaching and learning. Learners are also experiencing added stress related to tuition costs and costs of living which are further impacting their ability to focus on their studies. Institutions are seeing a dramatic increase in the demand for the basics of life—food, mental health services, affordable housing and emergency support measures (Parfrey & Davis, 2022; NL Health Services, 2017).

Opportunities for Continued Growth and Discussion

Education Attainment

According to the PISA 2022 (Programme for International Student Assessment), by OECD (Organization for Economic Co-operation and Development, 2022) results, Newfoundland and Labrador students scored below the Canadian average in mathematics, reading, and science. Specifically, the performance in mathematics was notably lower, with only 66% of students achieving at or above the baseline level of proficiency (OECD, 2022). While Newfoundland and Labrador has consistently scored lower than other Canadian provinces, it should be noted that all performances on PISA globally were lower. The 2021 Census (Newfoundland and Labrador Statistics Agency, 2021) reported that 20.4% of people 15 years of age and older in Newfoundland and Labrador do not have a high school diploma. This has serious implications for youth and how learning environments and systems are organized. Early school leavers and students with low academic achievement may be challenged by having limited access to job opportunities, lower earning potential, and poorer health outcomes. From a broader systems perspective, impacts may affect workforce productivity, employment rates, and economic equity.

Indigenous Education

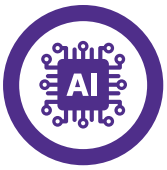
Several Truth and Reconciliation Commission (TRC) (2015) calls to action recognize the role education can play in addressing the legacy of the residential school system and promoting healing and reconciliation amongst Canadians. For example, the TRC emphasized the need to offer targeted support to Indigenous students through culturally relevant support services; necessary funding to initial teacher education, thus facilitating the integration of Indigenous perspectives into school-based curriculum; and senior level positions to ensure Indigenous content is integrated into educational policies and practices. However, institutions are challenged to incorporate Indigenous perspectives, knowledge, and practices into education due to long-standing systemic barriers; a lack of Indigenous faculty, cultural competency training, and resources; and resistance to change. Addressing these challenges requires sustained and coordinated efforts from all levels of an institution, as well as strong partnerships with Indigenous communities.

Technological Integration

Schools and education environments have often struggled to integrate technology into classrooms and curriculums, and when it is integrated, there remain great inequities to accessibility (Rizk & Hillier, 2022). At their most basic functional level, our education systems are still largely based on paper and traditional texts, while society as a whole has moved onto digital platforms. Digital literacy and the way learners are interpreting and are informed by the world has changed dramatically in the past two decades, and our education systems have not always recognized these changes (Newfoundland and Labrador English School District, 2020). Educators and schools have grappled with the existence of cell phones and smart watches in their students' lives. While at a public level, this struggle has manifested itself as a discipline problem, such thinking ignores the massive role cell phones play in student socialization and the ways in which young people now absorb information, both of which have a profound effect on learners' educational experiences (Maharaj, 2024).

During the COVID-19 pandemic, our education system was forced to experiment with technological integration when entire schools moved online. While many students struggled, some educators and their students thrived in the online classroom environment, and the COVID-19 learning experience points to ways in which online collaboration

environments can be used to supplement traditional instruction. This experience highlights the misguided beliefs that education, learning, and the school building were and are inextricably linked (Government of Newfoundland and Labrador, 2022). Reflecting on this experience may point to ways in which technology can be utilized to bridge the gaps and offer new opportunities for learning within the education system (Burke, 2022).



Understanding Artificial Intelligence Potential

Artificial Intelligence (AI), with its incredible mobile intelligence and ability to learn and self-correct, presents opportunities and challenges to society at large and our education system, and it is already moving into new areas of business and education (Cell Press, 2024). AI's unique ability to create work that feels 'human' presents challenges to our abilities to teach and evaluate, and will obligate our learning systems to adapt and adjust. The new technology also threatens privacy and personal information, and in the near future will have dramatic effects on many career choices. A well-balanced and holistic approach to technological advancement and ethics will be required to maximize the benefits of AI, while still mitigating its risks.



Resource Education System Alignment

According to the Newfoundland and Labrador Budget 2024, *Transforming Our Health, Our Economy, Our Province*, *Estimates*, spending on education represents $1.3B of expenses (Government of Newfoundland and Labrador, 2024). Significant new resources have been invested in supporting early childhood educators, new child care spaces, improved bussing, student assistants, and many other initiatives (Government of Newfoundland and Labrador, 2024b). Consideration of alignment of resources will need to be a focus of the Accord.

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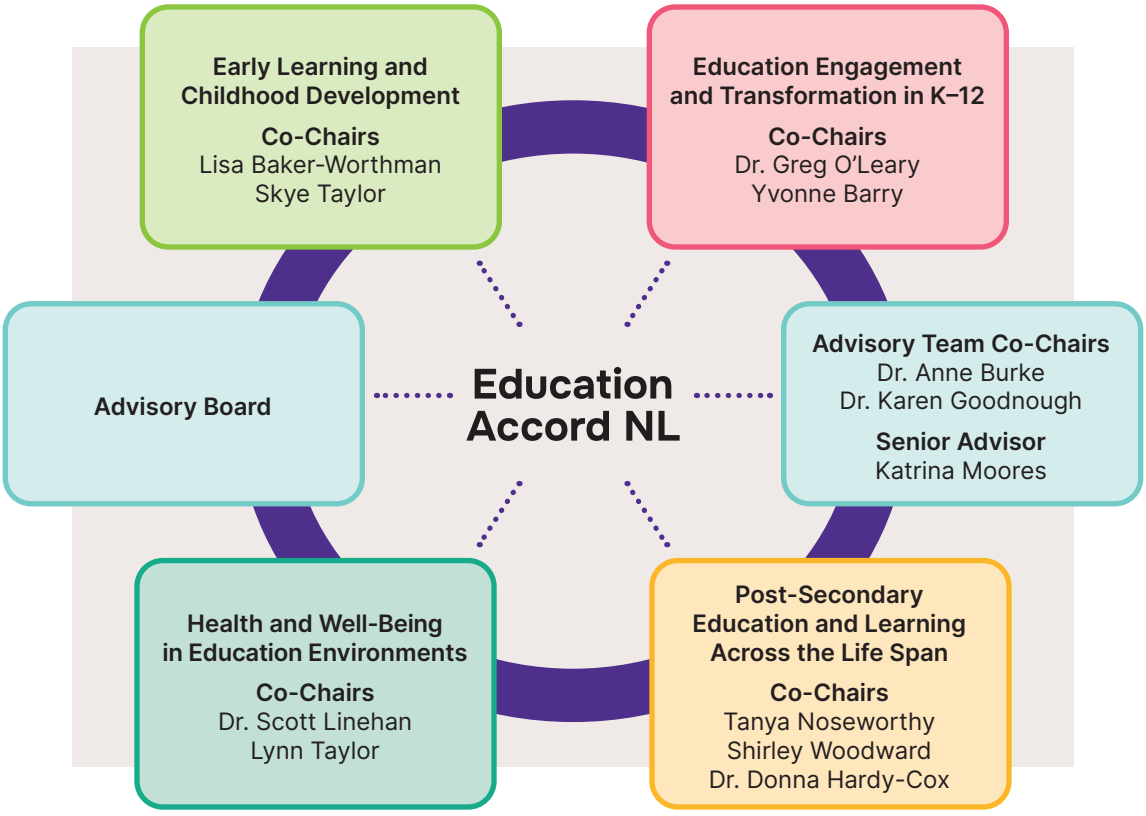
Building a Foundation to Guide the Accord

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 inclusion, equity, and diversity; 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.

Roles of Contributors Within the Accord

With multiple partners and stakeholders guiding important discussions, the structure of the Accord allows for collaborative conversations to occur, while providing important feedback and guidance from an advisory board. Below is a representation of our collaborative structure along with the roles of each in the process.



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, parents, students, 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.

See Appendix B for a full list of contributors.

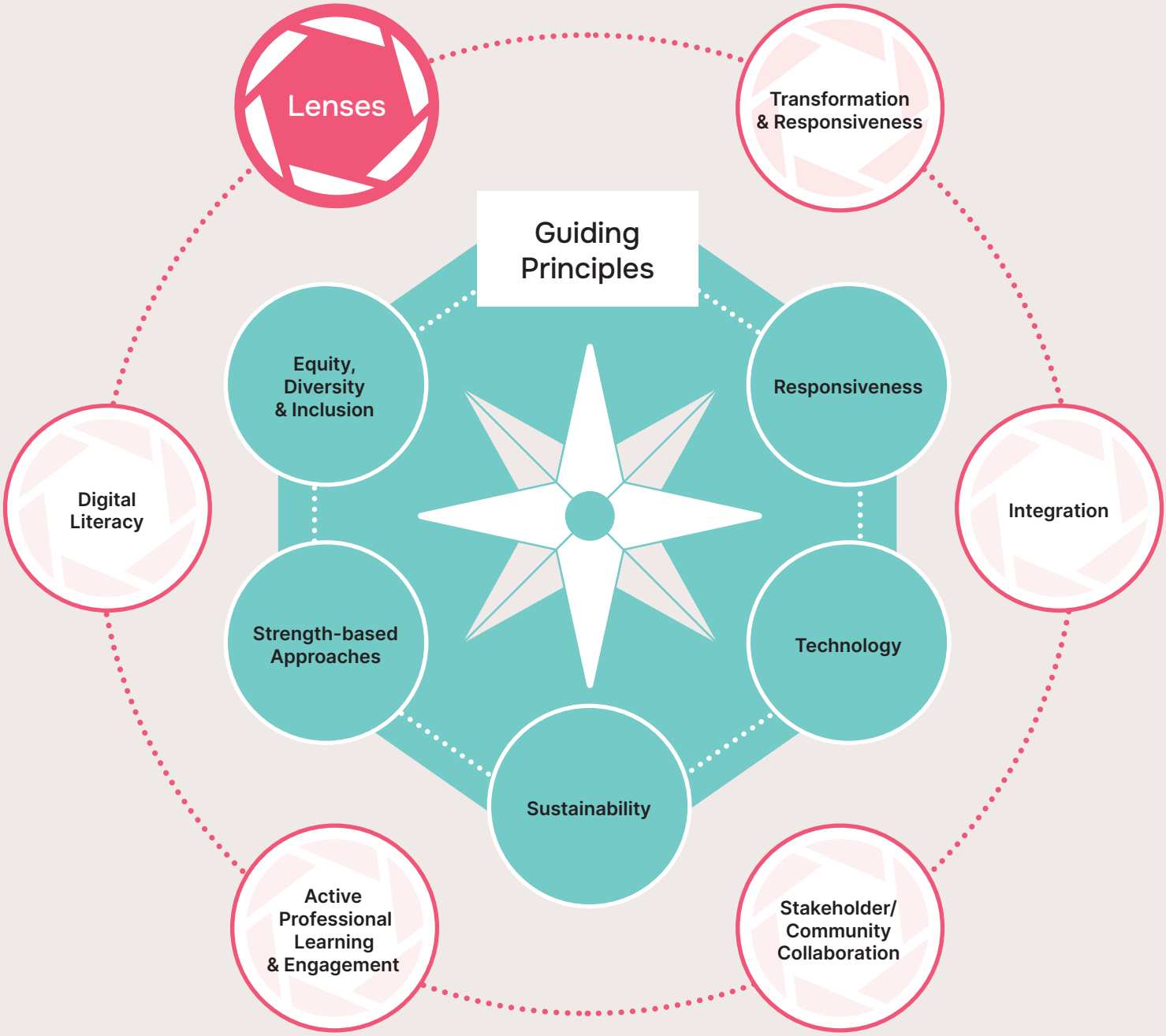
Guiding Principles and Lenses

The guiding principles establish core values and objectives, providing a clear framework to ensure that all decisions are aligned with the overarching goals of the Accord.

The lenses act as evaluative filters, offering a way to assess how effectively the Accord adheres to these guiding principles. Many of the ideas and concepts reflected in both the guiding principles and lenses are informed by UNESCO's Sustainable Development Goals (UNESCO, 2020).

The Education Accord NL embraces these principles and lenses throughout its engagement with Newfoundlanders and Labradorians, driving the development of calls to action aimed at creating a dynamic, inclusive, and sustainable education system that serves all learners.

Guiding Principles and Lenses



The Principles



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, 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.

Responsiveness
A responsive education system can adapt to changing external factors and adopt innovative ways of thinking and practices that can address the evolving needs of students, society, and the workforce. In strengthening the Newfoundland and Labrador education system, ongoing reflection, assessment, and evaluation are needed to ensure effectiveness at all levels from teaching to curriculum design, to assessment, and to the allocation of resources. Through evidence-driven data, alignment and integration of education, economic, health, and social outcomes will ensure continuous improvement and transformation of the education system.

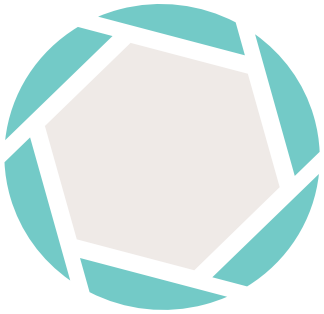
Strength-Based Approaches
Education that is strength-based nurtures and values learners' existing strengths, talents, and interests. With a focus on creating positive and supportive learning environments and personalized learning, learners develop confidence and resilience and experience success. By focusing on what learners, education systems and sub-systems do well, learners are well-prepared to experience success today and in the future.

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.

Technology
Technology refers to a wide range of tools and systems such as the internet, smartphones, tablets, and other electronic devices that may be used to store and share ideas and information to promote communication, connectivity, and productivity.

Ensuring awareness and understanding of how technology may be adopted safely, responsibly, and ethically will foster improved digital technology and further opportunities to empower and include individuals, while advancing cultural exchange, innovation, and economic and social growth, and learning in real-world contexts.

The Lenses



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 which 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.

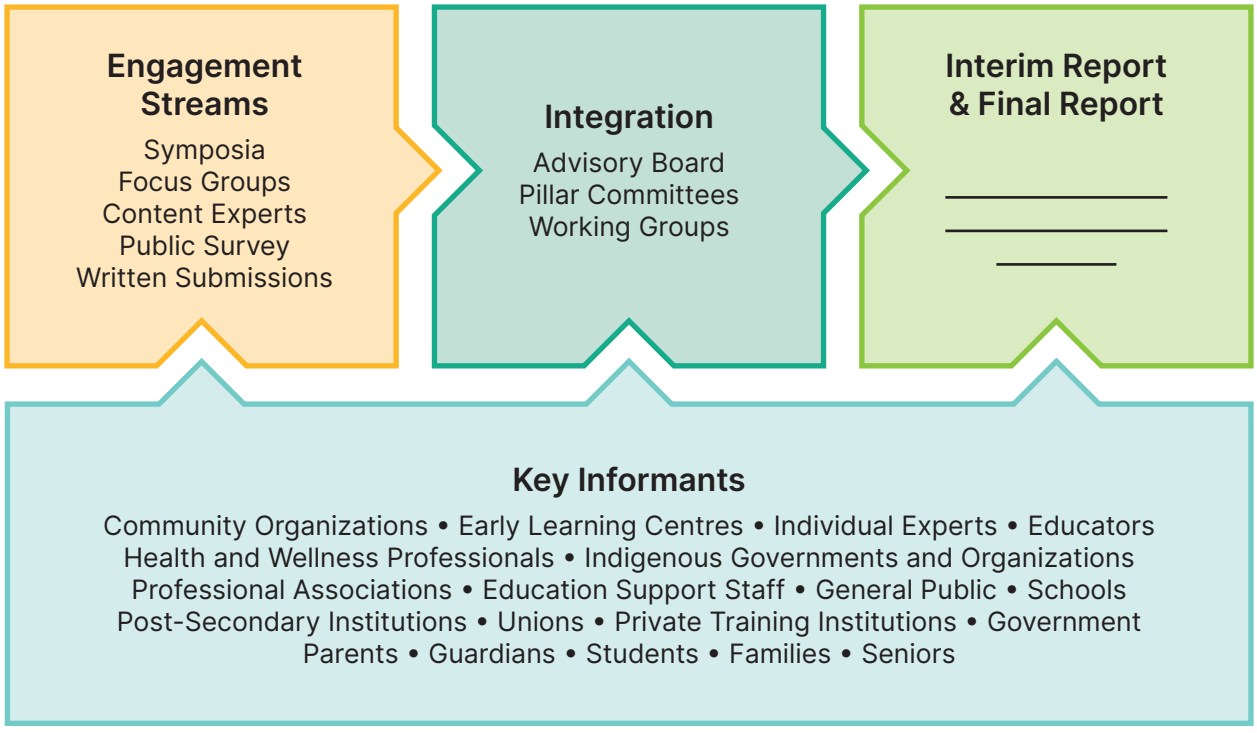
Active Professional Learning and Engagement
Active, engaged learning empowers individuals to be advocates of their own continuous, professional learning journey. In effective professional learning, individuals and communities

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 empowers 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.

Stakeholder Consultation Road Map

The involvement of all stakeholders is critical to creating a broad consensus about the future of our education system. The Education Accord Advisory Team, in collaboration with the Pillar Committees and through dialogue, consultation, and sharing, are engaging individuals and groups through several engagement streams: content experts, focus groups, meetings, symposia, a public survey, and written submissions. This process is ongoing.



The roadmap provides an overview of the involvement of key partners and stakeholders up to this point.

The Accord's stakeholder engagement aims to:

- Provide multiple opportunities for people to share insights and support learning and transformation together.
- Empower people to contribute to education, health, and societal improvement.
- Foster transparency in the ideas and content generated.
- Ensure inclusivity, allowing multiple perspectives to be heard, thus more equitable and representative decisions to be made.
- Promote resiliency within communities so they are better able to adapt to changes and challenges, and respond to the ever-changing needs of children, youth, families, and the wider community.

Timeline of Engagement

January 2024 First Steps

- Co-Chairs Dr. Anne Burke and Dr. Karen Goodnough meet with the Deputy Minister, of Education.
- Public Announcement of Education Accord NL.

January – April Consult & Plan

- 41 consultations with advisors from government, unions, early childhood education, K–12 education, post-secondary, seniors, and community leaders, to build the team and develop a plan to engage stakeholders.

April – May Consult & Listen

- Inaugural meetings for the Pillar Committees.
- Consultations continue with Indigenous communities, advocacy groups, advisors for equity and inclusion, health and community services, educators, students and families.

May Consult & Listen

- Virtual and in-person consultations and presentations continue with K–12 educators and students in schools across the province, and post-secondary graduates.

June Symposia

- Two-day Virtual Symposia for 25 Community Partners with a focus on the guiding principles of equity, diversity and inclusion, responsive practice, strength-based approaches to learning, technology and sustainability.

June Working Groups

- Over 300 educators apply to participate in working groups engaged in curriculum, assessment and evaluation, teaching and learning, standards of practice, the portrait of a learner, as well as the Education and Transformation committee and sub-committees.

June – July Consult & Listen

- Consultations in-person and virtual with post-secondary partners, parliamentary leaders, and student services groups.
- Education and Transformation Committee begin to gather feedback at Family of Schools meetings across NL.

July Learn & Listen

- Early Learning and Childhood hold three virtual forums with child care services, family child care providers, and family resource centre employees.
- Focus groups continue with post-secondary students. Presentations from advisors and experts in the Health and Well-Being sector.

August Discuss & Listen

- Virtual meeting of K–12 Teacher working groups.
- Continue to learn from presentations from stakeholders and partners at pillar committee meetings.

September Working Groups

- In-person and virtual consultations continue for all Pillar Committees.
- Pillar Committees developing content for the Interim Report.

October Interim Report

- In-person advisory meeting to discuss Interim report.
- Launch of public survey.
- Co-Chairs of the Early Learning and Childhood Pillar Committee present at AECENL's conference.

November Consult & Listen

- Post-Secondary and Learning Across Lifespan Pillar consults with stakeholders about Adult Literacy.
- All Pillars consult on institutional challenges and opportunities.
- Compile information for Interim report.

December Interim Report

- Interim report delivered.

3

The Pillars

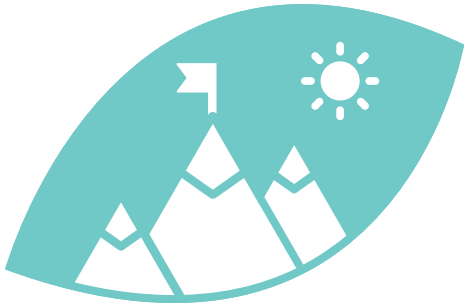
The Pillars

The current educational system that supports a learner's continuous journey from early childhood to post-secondary and beyond involves many stakeholder voices. Each pillar committee represents a group of voices that hold key insights into areas of the learner's journey. In the chapters to follow, we share some of the current challenges and emerging themes of each pillar.

Early Learning and Childhood Development

It is important for society to recognize that a robust upstream investment in early learning systems will provide significant downstream benefits (UNESCO, 2024), primarily in all aspects of healthy child development. Supporting and nurturing a strong early childcare system not only helps the economy, but also benefits better child well-being, improves learning outcomes for children, builds a more equitable society with a reduction in child poverty, and supports social mobility for families as both parents may continue to contribute to the workforce or to pursue further education.

Current Challenges



Some of the current challenges facing the early childhood learning environment include:

Transition through Learning Environments

Limited collaboration between educators in the early learning field, parents and the K–12 system can result in difficult transitions within early learning contexts and from early learning to K–12. This transition stage in a child's life needs to be better supported. It is important to increase focus and resources to coordinate and aid in these transitions.

Inclusion of all Stakeholders in Decision-Making

Communication, transparency, and involvement between relevant stakeholders (e.g., early childhood educators [ECEs], parents/families, etc.) and those making policy decisions are important to ensure all voices are heard and represented.

Data Collection in Early Learning and Child Development

Past insufficient data has shown the limits of decision-makers and stakeholders' understanding of developmental milestones, learning outcomes, and effective teaching strategies. The ongoing implementation of the Responsive Teaching and Learning policy and database will enhance the identification of at-risk children, assess program effectiveness, and/or allocate resources efficiently.

Accessibility and Inclusiveness in Early Learning Environments

Inaccessible early learning environments create barriers for children with diverse needs, limiting their social development and peer interactions. Without proper resources and training, educators may struggle to support these students effectively, potentially reinforcing inequities and stigmatization that impact children's self-esteem and participation in learning activities.

Professionalization of the Early Learning and Child Care Sector

When early childhood educators are not recognized for their crucial role in child development, it leads to low wages, high turnover rates, and inadequate training. This undermines the quality of education and care that children receive, compromising their developmental outcomes.

What We Are Hearing and Emerging Themes

The following themes emerged from pillar committee discussions, stakeholder engagement activities, current research and global trends, and will be a focus moving forward with the Early Learning and Childhood Development (ELCD) pillar committee:

Addressing Workforce Challenges

There is a general perception among operators, parents and ECEs themselves that the work and skills of ECEs are still undervalued in contrast to the important role they play in the lives of children, families and the community. Low compensation and a lack of health, vacation and retirement benefits continue to result in high turnover and continual workplace dissatisfaction.

Given the wide variety of workplaces devoted to child care across the province, there are huge discrepancies in workplace conditions. Participants spoke about shortages of qualified staff, lack of educational support and specialized therapists, long hours, disrespectful workplaces, unclear safety protocols, and many other issues, all of which in turn affect child care and developmental outcomes.

> “Keep the ones who have been doing it the longest happy with benefits, sick days, vacation time, being able to get a day off without a fight. Protecting the ECE’S that you have from burn out.”
>
> (Educator comment)

While progress has been made in empowering ECEs and other child care workers, on the whole, the profession is lacking in empowerment. Participants spoke about enhancing dialogue between policy makers and other educational professionals, providing more resources and skill-building, and working collectively to encourage recognition and appreciation. In related discussions, many participants spoke about a need for more professionalization in the field in general. Identifying competency gateposts, aligning benefits, and stabilizing the workforce are all part of this larger goal.

Quality of Learning

Establishing high-quality early learning and child care is a priority for everyone, regardless of the stakeholder group they represent. The Department of Education has clearly established guidelines, and the *Play, Learn and Grow: Newfoundland and Labrador Early Learning Action Plan* (2024) contains foundational programming to enhance overall ELCD goals. During meetings and discussions, several of the researcher participants

spoke about the importance of using evidence-based data to guide decision-making. One researcher stated the central goal of quality improvements should be to stabilize the child care environment, so that children are learning in a consistent program, drawing upon a stable and engaged workforce.

> Early learning should be a huge priority, as it sets the stage for the rest of education. More resources and funding need to be put toward the workforce so that they are just as respected as teachers. Early learning environments need to be of high-quality.
>
> (General public, survey)

Quality child care also needs to be culturally responsive to language, culture and ways of knowing and being.

Overall, there is a strong consensus around the need to foster responsive relationships between ECEs and other childcare providers across the centres, homes and the community, and a need to establish benchmarks for quality with meaningful strategies to get us there.

Inclusion

An inclusive ELCD environment provides meaningful participation for children and families from a number of different groups, including those with complex needs, new Canadians, and Indigenous children and families of all socio-economic levels. The research is largely in agreement that all children benefit from an inclusive learning environment, as it enhances development, social skills, problem-solving and respect.

Several presenters spoke about the need for inclusion to start at the earliest levels of child care, continuing into primary school and beyond. This commitment to inclusion would require significant human resources, environmental considerations, community collaboration and enhanced training at all levels of the early childhood learning

environment. Others spoke about the need for increased knowledge sharing and resources devoted to inclusion, while others talked about universal design and inclusive curriculum development. Early intervention is key for inclusion in the early childhood learning environment, and integration and coordination of services and programming at all levels are also critical.

Family Engagement

The early years are critical for creating a learning foundation, and parents and guardians play a large part in enhancing positive learning outcomes. The benefits of fulsome family engagement include enhanced academic achievement, holistic development, smooth transitions into the K–12 system, and greater strides toward cultural and linguistic diversity.

Participants spoke passionately about the need for family and wraparound supports from the prenatal stage onwards, coordination of ECE professionals, and other community support, aided by open and frequent communication.

Transitions and Continuity of Care

Policy in Newfoundland and Labrador has made great strides in recognizing the importance of continuity of care and assisting in the transitions between the early childhood learning environment and Kindergarten and throughout all levels of K–12 on to larger education systems. However, most participants also see the need for a formal system and consistent policies that bridge early childhood learning programs and Kindergarten.

> “A continuity of services should be established. Children should be able to carry their services with them from child care service to another and then onto pre-kindergarten and kindergarten.”
>
> **(Stakeholder comment)**

Scaffolding these would be more effective with engaged formal communication channels between early learning and child care systems and the formal education system. Family engagement is critical, as is the early and continual provision of supports and communication. Although data systems exist, at this point they are largely uncoordinated and ineffective at bridging wraparound services, leaving families to advocate and navigate often confusing systems.

Summary

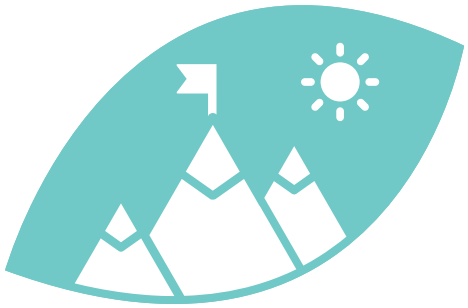
Many participants in discussions about this pillar were in significant agreement about both the strengths and weaknesses of our current systems and the crucial areas where we need to change and improve our early childhood programming delivery.

Throughout this process, there was a recognition that both policy and practice are moving in the right direction, with a growing widespread consensus that effective and high-quality early childhood program delivery has significant benefits for later educational outcomes, as well as benefits for families, communities, and the larger economy. However, there is still a great distance to go in order to bridge the gap between what is needed to provide quality early learning programming for every child in the province, and where we are now.

Education Engagement and Transformation in K–12

The foundation of a thriving society reflects the effectiveness of its K–12 education system. As we navigate an increasingly complex and diverse world, the importance of creating inclusive, and well-aligned educational frameworks has never been more critical. The K–12 education system faces multifaceted challenges that demand thoughtful attention and systematic reform to ensure alignment of curriculum, teaching and learning, and assessment and evaluation, thus breaking down communication silos and adapting to our increasingly diverse student population.

Classrooms have become rich tapestries of cultural, linguistic, and experiential diversity. This evolution requires us to rethink traditional approaches to teaching and learning, moving toward a more learner-centric model that can effectively serve every student's needs (Ontario Tech University, n.d.).



Current Challenges

Some of the current challenges facing the K–12 learning environment include:

Learning and Engagement in the Curriculum

Initially, a review of the previous and current Newfoundland and Labrador K–12 curriculum documents by the pillar committee confirmed there is a lack of alignment between curriculum, teaching and learning, and assessment and evaluation. Many educators have talked about the need for better coordination between what is taught, how it is taught, and how it is evaluated. Their concerns include disconnects between teaching paradigms and evaluation methods and disconnects between curricular approaches and their implementation. Key educator groups questioned how academic scores or engagement levels can improve without consistent alignment, as the development processes for these elements have historically been isolated.

Also, teachers requested more emphasis on experiential learning within curriculum delivery. As a result of the stakeholder engagement and larger scale participation to support Education Accord NL, many teachers and educators were given an opportunity for involvement in determining needed changes.

> Be on the same page with effective teaching strategies according to research and be more willing to try something instead of sticking to outdated instructions, paper pencil work, and assessments.
>
> (Educator comment)

Professional Learning

The principles of effective professional learning (PL) are well-established. Initiatives to support and enhance teacher professional learning and practice should be collaborative, evidence-based, focused on student learning and outcomes, meet teacher and system needs, ongoing, and embedded in practice (Sancar, Atal, & Deryakulu, 2021; Sims & Fletcher-Wood, 2021). While NL has moved towards embracing these principles when designing, implementing, and supporting professional learning, challenges still exist.

Teachers are often challenged to find time in their busy schedules to engage in PL; resource limitations may affect teachers' access to PL; opportunities for ongoing support and coaching may not be available in a timely manner; and choice of PL formats may be limited. Furthermore, a lack of robust and coordinated collaboration across sources of teacher education and professional learning for teachers (e.g., Department of Education, Faculty of Education, Newfoundland and Labrador Teachers' Association, NL Schools), in the past, has resulted in a misalignment of shared goals and objectives as it related to PL (Collins et al., 2017). A continued focus on developing a shared vision for PL, sharing of resources, and establishing strategic, collaborative leadership across organizations is needed to foster the creation of a comprehensive, coordinated and flexible approach to teacher education and professional learning.

Transitions

Transitions for learners, families and schools are important throughout all stages of students' schooling trajectory, whether it is from grade to grade or through advancement to an unfamiliar schooling environment. Research shows that early stressors happen when an inadequate transition plan is not in place from preschool to kindergarten. When effective transition planning is not implemented, high levels of stress can interfere with

students' academic performance and produce further complexities in social emotional health resulting in poor social skills, chronic absenteeism and failure to make the academic gains necessary to advance (Atchison & Pompelia, 2018). Positive transitions are vital in all years of schooling. Effective program policies and practices can ease this transition, no matter what setting a child is moving to or from. Importantly, alignment within a program produces high quality standards and highlights the coherence or interconnectedness between standards (what children are expected to know and do), curricula (what children are taught), instruction (how children are taught) and assessments (what and how children's progress is measured). When there is continuity in communication across all systems, with the transference and sharing of data and records, students are more likely to experience academic success. Effective transition practices emphasize the collaborative, responsive, and trusting relationships with families in order to ensure continuity and consistency in communication with all stakeholders. Cultural diversity understands the importance of acceptance and a sense of belonging and contributes to the foundational relationship that contributes to the learning and development of all learners.

In addition, transitions to post-secondary education from high school are challenging (Employment and Social Development Canada, n.d.). Youth face social barriers, personal barriers such as lack of preparededness, isolation or mental health illness, structural barriers, and financial barriers.

Communication in Silos

Significant gaps still exist between various systems and supports and frontline educators, while other gaps exist between policy development and actual in-school implementation. To further bridge these gaps, educators involved in curriculum development, large-scale assessment and evaluation, program implementation, and school-based assessment must collaborate and continue to work towards more closely aligning various aspects of the learning systems.

Emphasizing a Learner-Centric Approach

A part of Newfoundland and Labrador curriculum renewal has been a recognition of the importance of a learner-centric approach. This approach acknowledges that schools and learning communities will benefit from a framework that fosters a cohesive vision of learning and the learner, personalizes educational experiences, creates engaging environments, and supports lifelong learning and the holistic development of all learners. It will be essential to provide support for educators as they embrace a learner-centric approach of teaching and learning.

Enhancing Collaborative Processes



It was recognized through stakeholder engagements that transformation of the present curriculum needs to happen collectively across curriculum, teaching and learning, and assessment and evaluation. Educators and learners need enhanced autonomy to interact with the curriculum, to shape and co-design learning experiences, and to balance the number of outcomes with appropriate applications and accountability.

Diversity of Learners

It is vital that all education systems recognize the increased and growing diversity of classrooms and schools. Learners are diverse in ability, ethnicity, linguistic background, gender and gender expression, geography, religion, sexual orientation, and socio-economic background. Indigenous students are educated in schools operated by both Indigenous governments (i.e., Miawpukek Mi'kamawey Mawi'omi First Nation, Innu Nation) and NLSchools (e.g., Nunatsiavut Government, NunatuKavut Community Council, Qalipu First Nation). Francophone students are enrolled in French as a first language schools and the number of newcomer students has increased significantly, with approximately 2,200 new students since 2022 (Office of Immigration and Multiculturalism, 2024). The education systems have been slow to respond to this systemic growth in diversity.

What We Are Hearing and Emerging Themes

The following themes emerged from pillar committee discussions, stakeholder engagement activities, current research and global trends, and will be a focus moving forward with the Education Engagement and Transformation in K–12 pillar committee:



A Competency Based Approach to Teaching and Learning

Competencies have the potential to align the curriculum, teaching and learning approaches, and assessment and evaluation practices (OECD, 2018). Competencies are combinations of characteristics, attitudes, behaviours, skills, and knowledge that learners develop and apply for successful learning, living, and working (CAMET, 2016). Engaging with competencies helps learners draw and build upon the content they have learned, linking it to how they think, what they can do, and the problems they can solve.

Committee members discussed how adopting a competency-based approach allows for movement beyond traditional content-based learning models. The Department of Education released a set of NL Key Competencies for learners in 2023:

- **Collaboration** – co-constructing knowledge, meaning, and content, and learning from, and with others, in physical and virtual environments.
- **Communication** – expressing and receiving information in a variety of contexts and for a range of audiences and purposes.
- **Citizenship and Sustainability** – acquiring skills for engaged citizenship that are crucial to living sustainably in a contemporary world.
- **Innovation, Creativity, and Entrepreneurship** – turning ideas into actions and enhancing concepts, ideas, and products innovatively.
- **Self-Awareness and Self-Management** – having awareness of one's identity as a learner and the ability to self-regulate, manage, and advocate as lifelong learners.
- **Critical Thinking and Problem-Solving** – acquiring, processing, interpreting, synthesizing, and analyzing information.

These interdependent and interdisciplinary competencies can be utilized to inform curricula and policy development, responsive teaching decisions, and assessment practices (UNESCO, 2017), but only if they are included in the curriculum and fully integrated with outcomes.

> "There is simply way too much focus and weight given to end-of-unit paper-pencil tests and exams. This method does not always accurately show what students have learned as they move through the learning outcomes. There should also be an opportunity for grades to improve if the teacher believes and has evidence of learning achieved at any point."
>
> (Parent comment)

Curriculum Transformation, Innovation & Redesign

Discussions occurred around whether Newfoundland and Labrador curricula have too much emphasis on content knowledge outcomes, and how we can improve in the areas of problem-solving, higher-order, and critical thinking skills.

Other topics for redesign include:

- reviewing outdated graduation requirements;
- bridging the gap between elementary and junior high programs;
- expanding skilled trades programs, hybrid learning programs;
  and new courses on emerging economies,
- incorporating film and media studies;
- examining course outcomes, allowing more creative freedom for teachers and students in interpreting outcomes;
- addressing artificial intelligence potential in classrooms; and
- updating assessment and teaching practices.

> “Teaching resilience and money management to students should also be a priority.”
>
> (Parent comment)

Redesigning curricula will also require a strong emphasis on inclusivity and civic engagement, as well as addressing financial and digital literacy. A redesign anchored in competencies would support curricula relevant for today and the future.

Making Application-Oriented Classrooms the New Normal

One prominent theme that emerged from the engagement process was the need to make classrooms more application-oriented, especially in grades 7 to 12.

What percentage of students report being engaged in learning?

Grades 3–6: 54%



Grades 7–9: 23%



Grades 10–12: 24%



Source: Safe, Caring, And Inclusive School Environment Provincial review from the Government of Newfoundland and Labrador (2023a).

> "Make classes more interesting and hands-on, I find it's easier to learn when we have activities based on what we are learning instead of just sitting and listening to someone talk."
>
> **(Grade 7–12 student comment)**

Feedback shows schooling needs a better balance between content dissemination and opportunities for students to apply their learning. Transforming classrooms, learning, and teaching requires shifting from an overreliance on traditional lectures to interactive, student-centered methods. Active learning strategies, such as collaborative projects and problem-solving, foster deeper understanding and application of knowledge. Teaching must equip students with skills to navigate, evaluate, and create using digital technologies. Incorporating technology, like adaptive platforms, virtual simulations, and AI-driven tools, has the potential to personalize learning and enhance diverse learning preferences (Hwang & Chang, 2020).

Diversifying Assessment and Evaluation

Based on dialogue and discussions with educators, it has become evident that schools need assessments linked to the key competencies, diversifying and incorporating more higher-order thinking skills.

Different types of learners need diverse ways to represent and have their knowledge assessed. Descriptive feedback, which is crucial for improving performance, is underused (Hattie and Clarke, 2018). Assessments should emphasize practical skills and real-life problem-solving abilities. Exams need a balance of content, higher-order thinking, and future thinking categories. Competencies in the curriculum will help align assessments with these goals. In addition, formative assessment needs to be used to inform summative assessment.

> “Are classes teaching students what they need to be successful in life? Or are they teaching things that they may never use? Teaching life skills, communication, social skills, and the like in K–12 should be prioritized.”
>
> (Parent comment)

Invest in Professional Learning (PL)

The need for more relevant, timely, and classroom-embedded professional learning was an important topic reflected in the educator feedback. A new, more meaningful, and effective framework for supporting professional learning is currently a focus of the transformation pillar. Competency-based education facilitates this shift, connecting knowledge with thinking, actions, and problem-solving.

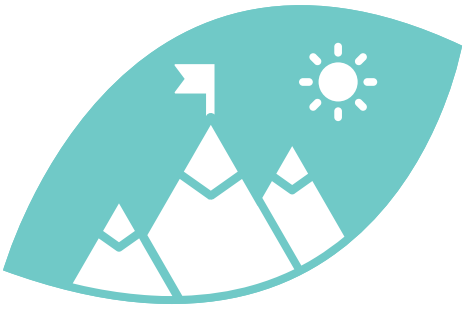
Summary

By considering challenges to transformation and focusing on the themes mentioned above, the Education Accord NL will provide a pathway for all parts of K–12 learning to become truly learner-centered. The work of the Accord brings together all partners and stakeholders through engagement and meaningful dialogue.

Health and Well-Being in Education Environments

There is a growing need for educational environments in Newfoundland and Labrador to prioritize health and well-being, thus fostering thriving learning environments. As a result of the COVID-19 pandemic, there is a renewed understanding on the part of society that learners are impacted by their physical, mental, social and emotional health. In addition, there exists a growing list of socio-cultural needs of learners and school communities which impact curriculum and the broader delivery of the curriculum. However, with this understanding needs to come a widened focus in education on a learner-centric approach, acknowledging how families and other support systems are key participants in a larger educational ecosystem. Furthermore, it is equally important to consider the well-being of teachers, administrators and staff, including counsellors, specialists, teaching and learning assistants, student assistants, and all who play crucial roles in shaping the educational experience.

In this pillar, there is a focus on examining how health and education interact, and how government, schools, and partners can foster healthy learning environments. Taking a holistic approach that values the health and well-being of learners, educators, administrators, and staff, will ensure a more productive yet supportive and enriching environment for all in an evolving educational landscape.



Current Challenges

Some of the current challenges facing health and well-being in learning environments include:

Wellness in Education Environments

Health and well-being are not only local concerns; they are global issues. Concerns around the overall school environment have been particularly elevated since the COVID-19 pandemic. The wellness of educators and learners has been well-documented locally, nationally, and internationally. Closely cross-linked with these concerns are issues about the safety and security of schools, and how they impact the well-being of staff and learners. There has been increasing media coverage of concerns regarding the safety and security of schools in Newfoundland and Labrador. This is a complex issue that requires close examination. Safe and caring schools are an important part of the educational milieu to ensure maximized student learning.

> Firstly, the mental health and wellness of our students and staff. If we don't have healthy, happy educators, we will not have happy, healthy students. Expanding of these resources is critical now, not over the next decade. We need resources to be able to help students that have needs and challenges. maybe social workers in schools. A happy and healthy educator will have an effect on recruitment and retention.
>
> (Educator K–12 comment)

Addressing Dysregulation

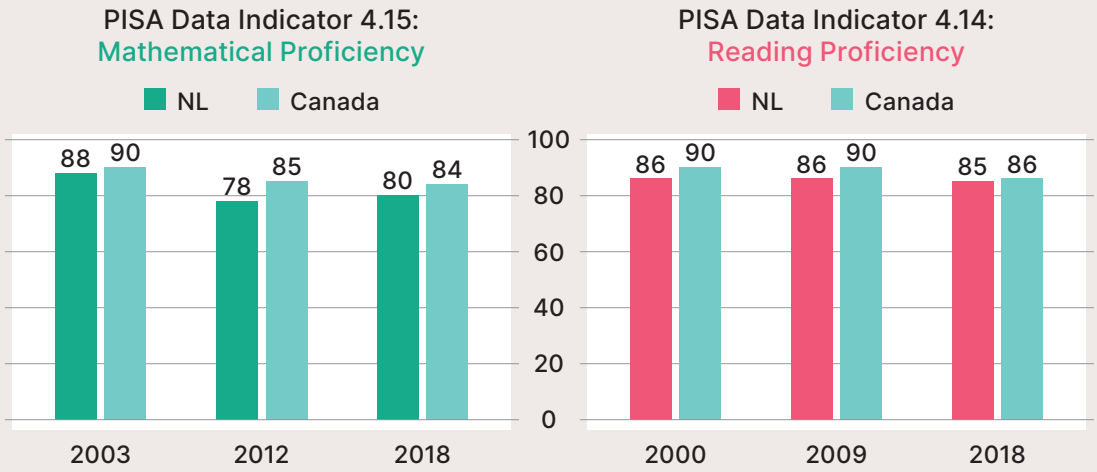
Violence, aggression, and dysregulation are themes that need to be addressed in learning environments. *The Education Action Plan* (2017) Recommendation 4 called for the Department of Education to create opportunities to reinforce self-regulation and social/emotional learning outcomes in the curriculum across content areas. In response, the Department created a *Social Emotional Learning* (SEL) framework which guides the work of all curriculum writers as new content is developed. The purpose of the framework is predicated on prevention and intervention rather than response and reaction. This philosophy is congruent with the *Responsive Teaching and Learning* (RTL) policy (Department of Education, 2023), although the implementation has been challenging.

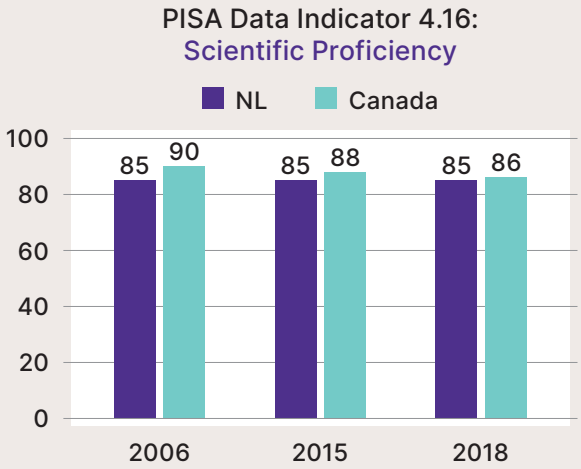
Social Determinants of Health and Low Academic Performance

The 2022 PISA results show concerning trends in Newfoundland and Labrador's education system. Despite Canada ranking 9th globally among 81 countries, Newfoundland and Labrador recorded the country's steepest decline in performance. The province ranked last nationally in mathematics, falling below both Canadian and The Organisation for Economic Co-operation and Development (OECD) averages, while also showing poor performance in reading and science. This academic decline raises concerns for both current students and the province's future, given education's role as a social determinant of health.



The percentage of 15-year-olds meeting or exceeding the baseline level of mathematical (4.15), reading (4.14), and scientific (4.16) proficiency that is required to fully participate in modern society. (PISA)





Source: PISA indicator scores for math, reading, and science for Canada and NL (OECD, 2022).

PISA results also revealed a correlation between feeling safer at school and better academic outcomes. While 5% of Canadian students reported feeling unsafe in classrooms, this figure rose to 9% in Newfoundland and Labrador, exceeding the 8% OECD average. The province's own Performance Measurement Framework data shows varying perceptions of safety across grade levels, ranging from 52% in grades 10–12 to 65% in grades 3–6 (Government of Newfoundland and Labrador, 2023).

The PISA results also examined the nature of student well-being when students were receiving their academic instruction during the COVID-19 pandemic. During the COVID-19 pandemic, Newfoundland and Labrador schools provided high levels of social-emotional support for students. While this resulted in the highest level of student emotional support nationally, it coincided with the country's lowest academic performance. However, PISA notes “student emotional well-being…is an important outcome in its own right” (PISA, 2023, p. 54).

What We Are Hearing and Emerging Themes

The following themes emerged from pillar committee discussions, stakeholder engagement activities, current research and global trends, and will be a focus moving forward with the Health and Well-Being in Education Environments pillar:

Well-Being Informed Curriculum for Learners

Discussions and dialogue focused on this area have fostered a growing understanding of well-being education. Stakeholders from across various sectors, from schools to community centers, are observing how social awareness, justice, inclusion, and environmental consciousness shape a collective vision of holistic well-being. Educators and families increasingly see learning environments as spaces where knowledge and ethical principles intersect. The emerging consensus is that the way forward is not about adding more requirements to already full curricula; rather, it focuses on reimagining how existing content can be leveraged to cultivate essential life skills in learners.

Safe and Inclusive Spaces in Education

Educators and students are sharing stories about places where exploration, individuality, and personal experiences make learning more meaningful. We are hearing how learning paths that celebrate each person’s strengths help create a sense of belonging and personal growth. These conversations are especially important when considering different social, cultural, and economic backgrounds, as communities work together to build stronger connections in schools. Stakeholders describe lively environments where everyone’s identity contributes to and enriches the learning experience. From early learning and K–12 and post-secondary school settings to community settings, discussions

continue about how adapted lessons, updated teaching methods, and inclusive activities help create spaces where learners feel valued, understood, and supported in their education.

Early Intervention for Learners and Families

The Accord consultations are hearing how early intervention plays a critical role in setting successful pathways for learners, from child care through to post-secondary. By addressing potential challenges and encouraging positive development from an early age and throughout the entire learning journey, a strong foundation can be established for lifelong learning and well-being. Early intervention can identify and address concerns before they escalate, ensuring that learners receive the support they need to thrive academically, socially, emotionally, and physically.

Professional Learning Informed by Health and Well-Being

Conversations occurred about the need for ongoing, relevant and timely professional learning opportunities for educators focused on health and well-being. Educators need access to learning about trauma-informed practices, social-emotional learning, and wellness strategies to empower them to cultivate a positive school climate that prioritizes the holistic well-being of all including learners and families.

System Well-Being

When the health and wellness of the entire education system, including learners, educators and administrators are supported, it creates an environment conducive to both personal and academic growth.

> “Having more recourse for mental health, courses on life skills that are mandatory to take.”
>
> (Student, Post-Secondary comment)

Many partners and stakeholders are reporting that fostering a healthy learning environment requires strategies that promote the physical, emotional, and mental well-being of educators. This involves the delivery of professional learning opportunities, the recruitment and retention of educators and early childhood educators, the effective human resource allocation of educators and administrators to support learners, and maintaining appropriate educator-to-learner ratios within learning environments.

Collaboration and Partnership

Communities are showing how support networks develop when education systems work together with families and local partners. Stories from different areas highlight how sharing resources and building strong connections create support systems that extend beyond the classroom. People are increasingly recognizing that when everyone comes together, they can provide more support for lifelong learning. From local projects to regional programs, there are examples of how these partnerships address various aspects of learners' lives, helping them succeed in education. These collaborations are strengthening community ties and improving learning experiences, with each partner's contribution becoming part of a larger support network for learners, their families, and their communities.

> “
>
> How to Strengthen Partnerships:
>
> - Build clear communication channels.
> - Understand roles.
> - Rebuild our collaborative processes.
> - Include health in policy, curriculum, and guidelines.
>
> (Stakeholder comment)
>
> ”

Transparency and Communication

Transparency, in the context of educational environments, refers to the clear, open, and honest exchange of information among all stakeholders. It involves sharing relevant data, decisions, and processes in a way that is accessible and understandable to everyone involved. Transparency and improved communication are essential for building trust and fostering meaningful collaboration. When transparency is prioritized, it allows everyone

involved—learners, educators, administrators, families, and community members—to gain a clearer understanding of the many challenges faced within the system. This open exchange of information leads to the development of common perspectives, helping to align goals and expectations. By creating a shared foundation of knowledge and understanding, transparency promotes innovative solutions and new pathways for partnership, enabling all stakeholders to work together more effectively. Ultimately, a transparent environment strengthens the educational community, making it more resilient, adaptable, and capable of addressing the diverse needs of its members.

Evidence-Informed Approaches and Systems

An evidence-informed approach that includes consistent use and integration of evidence-driven interventions is essential for education transformation. Consistently collecting, analyzing, utilizing and integrating evidence across education, health, and social systems will provide educators and others with more information and resources needed to connect to core systems and resources and provide learners with the best possible outcomes. Such an approach can provide multiple opportunities for decision-makers at all levels—educators, administrators, partners in other systems, and members in the community—to gain valuable insights on metrics that reflect provincial, regional, or sub-regional nuances. Regularly reviewing such evidence through ongoing assessment allows systems to respond and realign existing interventions and educational practices, and inform the development of targeted, customized strategies, rather than "one-size-fits-all" strategies, leading to a more dynamic and inclusive learning environment.

Holistic Wraparound Supports

Discussions with stakeholders endorse wraparound supports that integrate education, social and health services, creating a unified system grounded in prevention and early intervention that adapts to the circumstances of each learner. Currently, families are left to navigate and create these cross-linkages, leaving gaps and inconsistencies inherent in their child's support plan. Often schools are left to provide wraparound support drawing on few or little supports in the system. By facilitating a robust communication network and collaboration among educators, counsellors, health professionals, and other service providers, wraparound supports ensure continuity of care across different environments, such as home, child care, school, and community settings. This holistic approach not only addresses immediate needs, but also helps prevent future challenges by providing fluid and ongoing support.

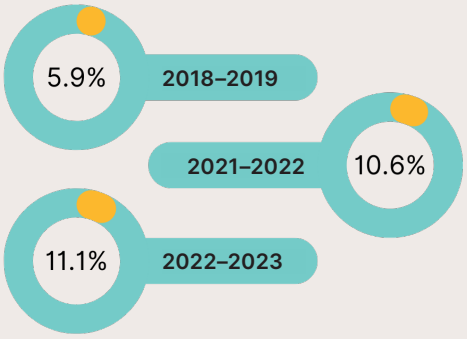
High Rates of Absenteeism

Stakeholders recognize that chronic absenteeism is a growing problem within provincial schools. While there are many reasons behind this problematic trend, health and well-being systems have a significant role to play in addressing this problem. This will require close coordination and collaboration among all partners and participants in both the health and education systems. It is essential to identify the factors contributing to these high rates, whether they be academic, social, emotional, and/or external including but not limited to family, friends and communities. Education and health professionals are discussing how health and well-being affect student attendance with new partnerships between health and education as they work together to address this complex problem.

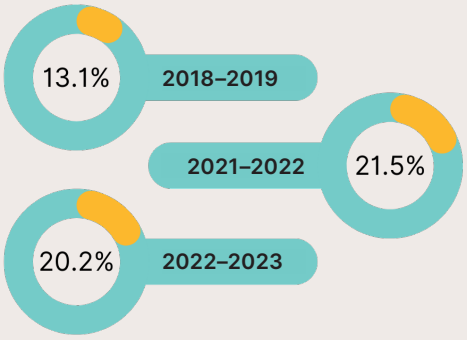
Schools that are successfully addressing attendance challenges are more likely to create welcoming environments that foster belonging and encourage student engagement (Eklund et al, 2020). These examples show how friendly, learner-focused spaces can motivate children and youth to participate more actively. The adjacent three graphs show the unexcused absence rates for K–6, 7–9 and 10–12, Level 4. (Department of Education, 2023).

Data tracking initiatives are uncovering new patterns, and helping communities understand this issue better. It's becoming clear that attendance patterns reflect the dynamics of the entire community—

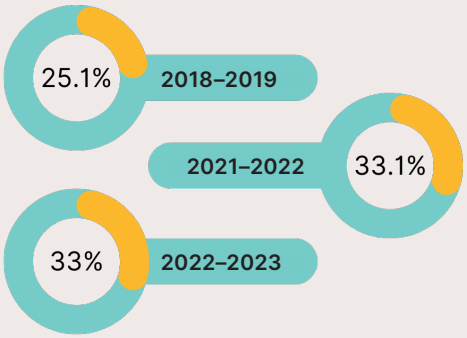
Students absent unexcused more than 10% of the time Grades K–6



Students absent unexcused more than 10% of the time Grades 7–9



Students absent unexcused more than 10% of the time Grades 10–12, Level 4



successful strategies emerge when educators, families, and community members share their insights and resources. These collaborative efforts illustrate how strong support systems create environments where children and youth can engage, grow, and thrive.

Summary

The Education Accord has dedicated its efforts to examining health and well-being in educational environments. Throughout meetings and discussions, the Accord has placed a strong emphasis on understanding how educational environments can be used to support not just academic achievement, but also the overall well-being of learners, educators, and staff. The focus has been on identifying the unique opportunities that these environments offer for promoting physical, emotional, and social health, and how they can be leveraged to create more supportive, inclusive, and thriving educational spaces. Through its work, the committee is laying the groundwork for transformative approaches that position educational environments as key drivers of holistic well-being.

The connection between early learning, K–12 and post-secondary education systems is crucial, yet these systems often operate in isolation, creating challenges for learners as they transition from one to the other. While the health and well-being of students are increasingly recognized as essential to their overall success, the systems designed to support them are fragmented. Early learning, K–12, and post-secondary education play vital roles in shaping learners' experiences, but they largely function in separate silos, limiting opportunities for seamless support and continuity.

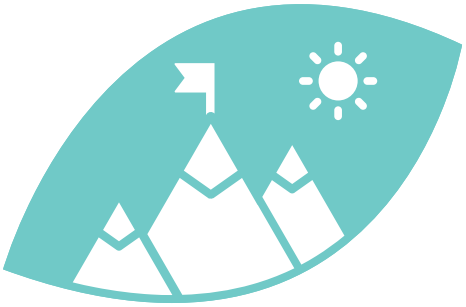
The Accord consultations highlighted a strong desire among participants to bridge this gap, creating a more integrated, holistic approach that connects the systems in a meaningful way. By linking early learning, K–12, and post-secondary education more effectively, we can ensure that learners receive the most comprehensive support possible, both in terms of academic and personal development. Moving forward, it is essential to build on the themes identified in the interim report and ensure they are relevant and actionable, aligning the efforts of all education sectors to better serve learners' needs and foster positive outcomes at all stages of their educational journey.

Post-Secondary and Learning Across the Lifespan

As the world changes, colleges, universities, and adult education programs have a unique opportunity to transform how people learn after high school. While Newfoundland and Labrador faces certain educational challenges, these challenges open doors to meaningful improvements—from using new technology to make learning better to building stronger connections between post-secondary institutions and communities.

The conversations from the Accord are focused on transforming the post-secondary and adult education systems in ways that will make a real difference. There is a desire to work toward a future where students can move easily between different types of education, where decisions are based on solid data, and where learning adapts to each learner's needs. This is not just about traditional college courses—it is about creating a post-secondary education system that welcomes everyone's perspectives. By combining innovative teaching, better learner support, and strong community partnerships, post-secondary schools are getting ready to prepare learners not just for their next step, but for a lifetime of success. More specifically, evidence gathered and based on key partner and stakeholder input, research, and expert opinion, will inform the identification of key actions that will lead the province toward improved post-secondary education and adult education outcomes. In addition, evidence, models, policies, and practices from other jurisdictions that align with the social, economic, innovation, and technological priorities of Newfoundland and Labrador will be considered.

Current Challenges



Some of the current challenges facing post-secondary and adult education include:

Creating Seamless Transitions across the Educational Spectrum

Despite a relatively small education system in Newfoundland and Labrador, collaboration amongst post-secondary providers and those who support lifelong and continuing education is not optimal. This represents a lost opportunity; students not successful at the university level may be exiting the post-secondary system instead of being re-directed to public or private colleges or other educational systems. Similarly, there are opportunities to improve the transition from high school to post-secondary education. Policies and processes amongst these levels are not always coordinated and change at one level can sometimes have a negative impact on another level.

Engagement of Education Stakeholders

There are a number of vital community-based organizations and provincial sectors directly involved in supporting learner success in post-secondary and adult education, yet they are not actively involved in policy or decision-making processes. This includes groups such as the Newfoundland and Labrador Learning Disabilities Association; community, advocacy, voluntary, and governmental organizations and departments involved in health and social development; and justice sectors in the province. Furthermore, the evolving importance of building robust industry and employer partnerships needs to be acknowledged. Institutions of advanced learning and providers are increasingly challenged with "just-in-time" delivery models to ensure that learners graduate with the appropriate skills and education for the labour market and to meet personal learning goals.

Lack of Standardized Data to Inform Decision-Making

There are challenges within the post-secondary education system in understanding the nature of the learner and how to support learner outcomes. There is a lack of standardized data across the system to track learner performance, identify at-risk learners, provide responsive learner supports, adjust programming and delivery models to support learner progression, increase retention and completion rates, and to plan for and anticipate intentional learner supports. Institutions and other providers in the province do not have access to accurate and comprehensive data to inform their operational decisions. These challenges are further exacerbated by the fact that the province does not have a unique learner identifier to track learners as they progress through the education system. This results in repetitious and uncoordinated information collection efforts and an increased need for the learner to continuously provide standard information and documentation.

Informing Career Opportunities

Learner outcomes are impacted when learners enter the post-secondary education system without appropriate motivation and clarity with respect to their training and education and career objectives. Learners in the K–12 system are making decisions in junior high about their courses and their pathways to high school graduation. However, without informed career counselling and appropriate post-secondary planning, learners are not always selecting the best career paths; they may not have the academic requirements necessary for their programs of choice and not be aware of the range of new programs and careers available in the province (Dodd, Hanson, and Hooley, 2021; Mann, 2020). A similar concern exists in the area of adult education. Adults requiring alternate pathways to high school graduation, those requiring upskilling and reskilling to remain current in the labour market, and those requiring foundational literacy supports (e.g., digital and financial literacy) are not typically aware of the programming and supports available to them.

Increasing Accessibility and Universal Design in Learning Systems

Increased diversity in the learner population is resulting in increased demand for inclusion supports (Montgomery, 2020). Those working in the area of student services are experiencing an unprecedented increase in requests for accommodations and support, with the demand having grown exponentially since the onset of COVID-19. Current approaches to supporting student diversity and providing targeted services are being taxed and need reconsideration. For example, Universal Design for Learning (UDL) is viewed as one appropriate response to this problem; however, it has not been adopted and implemented in a systematic and comprehensive manner.

Future of Adult Basic Education and Life-Long Learning

The current delivery of Adult Basic Education (ABE) and Foundational Literacy services in the province is based on a regional model framework. According to many ABE providers and those who support ABE, this framework needs to be more responsive to the changes in population demographics and the complexities of the learners now entering these programs. Currently, teaching and operational requirements for private and community-based providers are based on a "one-size-fits-all" approach that is not responsive to fluctuations in attendance and registrations. Learners, particularly those in vulnerable groups, often require wraparound supports to avail of and continue in these programs. In addition, the data structures involved in reporting and accountability requirements are outdated and are not sufficient, at a provincial level, to inform overall ABE and literacy needs.

Capacity of Education Systems to Accommodate Individual Learners

Changing learner needs are leading to the need for more individualized learning, teaching, assessments, and accommodations. This is moving the system towards a learner-centric mode; however, changing institutional mindsets from one of institutional centric to learner-centric will be challenging as such mindsets are deeply embedded in institutional history and culture and consequently systemic in nature. Alignment of the efforts of governing boards, administrators, instructors, and students is needed to create learner-centric environments.

Connected and Defined Career Planning Tools

There are concerns about how learners transition from K–12 to post-secondary education. Many learners are unprepared for post-secondary education, often entering without a clear understanding of potential careers or the right academic paths to follow. Currently, there are no centralized tools to help learners navigate their options. Having a system to guide learners through available education, training, and career programs could help them make informed decisions and find the right path for their future.

Mental Health and Well-Being for Educators and Learners

The high prevalence of mental health and well-being issues for post-secondary education learners and their teachers/instructors in Canada and Newfoundland and Labrador has been well-documented. *The Health Accord NL* (Parfrey and Davis, 2022) and *Towards Recovery* Reports (NL Health Services, 2017) have highlighted that mental health challenges are rising in educational environments and are having a negative impact on educators and learners. More time and energy are needed to support learners with mental health issues and consequently, less time is being spent on teaching and learning. Furthermore, learners are experiencing added stress related to increasing tuition costs and the cost of living. Institutions are seeing a dramatic increase in the demand for the basics of life—food, mental health services, affordable housing and emergency support measures.

Increasing Costs

A number of financial concerns were highlighted through consultations that intersect with post-secondary and adult education systems. Increasing costs of program delivery, general inflationary pressures, costs of new technology, and increased requirements for infrastructure maintenance and renovation are just a few of the pressures impacting the financial sustainability of Newfoundland and Labrador institutions and community-based providers.

What We Are Hearing and Emerging Themes

The following themes emerged from pillar committee discussions, stakeholder engagement activities, current research, and global trends, and will be a focus moving forward with the Post-Secondary Education and Learning Across the Lifespan pillar:

A True Learner-Centric Model

During our discussions, we heard about the increasing diversity of the learner population and the economic, social, and well-being influences on learning necessitating a shift to a learner-centric model. Developing individualized learning pathways universally supported by accessible learning technologies that can pivot and adapt to the needs, learning preferences, and goals of all individual learners is key to learner success at all stages across the lifespan. Learner-centric approaches and models have the ability to support individualized skill development, provide flexibility and adaptability, and increase engagement in the learning process.

> “There is no one type of student anymore—variability is the new norm. Cultural stereotypes and mindsets regarding differences in learning needs to be challenged and eliminated in order for system transformation to take place in a meaningful way for all learners.”
>
> (Stakeholder comment)

Ecosystem Approach

Formal and effective collaborations between and amongst key stakeholders and partners (e.g., public and private educational institutions, industry, technology providers, the early learning and K–12 systems, community and affiliated government departments) are critical to fostering effective post-secondary and adult education.

The pillar committee heard that student transitions from K–12 to post-secondary and other adult learning programs need to be improved, and formal and direct connections with employers are necessary to ensure skill alignment with an evolving labour market.

Educational communities are highlighting opportunities where systems naturally align, from streamlined admissions processes to more fluid credit transfers and

> A closer collaboration between K–12, post-secondary, industry/ sectors, and government will ensure students make easier transitions throughout their lives as students.
>
> (Stakeholder comment)

enhanced recognition of prior learning experiences. Partners and stakeholders are sharing stories of how aligned curricula may create smoother learning journeys. Discussions occurred around how thoughtful connections between K–12 and post-secondary settings can open new doors for learners while strengthening bridges to workplace environments and supporting career transitions. Across the educational landscape, conversations are emerging about how graduates are finding their way into current and emerging careers, bringing fresh perspectives to evolving workplace needs.

Learner and Educator Well-Being

During Accord engagement, conversations occurred around how mental health encompasses emotional, psychological and social well-being, playing a critical role in thinking, feeling, and acting. Having good mental health is essential across the lifespan from early childhood through adulthood. Post-secondary institutions play a vital role in supporting educator well-being, as well as that of their learners. Furthermore, the state of educator mental health has an impact on the quality of teaching and consequently, student learning. Institutional policies, procedures, and planning can have a critical impact on whether or not campus climate, environments, and programs are supportive and inclusive.

Modernized Technology Driven System Built on a Universal Design Model

The Accord engaged with partners and stakeholders about adopting the principles of Universal Design for Learning (UDL) and its potential to remove barriers to learning, creating flexible and inclusive learning environments that accommodate diverse learner preferences and needs. Designing new programs and initiatives with access and equity

at the forefront will help to ensure diverse learning needs are supported, maximize the use of technology to increase individualized support to learners, and reduce the administrative burden on educators.

Improved Learner Outcomes

Improving learner outcomes has been a focus for post-secondary institutions across the country for a number of years. Shifting from an institutional perspective to a learner-centric perspective will require a slightly different, yet similar approach. Improving learner outcomes will need to be driven by the desire for learners to succeed, while ensuring that supports for successful learning are in place and accessible. In order to determine whether a shift to a learner-centric approach has been successful, the development of a responsive, competency-based assessment system, with a focus on transferable skills, is key. Utilizing data analytics would allow for the identification of at-risk learners and gaps in learner knowledge and skills, as well as how well learners transition to the labour market.

Responsive and Sustainable Systems

Given fast-paced technological changes, the diversity of learner outcomes, and the ever-changing need for learner supports, it is essential that post-secondary education and lifelong learning systems have the ability to be flexible and responsive.

> “A focus in the senior grades on opportunities for trades and other hands-on learning—as not all students are university bound.”
>
> (Parent comment)

System responsiveness is also essential to meet provincial labour market and industry needs and to ensure learner education remains relevant in today's current environment and future global world. Responsive systems must have a sustainable financial foundation to survive. Across the province, conversations are emerging about evolving funding landscapes in education. Stakeholders are sharing insights about accountability frameworks that are both flexible and responsible, optimized federal government engagement, industry sponsorship, general revenue diversification opportunities, and evidence-based decision-making and benchmarking. These discussions are being enriched by data-driven insights and comparative analyses, offering fresh perspectives on how educational systems can adapt and thrive.

Summary

Discussions and dialogue, engagement, and data analysis are ongoing as the Accord moves towards generating calls to action to modernize and transform post-secondary education and adult education in the province. The goal is to create a post-secondary and adult education ecosystem that is modernized, accessible and responsive, having the capacity to evolve as learner and societal needs change. Such an ecosystem will also need a sustainable financial foundation, guided by evidence-based decision-making. A sustainable, learner-centric post-secondary education system is essential to meeting the diverse needs of students, equipping them with skills relevant to the job market of today. With a focus on individualised learning pathways and the integration of modern technology, higher engagement, adaptability, and successful outcomes are possible. This approach would also promote mental well-being, fostering a supportive and inclusive educational environment for both learners and educators. Ultimately, it prepares learners to pursue their academic and professional aspirations.

4

Summary of Common Themes

Summary of Common Themes

The Education Accord NL highlights key themes found across all pillars that are essential for fostering an inclusive, supportive educational system.

Workforce Empowerment and Professionalization focuses on improving educator satisfaction and retention through professional development and fair compensation.

Quality and Inclusive Education ensures that all learners, especially marginalized groups, benefit from equitable, high-quality learning environments.

Well-Being and Holistic Development emphasizes the connection between learner mental health, engagement, and academic success.

Collaboration and Community Partnerships showcase the positive impact of community partnerships in supporting learning outcomes.

Seamless Transitions and Continuity of Care stresses the importance of consistent support as students move through educational stages.

Innovative and Responsive Learning Environments highlight the role of technology in meeting diverse learner needs.

Transparent Communication and Engagement builds trust through active family involvement and clear communication.

Evidence-Informed Practices support the use of research-based approaches in teaching and curriculum design.

Finally, **Safe and Welcoming Environments** ensure all students feel valued, promoting greater engagement and success.

These interconnected themes provide a foundation for an effective, responsive educational system.

Common Themes Across Pillars



5

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UNESCO. (2020b). Education for sustainable development: A roadmap. https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en

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Appendices

A. The Announcement

Provincial Government Announces the Creation of Education Accord NL

Education
January 25, 2024

Today, the Honourable Krista Lynn Howell, Minister of Education, announced the creation of Education Accord NL. Education Accord NL, which will be co-chaired by Dr. Anne Burke and Dr. Karen Goodnough, will develop a targeted approach to transforming and modernizing Newfoundland and Labrador's education system.

Minister Howell will be available to media to discuss the Education Accord today (Thursday, January 25) at 1:00 p.m. in the NLSchools board room at 95 Elizabeth Avenue, St. John's. Minister Howell will be joined Dr. Burke and Dr. Goodnough, Co-Chairs of the Education Accord NL Advisory Team.

Dedicated to supporting a modern educational experience for all students in Newfoundland and Labrador, Education Accord NL will reimagine the education system to ensure students and learners at all levels receive the educational services they need in the classroom, are prepared for the modern global economy, and develop strong decision-making skills to foster positive health and well-being.

The Accord aims to create better outcomes for students and learners while also supporting the Provincial Government's goal of becoming one of Canada's healthiest provinces by 2031.

Education Accord NL will focus on four pillars:

- Early learning and childhood development;
- Education engagement and transformation;
- Health and well-being in education environments; and,
- Post-secondary education and learning across the life span.

The Accord will be developed in consultation with stakeholders and will incorporate research garnered through the extensive engagement and consultation process of Health Accord NL. Education Accord NL will focus on delivering a 10-Year Education Accord with short, medium, and long-term goals for an education system that better meets the needs of students and learners in Newfoundland and Labrador. The Accord will be delivered to government by December 31, 2024.

B. Membership

Education Accord NL

Advisory Board Members	
Tracy King	Deputy Minister, Department of Education, Government of Newfoundland and Labrador
Dr. Patrick Parfrey, MD	Deputy Minister, Health Transformation, Government of Newfoundland and Labrador
John McGrath	Deputy Minister, Health and Community Services, Governement of Newfoundland and Labrador
Alan Doody	Deputy Minister, Children, Seniors and Social Development, Governement of Newfoundland and Labrador
Karen Stone	Interim CEO, NL Health Services
Sharlene Jones	Interim Deputy Minister, Immigration, Population and Skills Development, Governement of Newfoundland and Labrador
Dr. Rob Greenwood	Deputy Minister, Rural and Regional Development and Engagement, Governement of Newfoundland and Labrador
Jodie Lane	Indigenous Education Advisory Committee Co-chair Director of Education for the Nunatsiavut Government, Department of Education and Economic Development Advocating for Inuit language and culture integration into curriculum development
Trent Langdon	President, NL Teachers Association
Trevor King	Executive Officer, NAPE
Sherry Hillier	President of CUPE, Newfoundland Labrador
Dr. Jennifer Lokash	Provost and Vice-President (Academic) pro tempore, Memorial University

Dr. Pamela Osmond-Johnson	Dean of the Faculty of Education, Memorial University
Lisa Lovelady	Vice President Academic & Chief Operating Officer, Academy Canada and Eastern Academy and President of the Newfoundland and Labrador Association of Career Colleges
Ron Taylor	Director of Strategy and Development, Connections for Seniors
Don Coombs	President, NL Federation of School Councils
Dr. Josh Lepawsky	Professor, Department of Geography, Memorial University. MUNFA President
Katie Spurrell	Grade 10 student, NLSchools
Krista Brown	Principal, St. Teresa's School, NL Schools
Carolyn Janes	Junior High Parent Representative, St. Anthony
April Bowne Stone	Senior High Parent Representative, Grand Falls-Windsor
Dr. Peggy Tuttle, MD	Primary-Elementary Parent Representative, Clarkes Beach
Charmayne Rumbolt	Principal, Topsail Elementary School, CBS
Dr. Angie Clarke	Associate Vice-President, Academic and Student Affairs, Marine Institute
Hasan Hai	Vice President of Canadian Operations, Carnegie Learning, K–12 EdTech, TedX Speaker
Elizabeth Kidd	President and Chief Executive Officer, College of the North Atlantic
Dr. Jennifer Browne	Director of Student Life, Memorial University
Lisa Baker-Worthman	Committee Co-Chair, Assistant Deputy Minister, Early Learning and Child Development Division, Government of Newfoundland and Labrador
Skye Taylor	Committee Co-Chair, Director of the Association of Early Childhood Educators, Newfoundland and Labrador

Tanya Noseworthy	Committee Co-Chair, Assistant Deputy Minister, Post-Secondary Education, Department of Education, Government of Newfoundland and Labrador
Shirley Woodward	Committee Co-Chair, College of the North Atlantic, Associate Vice President Campus Operations (Interim)
Dr. Donna Hardy-Cox	Committee Co-Chair, Memorial University, Full Professor, School of Social Work, Cross Appointment Faculty of Education, Associate Vice-President (Academic), Dean of Students (Currently on research leave)
Dr. Scott Linehan	Committee Co-Chair, Assistant Deputy Minister, K–12 Education, Department of Education, Government of Newfoundland and Labrador
Lynn Taylor	Committee Co-Chair, Special Advisor, Health Transformation, Executive Council, Government of Newfoundland and Labrador
Dr. Greg O'Leary	Committee Co-Chair, Deputy Minister, Education Transformation, Department of Education, Government of Newfoundland and Labrador
Yvonne Barry	Committee Co-Chair, Program Development Specialist, Department of Education, Government of Newfoundland and Labrador
Tom Mugford	Indigenous Education Advisory Committee Co-chair Program Development Specialist Indigenous Education (K-12), Department of Education, Government of Newfoundland and Labrador
Marcella Cormier	Assistant Director General of Education, Conseil scolaire francophone of Newfoundland and Labrador
Denise Pike	Executive Director at NL Federation of School Councils
Leadership and Senior Advisor	
Dr. Anne Burke	Co-chair, Education Accord NL, Professor in Literacy Education at Memorial University
Dr. Karen Goodnough	Co-chair, Education Accord NL, former Dean of the Faculty of Education at Memorial University
Katrina Moores	Senior Advisor, Education Accord NL

Early Learning and Childhood Development Committee Membership

Co-Chairs	
Lisa Baker-Worthman	Committee Co-Chair, Assistant Deputy Minister, Early Learning and Child Development Division, Government of Newfoundland and Labrador
Skye Taylor	Committee Co-Chair, Director of the Association of Early Childhood Educators, Newfoundland and Labrador
Committee Members	
Jesse Bishop	Clerical Support, Early Learning and Child Development Division, Government of Newfoundland and Labrador
Lori Chaulk	Dean of the College of the North Atlantic
Gordon Cleveland	Economist and Associate Professor
Valerie Collins	Family and Child Care Connections
Sheila Garrity	International Early Learning Academia
Karina Lamontagne	Direction Générale Centre petite enfance et famille Les P'tits Cerfs-Volants
Christine McLean	Minister's Advisory Committee Member
Tove Mogstad Slinde	Senior Adviser in the Norwegian Ministry of Education and Research
Leanne Morrissey	K–3 School Principal, NLSchools
Tracy Rose	Child Care Licensee/Early Childhood Educator
Brenda Sheppard	Executive Director Family Resource Centre Representative
Jennifer Smith	Early Childhood Educator
Christie Warren	Program and Policy Development Specialist, Early Learning and Child Development Division, Government of Newfoundland and Labrador

Education Engagement and Transformation Committee Membership

Co-Chairs	
Dr. Greg O'Leary	Committee Co-Chair, Deputy Minister, Education Engagement and Transformation Department of Education, Government of Newfoundland and Labrador
Yvonne Barry	Committee Co-Chair, Program Development Specialist, Department of Education, Government of Newfoundland and Labrador
Committee Members	
Ashley Abbott	Marketing Analyst Coordinator, Nasdaq Verafin
Dr. Paul Adjei	Associate Professor, Faculty of Social Work, Memorial University
Tonya Barron	Program and Policy Development Specialist Early Learning and Child Development Division, Department of Education, Government of Newfoundland and Labrador
Sheldon Barry	Provincial Lead, Multiculturalism, K–12 Programs, Department of Education, Government of Newfoundland and Labrador
Maria Delahunty O'Brien	Assistant Principal, Mount Pearl Intermediate, NLSchools
Christine Elliott	Program Implementation Specialist, Department of Education, Government of Newfoundland and Labrador
Patricia Emberley	Program Development Specialist, Department of Education, Government of Newfoundland and Labrador
Leo Etchegary	Director of Language Services, Association for New Canadians
Elaina Fennell	Program Implementation Specialist, Department of Education, Government of Newfoundland and Labrador
Stephanie Gillis	Assistant Principal, NLSchools

Patricia Greene	Directrice des services éducatifs, Conseil scolaire francophone provincial
Michael Hayley	Program Development Specialist, Department of Education, Government of Newfoundland and Labrador Principal, NLSchools
Fiona Higdon	Manager of Assessment and Evaluation, Department of Education, Government of Newfoundland and Labrador
Marion Isaacs	Building Manager, Department of Transportation and Infrastructure
Michael Long	Dean of Applied Research and Innovation, College of the North Atlantic
Karen Mulrooney	Teacher Registrar, Office of Teacher Certification, Department of Education
Dave Penney	Principal, NLSchools
Lori Penney	Program Development Specialist, Student Services Department of Education, Government of Newfoundland and Labrador
Stephen Perchard	Director of Schools, NLSchools
Sheldon Marsh	Director of Schools, NLSchools
Susan Perry	Director of Schools, NLSchools
Sherra-Lee Robinson	Program Implementation Specialist, Indigenous Education, Department of Education, Government of Newfoundland and Labrador
Charmayne Rumbolt	Principal, NLSchools
Laun Shoemaker	Teacher, NLSchools
Jeanne Sinclair	Professor, Faculty of Education, Memorial University
Lorina Spurrell	Director of Schools, NLSchools
Trevor Taylor	Administrator, NL Schools; Co-chair The Gender and Sexual Diversity Special Interest Council (GSDSIC)
Stephanie Tuff	Executive Director, NLTA

Roger Targett	Program Development Specialist Indigenous Education, NL Schools
Keith Power	Apprenticeship Program Officer, Apprenticeship and Trades Certification
Todd Woodland	Manager of Curriculum, Department of Education, Government of Newfoundland and Labrador

Health and Well-Being in Education Environments Committee Membership

Co-Chairs	
Dr. Scott Linehan	Committee Co-Chair, Assistant Deputy Minister, K–12 Education, Department of Education, Government of Newfoundland and Labrador
Lynn Taylor	Committee Co-Chair, Special Advisor, Health Transformation, Executive Council, Government of Newfoundland and Labrador
Committee Members	
Gina Ash	Senior Director, Provincial Public Health, Newfoundland and Labrador Health Services
Dr. Kellie Baker	Program and Services Division, Department of Education, Government of Newfoundland and Labrador
Jennifer Crowe	Executive Director, Choices for Youth
Alison Elliott	Safe and Inclusive Programs Itinerant, NLSchools
Trevor Finlay	Principal, Corner Brook Regional High School, NLSchools
Dr. Janice Fitzgerald, MD	Chief Medical Officer of Health, Department of Health and Community Services, Government of Newfoundland and Labrador
Jason Geary	Manager, Accessibility Services (Blundon Centre), Student Life, Memorial University, St. John's Campus

Aisling Gogan	Assistant Deputy Minister, Social Well-Being, Department of Children, Seniors and Social Development, Government of Newfoundland and Labrador
Dr. Denise King	Manager, Student Services, Department of Education, Government and Newfoundland and Labrador
Mary Linehan	Instructor, College of the North Atlantic
Rhonda McKinnon	Retired Comprehensive School Health Program Specialist, Department of Education, Government of Newfoundland and Labrador
Andrea Pearce	Seniors Policy, Planning and Research Analyst, Department of Education, Government of Newfoundland and Labrador
Dr. Carolyn Stacey	Principal, Macdonald Drive Junior High, NLSchools
Jennifer Tucker	Student Support Services, Department of Education, Government of Newfoundland and Labrador
Gregory Woolgar	Retired Safe and Inclusive Schools Program Itinerant, Department of Education, Government of Newfoundland and Labrador

Post-Secondary Education and Learning Across the Life Span Committee Membership

Co-Chairs	
Tanya Noseworthy	Committee Co-Chair, Assistant Deputy Minister, Post-Secondary Education, Department of Education, Government of Newfoundland and Labrador
Shirley Woodward	Committee Co-Chair, Associate Vice President Campus Operations (Interim), College of the North Atlantic
Dr. Donna Hardy-Cox	Committee Co-Chair, Full Professor, School of Social Work, Cross Appointment Faculty of Education, Associate Vice-President (Academic), Dean of Students, Memorial University (Currently on research leave)

Committee Members	
Edie Dunphy	Education and Advocacy Director, Learning Disabilities Association of Newfoundland and Labrador
Steve Snow	Founder, Discovery Centre
Craig Tucker	Owner/President, Keyin College
Mark Bradbury	Chair, Board of Governors, College of the North Atlantic
Ashley Nguyen	Director, Work Integrated Learning Connections, College of the North Atlantic
Richard Spencer	Instructional Lead – Technology Career Pathway Program, College of the North Atlantic
Dr. Christine Arnold	Interim Associate Vice-President (Academic) and Dean of Students and Associate Professor, Adult Education/ Post-Secondary Studies, Faculty of Education, Memorial University
Ron Taylor	Director of Strategy, Connections for Seniors
Alison Randell	Chief Information Officer, Memorial University
Regan Power	Director of Literacy and Institutional Services Division, Superintendent of Private Training, Department of Education, Government of Newfoundland and Labrador
Scott Blundon	Department of Education, K–12 Division, Program Development Specialist, Department of Education, Government of Newfoundland and Labrador
Leanne Lane	Literacy and Institutional Services Division, Senior Program and Policy Development Specialist, Department of Education, Government of Newfoundland and Labrador

C. Context and Background

Early Learning and Childhood Development (ELCD)

The ELCD pillar committee included a wide spectrum of experts, child care advocates, ECEs, community and international representatives. Committee members were asked the following key questions to shape the vision and plan for the ELCD Pillar of the 10-year Education Accord for the province:

1. What is your vision for the future of early learning and child care in this province?

2. What are the key milestones required to shape this future related to the following key areas:

    a. Support for early learning professionals,
    b. Support for families and children, and
    c. Support for child care services and early learning programs.

3. How can we plan strategically and feasibly to ensure:

    a. Economic stability on both a community and a provincial level—enabling parents to participate in the labour market and build a skilled future workforce,
    b. Poverty reduction and improvement in the social determinants of health,
    c. Meaningful contribution to gender equity,
    d. Increased cultural awareness, anti-bias and anti-racism ideology, and
    e. True inclusion and a society that celebrates diversity.

Alongside expert panel presentations followed by detailed and fulsome discussions, the committee held three virtual forums with child care service providers, family care providers and family resource centre employees. Feedback focused around these key stakeholders' priorities for child care systems, and exit surveys were provided to all participants.

Education Engagement and Transformation in K–12

Education Transformation is a branch of the Department of Education, established in summer of 2023, in response to post-pandemic calls from the teaching field—locally and globally—for a renewed focus on learning. It is the first branch of the Department of Education with the specific goal of improving student learning outcomes. Staffed by a

Deputy Minister of Education Transformation and three Education Transformation program specialists, it functions separately from day-to-day Department operations. It was established against a horizon of post-pandemic questioning from teachers and educators around how we could do things differently, especially in the major domains that affect learning.

The pandemic negatively impacted learning and student outcomes across the world. A report from UNICEF (2021) emphasized the unprecedented scale of disruptions to education globally, noting how schools were forced to adapt quickly to remote learning environments. However, many countries experienced difficulties in ensuring continuity, with learning losses more pronounced in communities already facing educational challenges before the pandemic. In many regions, including Newfoundland and Labrador, questions around how effective and engaging learning is for students and teachers pre-dated the pandemic.

Health and Well-Being in Education Environments

By 2034, all education environments in Newfoundland and Labrador should attain a comprehensive well-being approach to learning, recognizing that physical, emotional, and social well-being are integral to learner success.

The mandate for this particular pillar is to foster nurturing, inclusive spaces where learners can fully express themselves and thrive on their individual learning journeys, and where educators, administrators and staff will be equipped with the necessary supports and resources to create a holistic and compassionate learning experience for all.

The vision for the health and well-being pillar was crafted in alignment with the overarching vision of the Education Accord, as well as with the visions of the other committees. It seeks to create an educational environment where the health and well-being of every learner, educator, and administrator are prioritized and supported, recognizing that these factors are fundamental to educational success and personal development. This vision emphasizes the integration of health and well-being into every aspect of the education system, ensuring that it is a critical thread woven throughout all transformative efforts. By harmonizing this vision with those of the other committees, this pillar committee aims to foster a holistic and cohesive approach that supports all members of the educational community to thrive.

The positive difference wellness makes to educators and learners is well researched and documented. Today's educational environment challenges and concerns related to health and well-being are prominent in almost all social and community discourses. However, physical and mental health among learners is often compromised by sedentary lifestyles, poor nutrition and inadequate access to—or motivation for—physical activity.

There are huge disparities in access to health and wellness resources across the province, and even when they are available, navigating these resources can be very difficult, requiring considerable effort on the part of parents, learners and communities. Families have come under a great deal of stress in recent years, as the Covid crisis and a cost-of-living crisis put strains on home life. Many learners have inadequate physical and wellness supports due to households with limited educational background, language barriers, mental health challenges, a lack of emotional support, demanding work schedules, or economic hardships, any or all of which impact the health and well-being of learners.



ECEs, educators and educational administrators face considerable health and well-being challenges of their own, including increased responsibilities, school safety concerns, the complex post-Covid environment, and many other mental and physical stressors.

Post-Secondary and Learning Across the Lifespan

The primary purpose of post-secondary and adult education in Newfoundland and Labrador is, and has always been, the delivery of educational programming to learners in the province. From the establishment of the Council of Higher Education in 1890, designed to address academic disadvantages faced by learners in the province, to the current day system of public and private educational institutions and community-based organizations, the primary purpose has never waivered (Jensen, 2002).

Over the years, multiple reports and studies have been commissioned by the Newfoundland and Labrador Government to inform the ongoing sustainability of a strong, responsive post-secondary educational system. Moreover, insights garnered through these reports are informing the mandate of the Accord as it relates to this pillar.

D. Previous Studies and Reports

The following is a synopsis of previous reports and government documents consulted during the review process. Each pillar committee examined the reports and documents to understand the challenges impacting education in Newfoundland and Labrador.

Early Learning and Childhood Development

Play, Learn and Grow. Newfoundland and Labrador Early Learning Action Plan (2024-2026).
https://www.gov.nl.ca/education/files/Play-Learn-and-Grow-Newfoundland-and-Labrador-Early-Learning-Action-Plan-2024-2026.pdf

Canada-Newfoundland and Labrador Bilateral Agreement on Early Learning and Child Care (2017-2020).
https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/newfoundland-and-labrador-2017.html

Canada-Newfoundland and Labrador Early Learning and Child Care Agreement (2021-2025).
https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/newfoundland-labrador-2021.html

Canada-Wide Early Learning and Child Care Agreement - Newfoundland and Labrador (2021-2026).
https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/newfoundland-labrador-canada-wide-2021.html

Child Care Act.
https://www.assembly.nl.ca/legislation/sr/statutes/c11-1.htm

Early Learning Framework (2019).
https://www.gov.nl.ca/education/files/Early-Learning-Framework.pdf

Family Resource Centre Program Review. (2024)
https://www.gov.nl.ca/education/files/Family-Resource-Centre-Program-Review-May-2024.pdf

Multilateral Early Learning and Child Care Framework. (2017)
https://www.canada.ca/en/employment-social-development/programs/early-learning-child-care/reports/2017-multilateral-framework.html

Operating Grant Program Review. (2023)
https://www.gov.nl.ca/education/files/OGP-Review_Final-Report_November-2023.pdf

Caring for our Future. Strategy for Quality, Sufficient and Affordable Child Care (2012)
https://www.gov.nl.ca/education/files/publications_childcare_caring_for_our_future.pdf

Why Canada Can't Work Without Good Child Care. Childcare Resource and Research Unit.
https://childcarecanada.org/sites/default/files/BN_ecec_and_economy.pdf

Education Engagement and Transformation in K–12

Government of New Brunswick. Portrait of a learner.
https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/General/PortraitOfALearner.pdf

Government of British Columbia. (2020).
Education transformation in BC. https://files.eric.ed.gov/fulltext/ED626332.pdf

UNESCO. (2017). Developing and implementing curriculum frameworks.
https://unesdoc.unesco.org/ark:/48223/pf0000250052

UNESCO. (2020). Education for sustainable development: A roadmap.
https://unesdoc.unesco.org/ark:/48223/pf0000374802

UNESCO. (2021a). The futures of education: Learning to become (Global Education Meeting Report).

UNESCO. (2021b). Pandemic-related disruptions to schooling and impacts on learning proficiency indicators: A focus on the early grades.
https://uis.unesco.org/sites/default/files/documents/covid-19_interruptions_to_learning_-_final2.pdf

UNICEF. (2022). From learning recovery to education transformation.
https://www.unicef.org/reports/learning-recovery-education-transformation

Now is the Time: The Premier's Task Force on Improving Educational Outcomes (2017)
https://www.gov.nl.ca/education/files/task_force_report.pdf

Supporting Learning: Report of the Ministerial Panel on Educational Delivery in the Classroom (2000)
https://www.gov.nl.ca/education/files/publications_archives_educationdelivery.pdf

Shortall, B., & Greene-Fraize, N. (2007). *Education and Our Future: A Road Map to Innovation and Excellence*. Government of Newfoundland and Labrador.
https://www.gov.nl.ca/education/files/publications_k12_tacreport.pdf

Government Policies and Frameworks Considered

Government policies and frameworks are essential in shaping the work of education transformation committees, providing a structured approach to creating supportive and progressive environments across different sectors.

The Department of Education has numerous policies and frameworks that guide the delivery of services to educators, students, and families. In the context of education transformation, the work of the accord would align with several key frameworks, including:

Curriculum foundation documents

- Dedicated to Diversity: A Framework for Multicultural Education in Newfoundland and Labrador
- Indigenous Education Framework
- Adjusting the Focus: A Curriculum Framework for Physical Education
- Future in Focus: Atlantic Career Development Framework for Public Education
- Music Education Framework
- Foundation Document for Health Curriculum in Newfoundland and Labrador
- Foundation for the Atlantic Canada English Language Arts Curriculum, K-12
- Foundations for the Atlantic Canada Mathematics Curriculum
- Foundation for the Atlantic Canada Science Curriculum
- Foundation for the Atlantic Canada Social Studies Curriculum
- Foundation for the Atlantic Canada Technology Education Curriculum
- Foundation for the Province of Newfoundland and Labrador Arts Education Curriculum
- Foundation for the Province of Newfoundland and Labrador Home Economics/Family Studies Education

- Foundation for the Province of Newfoundland and Labrador Religious Education Curriculum
- Foundation Document for Social and Emotional Learning K-12

Policies

- Responsive Teaching and Learning
- Safe and Caring Schools Policy

Other documents

- Inclusive Education Guidelines
- School Development model
- Student Services
- Curriculum
- Assessment and Evaluation Policy
- High School Certification Handbook
- Provincial Reading and Mathematics Assessment Framework
- Public Exams
- Education Statistics
- Performance Measurement Framework
- Universal Design for Learning
- Atlantic Career Development Framework for Education report

Health and Well-Being in Education Environments

Supporting Learning: Report of the Ministerial Panel on Educational Delivery in the Classroom (2000)
https://www.gov.nl.ca/education/files/publications_archives_educationdelivery.pdf

Now is the Time: The Next Chapter in Education in Newfoundland and Labrador (2017) [Premier's Task Force on Improving Educational Outcomes]
https://www.gov.nl.ca/education/files/task_force_report.pdf

Chronic Absenteeism: When Children Disappear (2019) [Office of the Child and Youth Advocate]
https://www.childandyouthadvocate.nl.ca/files/ChronicAbsenteeismJan2019.pdf

Canada-Wide Early Learning and Child Care Agreement (2021-2026)
https://www.canada.ca/en/early-learning-child-care-agreement/agreements-provinces-territories/newfoundland-labrador-canada-wide-2021.html

Our Province. Our Health. Our Future. A 10-Year Health Transformation: The Report (2022) [Health Accord NL]
https://healthaccordnl.ca/final-reports/

Shortall, B., & Greene-Fraize, N. (2007). *Education and Our Future: A Road Map to Innovation and Excellence*. Government of Newfoundland and Labrador.
https://www.gov.nl.ca/education/files/publications_k12_tacreport.pdf

Government Policies and Frameworks Considered

Government policies and frameworks are crucial in guiding the work of health and well-being committee, providing a structured approach to fostering healthy and supportive environments in various sectors. The Department of Education has many policies and frameworks which guide the work and delivery of services to educators, learners, and families. From a health and well-being lens, guiding the work of the accord would cross many frameworks, including but not limited to:

- Responsive Teaching and Learning (RTL)
- Safe and Caring Schools Policy (S&C)
- Social Emotional Learning Framework (SEL)
- School Food Guidelines (SFG)
- Daily Physical Activity Policy (DPA)
- Education Action Plan (EAP)
- Indigenous Education Advisory Committee (IEAC)
- Multicultural Education Advisory Committee (MEAC)
- Health Accord NL
- Public Health Framework
- Child Protection and Youth Services
- Poverty Reduction
- Seniors Well-Being
- Healthy Active Living
- Climate Adaptation and Mitigation
- Violence Prevention

Post-Secondary and Learning Across the Lifespan

What We Heard: A Report of Consultations on Public Post-Secondary Education in Newfoundland and Labrador (2004)
https://www.gov.nl.ca/ipgs/files/publications-postsecondary-what-we-heard.pdf

Foundations for Success: White Paper on Public Post-Secondary Education (2005)
https://www.assembly.nl.ca/business/electronicdocuments/NL-WhitePaper-PublicPost-SecondaryEducation.pdf

The Way Forward on Adult Literacy Action Plan
https://www.gov.nl.ca/education/files/The-Way-Forward-on-Adult-Literacy.pdf

All Hands on Deck: Responding to the Challenges of the 21st Century by Leveraging Public Post-Secondary Education (2021)
https://www.gov.nl.ca/education/files/All-Hands-on-Deck.pdf

Our Province. Our Health. Our Future. A 10-Year Health Transformation (2022) [Health Accord NL]
https://healthaccordnl.ca/final-reports/

Government Policies and Frameworks Considered

Current Government frameworks, policies, programs, and legislation in various sectors have direct relevance to the work of the Education Accord Pillar Four Post-Secondary Education and Learning Across the Lifespan Committee. Post-secondary education has a broad reach and intersects with multiple sector frameworks, policies, programs, and legislation either directly or indirectly. Some of these intersections include, but are not limited to, the following:

Department of Children, Seniors, and Social Development

- Poverty Reduction Plan - Children, Seniors and Social Development
- Accessibility Act SNL2021 CHAPTER A-1.001 - ACCESSIBILITY ACT[s2(1)(o)(v) not in force]
- Inclusion and Accessibility Policies - Children, Seniors and Social Development
- Income Support (individuals 18 years older)
- Age Friendly Community Framework and Toolkit

- Children, Youth and Families Act (Youth Services Agreement for individuals up to 21 years) SNL2018 CHAPTER C-12.3 - CHILDREN, YOUTH AND FAMILIES ACT
- Child Care Act (support student parents) SNL2014 CHAPTER C-11.01 - CHILD CARE ACT

Department of Education

- Student Aid - Education
- NL Credit and Program Transfer Guide - Education
- College Act, 1996 SNL1996 CHAPTER C-22.1 - COLLEGE ACT, 1996
- Memorial University Act RSNL1990 CHAPTER M-7 - MEMORIAL UNIVERSITY ACT
- Private Training Institutions Act RSNL1990 CHAPTER P-25 - PRIVATE TRAINING INSTITUTIONS ACT
- Adult Basic Literacy Program High School Equivalency and Upgrading - Education
- Responsive Teaching and Learning Responsive Teaching and Learning - Education
- Social Emotional Learning Framework

Department of Environment and Climate Change

- Climate Change Action Plan The Way Forward

Executive Council – Office of Women and Gender Equality

- Gender-Based Analysis Plus lens on all Government frameworks, policies, programs and legislation. Gender-Based Analysis Plus (GBA+) - Office of Women and Gender Equality

Department of Health and Community Services

- Health Accord for Newfoundland & Labrador - Newfoundland and Labrador
- Our Path of Resilience Action Plan to Promote Life and Prevent Suicide in Newfoundland and Labrador

- Provincial Alcohol Action Plan
- Towards Recovery Mental Health and Addictions

Department of Immigration, Population Growth and Skills

- Youth Apprenticeship Summer Program (YASP) - Apprenticeship and Trades Certification Division
- Red Seal Program - Apprenticeship and Trades Certification Division
- Post-Journey Training and Specialized Training - Apprenticeship and Trades Certification Division
- Apprenticeship Accreditation Program Apprenticeship and Trades Certification Division
- Summer Employment Program for Students (SEPS) - Immigration, Population Growth and Skills
- Skills Development Program Skills Development - Immigration, Population Growth and Skills
- Service Agreements for Youth and Students (SAYS) - Immigration, Population Growth and Skills
- Tutoring Work Experience Program (TWEP) - Immigration, Population Growth and Skills

Department of Industry, Energy and Technology

- Hydrogen Development Action Plan
- NL's Connectivity Strategy, Connectivity - Industry, Energy and Technology
- Renewable Energy Plan - Industry, Energy and Technology

The above frameworks, policies, programs, and legislation collectively provide a cohesive policy foundation to help ensure recommendations put forth by the Pillar Committee are bold, modern, innovative, responsive, and transformative.



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