

Education Action Plan

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2018

The Way Forward



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Introduction

In The Way Forward: A vision for sustainability and growth in Newfoundland and Labrador,

government committed to a Premier's Task Force on Improving Educational Outcomes. In November 2016, the task force was commissioned to consult widely in the development of new direction for nine areas of the provincial education system, which included:

1. Inclusive Education;
2. Student Mental Health and Wellness;
3. Mathematics;
4. Reading;
5. Indigenous Education;
6. Multicultural Education;
7. Early Years;
8. Career and Co-operative Education; and
9. Teacher Education and Professional Development.

On July 25, 2017, the Premier's Task Force released its report entitled, **Now is the Time: The Next Chapter in Education in Newfoundland and Labrador**. The report outlines 82 recommendations, within the nine focus areas, to improve educational outcomes in Newfoundland and Labrador. At the release of **Now is the Time**, government accepted the recommendations and committed to the development of an Education Action Plan.

Government's commitment has been reflected in work completed to date, budget allocations, and the release of this Education Action Plan. This action plan aligns with the Department of Education and Early Childhood Development's mandate to ensure that all children in Newfoundland and Labrador have access to safe, caring and inclusive learning environments and an education system that is responsive to students' strengths and needs.

Background

Education is one of the most critical investments a society can make in its future. The past 50 years in Newfoundland and Labrador have been marked by the development of a highly educated teaching force; construction of state-of-the-art schools; a modern, relevant curriculum; and growth in programs and services for students with exceptionalities. These investments have paid rich dividends.



While outcomes in the provincial education system have improved considerably, it is important to continually strive to break down barriers and identify opportunities to implement proven approaches to teaching and learning for all students. Doing so will help ensure graduates are prepared to transition to life after school. Outcomes for some student populations have historically not been as good in the K-12 school system due to varying life circumstances. In the implementation of this action plan, government will recognize the diversity of life experiences and the influence it has on student learning styles and educational outcomes. This includes all students: girls, boys, varying gender identities; students with disabilities; students who are Indigenous; those who are new to the province, and LGBTQI2-S children and youth.

The release of **Now is the Time** in July 2017 prompted a great deal of interest from the education community. Educators, community partners, and non-governmental educational organizations noted that the recommendations marked the beginning of change in the education system and that reform need not be limited to the task force focus areas.

Since September 2017, the Department of Education and Early Childhood Development's implementation team has continued to meet with community groups, educational organizations, the Newfoundland and Labrador Teachers' Association, school district personnel, and representatives

from other government departments to analyze the recommendations and develop an implementation strategy.

Moving forward, ongoing dialogue with stakeholders will inform other initiatives to improve program delivery and student outcomes. Parents are important in this work. Their submissions to the task force provided a critical perspective and helped shape the report's recommendations. The accountability mechanisms embedded in this action plan will ensure that parents are informed as the recommendations are implemented and have opportunities to provide feedback.

While the task force was commissioned to consult on nine focus areas, all curriculum areas will be influenced through ongoing curriculum renewal, expansion of supportive technology, and professional learning support for teachers, school district personnel, and early childhood educators.



Governance

The transformative change envisioned in **Now is the Time** will require strong partnerships and collaboration. A Steering Committee has been established to oversee implementation of this action plan. The Steering Committee reports to the Minister of Education and Early Childhood Development and is composed of:

- Deputy Ministers from the Departments of Education and Early Childhood Development (Chair); Health and Community Services; Children, Seniors and Social Development; and Advanced Education, Skills and Labour;
- Chief Executive Officers of the Newfoundland and Labrador English School District and the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador;
- Dean of Memorial University's Faculty of Education; and
- Executive Director of the Newfoundland and Labrador Teachers' Association.

These government and educational leaders will provide direction with respect to implementation. Committees are responsible for many recommendations within the nine areas of focus. These committees are composed of professionals with diverse expertise from across government departments, the education and health systems, and from the community sector. The committees will each report directly to the Steering Committee.

Research has established that healthier children are better learners and those who are well educated are healthier throughout their lifetime. All youth-serving departments have a role to play in supporting children and youth in Newfoundland and Labrador to achieve their full potential. A secretariat has been established to support collaboration and coordination on the recommendations where strong partnerships are required.

Implementation

This action plan specifies timelines and responsibilities for implementation of the recommendations. Since September 2017, the Department of Education and Early Childhood Development has met with professional and community organizations to discuss the recommendations and to explore opportunities for collaboration for their implementation. **Appendix 1** contains a list of consultations that have been held since the release of **Now is the Time**.

Implementation of the recommendations will occur in three phases. The designated timeframe for each recommendation was determined based on the following:

- whether a timeframe had already been identified by the task force;
- level of complexity of the recommendation;
- urgency for implementation as determined through consultations; and/or
- whether work was already underway in the identified focus area.

The task force recommendations will be implemented as follows:

- short-term: 31 recommendations will be completed or substantially underway within year one (by September 2018);
- medium-term: an additional 40 recommendations will be completed or substantially underway within years two to four (by September 2021); and
- long-term: the remaining 11 recommendations will be completed or substantially underway by year five (by September 2022).

The following sections provide an overview of each of the nine focus areas of this action plan. **Appendices 2-4** provide information on implementation timelines and responsibilities for each recommendation.

Nine Focus Areas

1. Inclusive Education

All children have the right to quality education and an equitable opportunity to learn. Children enter early years programs and the K-12 school system with their own individual experiences, abilities, family structures, interests, and cultural backgrounds. Educators must consider these individual differences when making decisions regarding approaches to teaching and learning. Early years programs and school communities share responsibility for the learning and well-being of all children.

The task force heard that the approach to inclusive education, introduced in 2009 as a model of delivering supports to students with exceptionalities, is not working. Within the K-12 education system, there is a prevailing belief that all students are expected to receive instruction in the regular classroom with their peers, regardless of the exceptionality or level of support required. This has led to instructional resource teachers being assigned to provide support within regular classrooms with varying opportunity to provide small group or “pull-out” service.

The task force recommended that a new Student Support Services Policy be developed to clearly articulate a different approach for the provision of programming and supports. The new policy will include placement options ranging from being in the classroom full time to spending portions of the day in another setting within the school environment to be responsive to student learning needs. Teachers will collaboratively design learning experiences for students using a tiered, student-centred structure to inform the level of intervention that is most appropriate. The focus will be on providing a learning environment where responsive teaching is the norm.



Implementation of this action plan will result in:

- a new Student Support Services Policy that makes appropriate provision for all students;
- mechanisms and processes for the smooth transfer of student information and documentation from early years child care and intervention programs to school, across grade levels, and into post-secondary institutions, so that no instructional time is lost at any level for planning and assignment of support personnel;
- a seamless, year-round provision of services from education/health professionals for children and youth who have an assessed need for health interventions;
- streamlined, coordinated supports and services across departments for children with complex needs;
- the principles of Universal Design for Learning included in curriculum as it is renewed, and in the design of the learning environment, to produce more flexible learning opportunities for all learners;
- the introduction of teaching and learning assistants, working under the direction of classroom teachers, to offer instructional support to students;
- strengthened linkages between health and education policies and personnel to improve professional support services to children and youth;
- improvements to initial teacher education programs and professional learning in the areas of exceptionalities and student behaviour; and
- the optimum use of assistive technology through professional learning for teachers and effective management and deployment of resources.

2. Student Mental Health and Wellness

Student mental health is a significant concern for school administrators, educators, parents, students, and the public. The physical, mental, and social well-being of students is essential in order to improve their educational outcomes. School communities have a collective responsibility to build and promote resiliency and well-being in children and youth.

The Pan-Canadian Joint Consortium for School Health, a partnership of provincial and territorial governments working across the health and education sectors, is a resource to support mental health and wellness initiatives. The Consortium has a mandate to strengthen cooperation, build capacity, and promote comprehensive school health. A key component of this action plan is to implement the Consortium's Comprehensive School Health Framework. The four pillars of the framework include social and physical environments; teaching and learning; policy; and partnerships and services.

Successful implementation of the task force recommendations will require commitment and collaboration amongst government departments, as well as the school districts, regional health authorities, Memorial University, and community partners.

Implementation of this action plan will result in:

- improved education for teachers and early childhood educators on mental health and wellness through initial teacher education and ongoing professional learning;

- embedded social/emotional learning in curriculum;
- a set of indicators of future mental health and addictions issues;
- specific learning outcomes for student mental health and addictions in most curriculum as it is renewed;
- increased accessibility to health services for children and youth and improved timeliness of service delivery;
- a review of roles and responsibilities of specialist personnel, such as educational psychologists, speech language pathologists, and guidance counsellors, with the aim to improve access through improved service delivery to children and youth; and
- policies and procedures to address chronic absenteeism and school dropout.



3. Mathematics

Mathematics has been a cause for concern for parents, teachers, students, and other key stakeholders in recent years. While students in Newfoundland and Labrador perform above average on international mathematics assessments, they perform below the national average. This pattern has continued despite many initiatives to improve levels of student achievement in mathematics. Feedback provided during the task force consultation process, along with information gathered through a review of other educational systems, pointed to a number of factors that have contributed to persistent low mathematics performance among students in Newfoundland and Labrador.

The task force was clear in its response: the goal of the mathematics curriculum must be student achievement that is comparable to the highest achieving Canadian jurisdictions. Accomplishing this requires a sound and balanced curriculum with well-articulated outcomes and expectations, highly skilled teachers, and an assessment program that adheres to national and international assessment standards.

Implementation of this Education Action Plan will result in:

- a new provincial assessment framework;
- standards of practice for the teaching of mathematics;
- improved qualifications of K-6 mathematics teachers, through university level courses and professional learning programs;
- increased district-level specialist support for K-6 teachers of mathematics;
- adjustments to mathematics curriculum to include clear expectations for each grade level and to create a balance between foundation skills and concept development;

- improved instructional resources;
- improved communication to inform course selection at the high school level and to promote increased participation in advanced mathematics courses; and,
- teacher flexibility in determining the choice and number of teaching and learning strategies to be used in delivering the mathematics curriculum.

4. Reading

Reading is a foundational skill developed in primary grades that influences students' success into the future. An effective reading program will respond to the learning needs of all students to enable them to develop fundamental word recognition and analysis skills, understand what they are reading, and develop fluency. Reading ability makes success in other subject areas possible.

Now is the Time highlighted that, while student performance in reading is above average on international assessments, reading achievement levels in Newfoundland and Labrador are below many other Canadian jurisdictions. Students who struggle with reading in the primary grades continue to struggle as they progress through school.

Most students experiencing reading difficulty in the primary and elementary grades require short-term intervention targeted at their particular needs. These interventions include sufficient intensity to



enable them to develop strategies to perform at grade level. Implementation of the recommendations will focus on enhanced teacher practice and student engagement to improve reading achievement levels.

An effective approach to reading instruction requires:

- teachers who understand how children learn to read and how to support that learning;
- specialist support for classroom teachers and effective curriculum;
- careful monitoring of students' learning, and an appropriate response when the need for additional support is indicated; and
- school library services to promote student engagement and literacy development throughout the school.

Implementation of this action plan will result in:

- clear curriculum guidelines for teachers at each grade level;
- professional learning initiatives and university programming to support reading specialists and classroom teachers who deliver reading curriculum;
- early identification of students who experience reading problems;
- implementation of a reading intervention program at all grade levels;
- provision of school-based reading specialists for the primary and elementary grades;
- district-level leadership positions to provide curriculum and instructional support for reading; and
- provision of school library resources and personnel.

5. Indigenous Education

Indigenous groups form a significant part of the province's population with approximately 100,000 individuals self-identifying as being Indigenous. The task force highlighted two focus areas within Indigenous education to enhance educational outcomes. The first was to improve teaching and learning outcomes for Indigenous students. The second was to enhance understanding of Indigenous knowledge, history, experiences, culture, and practices for all teachers and students in the province. The Department of Education and Early Childhood Development is committed to a collaborative and focused effort in these two areas.

The task force recommendations for Indigenous education initiatives align with the Indigenous Education Plan of the Council of Ministers of Education, Canada (CMEC) that was developed in response to recommendations from the Truth and Reconciliation Commission. The Council's plan focuses on four areas:

- encouraging Indigenous students to pursue teaching as a career;
- developing curriculum on Indian Residential Schools for use in teacher education programs;
- sharing resources and promising practices in Indigenous education; and
- encouraging the development of resources that address the legacy and history of Indian Residential Schools within all K-12 education systems in Canada.



Photo courtesy of NunatuKavut Community Council

Through a provincial advisory committee, Indigenous groups in Newfoundland and Labrador will be engaged to develop a framework for Indigenous education for the province. The framework will establish priorities and articulate a plan to support authentic educational experiences for Indigenous students so that they see themselves reflected accurately and respectfully in provincial curriculum and resources. It will also ensure that the works of Indigenous artists, writers, and scholars are present in curriculum materials. The framework will provide direction for revisions of existing curriculum and development of new curriculum that reflects the history, contributions, traditions, and culture of Indigenous peoples.

Implementation of this action plan will result in:

- a framework for Indigenous education for the province;
- an Indigenous Local Course Policy;
- Memorial University actively recruiting and providing support for Indigenous teacher education candidates;
- Memorial University including appropriate knowledge and learning experiences in teacher education programs for teaching Indigenous students and teaching about Indigenous populations; and
- linguistic and cultural support services provided for K-12 Indigenous students who attend school away from their home communities.

6. Multicultural Education

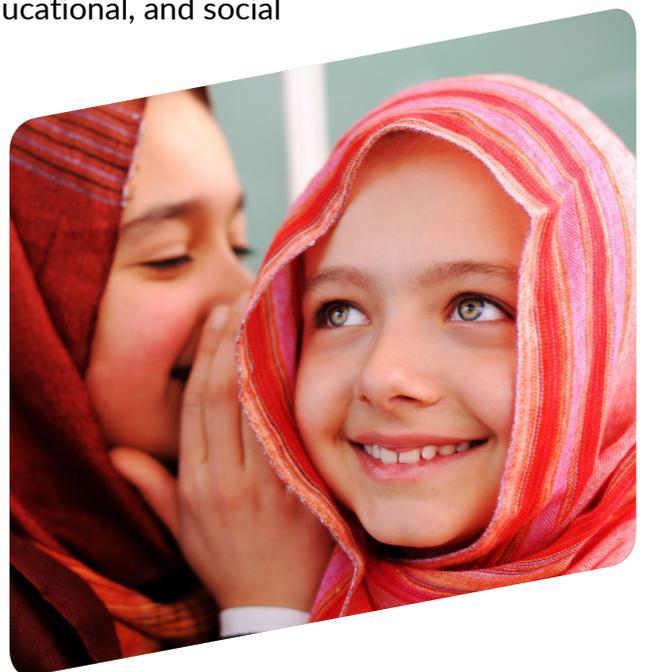
The Newfoundland and Labrador population is becoming increasingly multicultural. The number of immigrants arriving annually is growing, almost doubling in number from 546 in 2007 to 1,190 in 2016. There will be increasing numbers of children in early years programs and K-12 schools who come from different countries and cultures, and these students will require many supports from the province's education system.

Immigration contributes to increased diversity and to social, economic, and cultural growth in Newfoundland and Labrador. The Department Education and Early Childhood Development will work closely with the Office of Immigration and Multiculturalism within the Department of Advanced Education, Skills and Labour to develop and support the leadership and programs that treat diversity as a source of growth. These departments will also offer the necessary services to enable newcomers to complete high school and make a successful transition into post-secondary education programs. The K-12 multicultural education framework will align with initiatives outlined in **The Way Forward on Immigration in Newfoundland and Labrador** that has as a primary target welcoming an average of 1,700 newcomers to the province annually by 2022.

Collectively, government and partner agencies will make a sustained effort to ensure schools are welcoming places for newcomers, places where they feel respected and accepted, and where teachers and students demonstrate inter-cultural understandings.

Implementation of this action plan will result in:

- a provincial multicultural education framework to:
 - enable a broad and meaningful response to the educational needs of newcomers and students of diverse cultural and other backgrounds; and,
 - address the need for all students to learn more about the many cultures of the world;
- resources to develop expertise to respond to the educational needs of newcomer students from diverse linguistic, religious, cultural, educational, and social backgrounds, including an increase in the allocation of English as a Second Language teachers and expanded access to Literacy Enrichment and Academic Readiness for Newcomers (LEARN) programming;
- standards for qualifications of teachers who deliver English as a Second Language and LEARN programs;
- professional learning opportunities for classroom teachers and early childhood educators who teach multicultural students and those who teach about multiculturalism; and
- partnerships to address barriers that prevent newcomers from finishing high school or accessing post-secondary program options.



7. The Early Years

Children’s experiences in the early years have a substantial impact on their lifelong learning experiences. High quality early learning and child care programs provide developmental opportunities that set children, particularly those who are vulnerable to poor outcomes, on a positive learning pathway. Opportunities to develop language and social skills in a play-based environment provide a foundation for later success in school.

The years prior to kindergarten entry are a time when exceptionalities can be identified and children can be supported to participate as fully as possible in early learning and child care programs. To ensure an appropriate and seamless transition, early years and health professionals and school system teachers should be connected through an integrated system. Schools must be ready with programs and services for each child entering kindergarten. Improved educational outcomes in the K-12 school system can be realized when children are supported in their learning and exploration of the world around them at the earliest opportunity.

The Department of Education and Early Childhood Development is responsible for supporting children’s learning from birth through school-leaving. Financial support has increased substantially for early learning and child care initiatives, and kindergarten has expanded to be a full-day, play-based program.

Implementation of this action plan will result in:

- increased access to high quality early learning and child care programs;
- improved access to post-secondary education programs and professional learning opportunities for early childhood educators and incentives for early childhood educators to increase their early childhood education credentials;
- improved linkages between early learning professionals and teachers to:
 - ensure the flow of child development information from early years intervention programs to the K-12 school system; and,
 - support a smooth transition of children between early years programs and school;
- strengthened linkages between the early learning and child development division and other divisions within the Department of the Education and Early Childhood Development;
- strengthened linkages between the Department of Health and Community Services early intervention programs and services and those provided by the Department of Education and Early Childhood Development; and
- a foundational document with a phased-in implementation plan for a Junior Kindergarten program accessible to four-year-old children.



8. Career and Co-operative Education

Career education can contribute substantially to students' self-awareness, self-esteem, and informed decision-making. Experiential learning, such as co-operative education placements and apprenticeships, can provide valuable background for students to make informed educational, career, and employment choices. Experiential learning can support disengaged students, who are at risk of dropping out, by creating enhanced motivation to graduate from high school and pursue post-secondary education.

Implementation of this action plan will result in:

- increased collaboration with other Atlantic Canada education partners through the Council of Ministers of Education and Training (CAMET) and use the Council's **Career Education in Atlantic Canada** report as a foundational document to plan career and co-operative education initiatives from kindergarten through to Grade 12;
- promotion of a whole school approach to exploring career education, which includes:
 - age-appropriate career development courses;
 - age-appropriate services and supports; and,
 - opportunities for students to engage in experiential learning in their communities.
- access to current labour market information for students and teachers;
- professional learning in strategies for educators who teach career education;
- development and support for experiential learning at high school through engagement with other government departments, school districts, Newfoundland and Labrador Teachers' Association, federal government agencies, post-secondary institutions, industry and associated organizations;
- communication strategies, directed at high school students, to provide accurate, current information about post-secondary program requirements by working closely with the school districts and post-secondary institutions;
- creation of a career education course for intermediate students, with a component focusing on informed selection of senior high school courses; and
- creation of a course for senior high school students that will include:
 - knowledge and skills in personal financial management;
 - knowledge and skills in time management;
 - knowledge and skills in health and wellness as it relates to careers; and
 - opportunities for job shadowing and mentoring.



9. Teacher Education and Professional Development

During the school day, teaching methods of educators have a profound impact on student learning. High quality initial teacher education through university degree programs combined with ongoing professional learning can improve educational outcomes for all students. Alignment between teacher preparation and the school system is critical. Implementation of the recommendations related to teacher education and professional learning will build on current strengths among its partners, which include the school districts, Memorial University's Faculty of Education, and the Newfoundland and Labrador Teachers' Association.

Implementation of the action plan will result in:

- a sustainable combination of system-wide and school-directed professional learning opportunities guided by teacher and student learning needs and designed to foster change in practice;
- alignment of teacher education programs with the needs of the education system in Newfoundland and Labrador;
- a review the standards for teacher certification to ensure alignment of requirements for certification, the needs of the school system, and initial teacher education programs; and
- a revision to the **Teacher Training Act** to be responsive to the needs of the school system.



Accountability and Performance Monitoring

Performance monitoring and evaluation are essential to ensure that desired educational outcomes are achieved through the implementation of this action plan. The Department of Education and Early Childhood Development uses a Performance Measurement Framework to collect, analyze, and report on the performance of the public K-12 education system. This framework, which will be expanded to include a mandate for early years, currently identifies the following six broad outcomes:

1. Children begin school with a strong foundation for learning and development;
2. Students experience a safe, caring, and inclusive school environment;
3. The K-12 education system is responsive to students' strengths and needs;
4. Students meet or exceed expected levels of achievement;
5. Students complete secondary education; and,
6. Students become lifelong learners, and ethical, productive adults.

Each of the outcomes has an associated set of indicators of success. The initiatives outlined in this action plan aim to improve educational outcomes as measured by the Performance Measurement Framework.

In addition to monitoring performance on these broad outcomes, an accountability framework will be developed for this action plan. The accountability framework will be designed in consultation with members of the committees tasked with developing specific work plans that will guide implementation of the recommendations. Each committee will report on their progress to the Steering Committee.

The secretariat will monitor recommendations related to implementation of the Comprehensive School Health Framework, development of a year-round child health services model, promotion of health in all policies for schools, and the renewed commitment to a model of coordination of supports for children with complex needs. The secretariat will also monitor the recommendations relevant to schools in the **Towards Recovery: The Mental Health and Addictions Action Plan for Newfoundland and Labrador.**

The Department of Education and Early Childhood Development will work with its partners to provide annual progress reports commencing in summer 2019.

Appendix I: Consultations

Dialogue and consultations have been ongoing with the school districts, the Newfoundland and Labrador Teachers' Association, Memorial University's Faculty of Education, and several government departments since the release of the **Now is the Time**. In addition, executive and management within the Department of Education and Early Childhood Development have engaged in dialogue with associations, advisory councils, and advocacy groups, including:

- Association of Early Childhood Educators of Newfoundland and Labrador
- Association for New Canadians
- Autism Society of Newfoundland and Labrador
- Canadian Hard of Hearing Association Newfoundland and Labrador
- Canadian Mental Health Association
- Choices for Youth
- Coalition of Persons with Disabilities – Newfoundland and Labrador
- Council of Higher Education
- Dietitians of Canada
- Disability Policy Office
- Early Childhood Educators Human Resource Council
- Family and Child Care Connections
- Kids Help Phone
- Learning Disabilities Association of Newfoundland and Labrador
- Newfoundland and Labrador Association of Social Workers
- Newfoundland and Labrador Association of Occupational Therapists
- Office of the Child and Youth Advocate
- Provincial Advisory Council for the Inclusion of Persons with Disabilities
- Provincial Advisory Council on the Status of Women
- Relationships First: Restorative Justice Education Consortium
- Special Interest Councils of the Newfoundland and Labrador Teachers' Association (Speech Language Pathologists; Health Education; Teacher Librarians; Counsellors and Psychologists; Music; School Administrators; Physical Education; Mathematics and Science; Technology Education; and Small Schools)
- Thrive – Community Youth Network
- Women's Policy Office



Appendix II: Short-Term Recommendations

Completed or Substantially Underway by September 2018

INCLUSION

Recommendation	Timeline	Responsibility
<p>1. The Department of Education and Early Childhood Development (EECD), within one year of the release of this report, rescind the 1996 Special Education Policy (draft) and develop a new “Student Support Services Policy” that articulates how to implement a model of student support services, independent of a philosophy of inclusion. This new policy would effectively address each of the main themes identified in this chapter and have a particular focus on:</p> <ul style="list-style-type: none"> a) effectively using small group instruction, both in and out of regular classroom; b) establishing appropriate, individual programs that ensure all children are in school for a full day and prevent children from being sent home; c) defining complex needs with an interdepartmental commitment to reactivate the Individual Student Support Program (ISSP) model for students receiving services from more than one government department; d) transitioning all students with special needs between the early years programs and kindergarten and between each grade level; e) partnering effectively with early years/child care programs and creating an early identification and intervention system for children with special needs; f) including ongoing monitoring and evaluation to ensure student needs are being met; and g) providing department-led professional learning on a new special education policy to ensure consistency. 	<p>A draft Student Support Services Policy will be completed by September 2018</p> <p>Components b), c), d), and e) will be finalized as the policy is phased in over three years beginning in September 2018</p>	<p>EECD in collaboration with the Department of Health and Community Services (HCS) and the Regional Health Authorities (RHAs); Children, Seniors and Social Development (CSSD); the Newfoundland and Labrador English School District (NLESD); the Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador (CSFP); and, the Newfoundland and Labrador Teachers’ Association (NLTA)</p>

2. EECD adopt the principle of Universal Design for Learning for all curriculum renewal.	Completed	
3. The program development consultants for student support services at EECD be fully involved in all curriculum renewal.	Completed	
7. EECD develop a model and a plan to introduce a second level of student assistants as 'instructional assistants' with levels of post-secondary education appropriate to the role.	Completed by September 2018	EECD
8. EECD conduct a comprehensive research and jurisdictional review on the primary curriculum to identify opportunities to reinforce literacy, numeracy, and self-regulation across all subject areas.	Completed by September 2018	EECD
12. EECD purchase the Special Education Case Management System, which would work with PowerSchool and Review 360 to replace all other data systems related to student support services, with EECD and the school districts having equal access to all information compiled.	Completed by September 2018 Implementation roll out will begin in 2019 and continue to June 2021	EECD
16. EECD hire a full-time librarian to manage the technology library and collaborate with the school districts to ensure that a school-based person, from every school, be given appropriate professional learning to optimize the use of alternate format materials and assistive technology in their school.	Completed by September 2018	EECD

STUDENT MENTAL HEALTH AND WELLNESS

Recommendation	Timeline	Responsibility
18. EECD release the findings of the Health Behaviour in School-Aged Children study to support schools in responding to student mental health needs.		Completed
19. The Government of Newfoundland and Labrador establish a secretariat within Executive Council for a period of five years with evaluation to occur after three years. The roles of the secretariat will include: <ul style="list-style-type: none"> a) implementation of the Comprehensive School Health Framework; b) development of a year-round provincial child health services model within one department; c) promoting 'health in all policies and practices in our schools' among all youth serving departments; d) renewing a commitment to the Model of Coordination for Services to Children and Youth for children with complex needs; and e) monitoring the recommendations relevant to schools in the Towards Recovery report. 		Completed
20. HCS conduct and conclude within one year of the release of this report a thorough review of the waiting lists for all child/youth related mental health services at each RHA and the Child Development waiting list at the Janeway Child Health Centre.		Completed

MATHEMATICS

Recommendation	Timeline	Responsibility
31. EECD discontinue its current provincial assessment program for mathematics and language arts.		Completed
33. EECD employ a full-time consultant to be the lead on the strategy on the use of assessment information.		Completed

37. EECD introduce a bursary program to encourage teacher participation in university level courses in mathematics content and pedagogy required for Grades K-6.	Completed
38. EECD eliminate the current numeracy support teacher and literacy/numeracy teacher positions.	Completed
39. EECD allocate six permanent K-6 mathematics program specialists with qualifications in mathematics, mathematics education and, where possible, qualifications in primary/ elementary education. a) These program specialists should be deployed as follows: one for Labrador, one for Central, one for Western, two for Eastern, and one for CSFP. b) Develop a protocol to ensure that the roles and responsibilities for K-6 mathematics program specialists are sustained over time.	Completed

READING		
Recommendation	Timeline	Responsibility
44. EECD adopt a proven, research-based early assessment tool to be administered at the start of Grade 1 to identify students who require additional support in learning to read.	Completed by September 2018	EECD in consultation with school districts
46. EECD eliminate the Literacy Numeracy Teacher positions.	Completed	
47. EECD allocate five permanent program specialists with expertise in reading instruction to provide leadership and curriculum support to the school-based reading specialists. a) The program specialists should be deployed as follows: one in each of Labrador, Western and Central regions and two in Eastern region. b) A protocol to ensure that the roles and responsibilities for K-6 reading program specialists are sustained over time should be developed.	Completed	
50. EECD review and revise how it calculates and reports graduation and pass rates so that these statistics more accurately reflect student achievement.	Completed	

MULTICULTURAL EDUCATION

Recommendation	Timeline	Responsibility
<p>58. EECD and the school districts designate individuals in leadership positions in their respective organizations to have responsibility for multicultural education to ensure that specialist teachers and classroom teachers receive the direction, support, and resources they need:</p> <p>a) to teach multicultural students, and</p> <p>b) to teach about multiculturalism.</p>	<p>Completed by September 2018</p>	<p>EECD and school districts</p>

EARLY YEARS

Recommendation	Timeline	Responsibility
<p>64. EECD develop a plan to establish strong linkages, including communication and planning protocols, among the department divisions, where there is an intersection between early years policy and programs and the K-12 education system.</p>	<p>Completed</p>	
<p>66. EECD expand the Operating Grants Program to increase access to affordable, high quality early learning and child-care programs.</p>	<p>Underway as of April 2018</p>	<p>EECD</p>
<p>67. EECD collaborate with the other Atlantic provinces, to develop professional learning opportunities on self-regulation and play-based learning, common early learning program frameworks, and education programs for early childhood educators.</p>	<p>Underway as of October 2017</p>	<p>EECD</p>
<p>69. EECD develop financial incentives and opportunities for early childhood educators to improve their professional education levels including linking certificate and diploma programs to university degree programs.</p>	<p>Underway as of January 2018</p>	<p>EECD</p>

CAREER AND CO-OPERATIVE EDUCATION

Recommendation	Timeline	Responsibility
70. EECD continue to use the CAMET 2015 report “Career Education in Atlantic Canada” as foundational for career and co-operative education in Newfoundland and Labrador.	Completed	

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Recommendation	Timeline	Responsibility
75. EECD undertake an independent jurisdictional and substantive review of the Standards for Teacher Certification to be completed by spring 2018	Completed	
76. NLESD, CSFP and EECD hold an annual meeting with the Faculty of Education to discuss alignment of teacher education programs with the needs of the education system in Newfoundland and Labrador	Underway as of March 2018	EECD, school districts, and Faculty of Education
78. The Faculty of Education review recommendations addressed to the Faculty of Education in Toward an Achieving Society, Special Matters, Focusing on Students, and Now is the Time, and provide a response by June 2018 to EECD, NLESD, CSFP, and the Provost of Memorial University on intended changes and/or rationale where changes will not be made.	Completed by September 2018	Faculty of Education
79. The Deputy Minister, EECD, transmit a copy of Report of the Premier’s Task Force on Improving Educational Outcomes, Now is the Time, to the Dean of the Faculty of Education, Memorial University, with a listing of recommendations applicable to the Faculty of Education.	Completed	

IMPLEMENTATION

Recommendation	Timeline	Responsibility
81. The Premier of Newfoundland and Labrador appoint a steering committee to oversee the implementation of the Education Action Plan.		Completed
82. Appoint an educational leader, reporting to the Clerk of the Executive Council, to lead implementation of the Education Action Plan.		Completed



Appendix III: Medium-Term Recommendations

Completed or Substantially Underway by September 2021

INCLUSION

Recommendation	Timeline	Responsibility
4. EECD create opportunities to reinforce self-regulation and social/emotional learning outcomes in the curriculum across content areas.	Underway by September 2020	EECD
5. EECD adopt New Brunswick's model of department-led professional learning on responding to student behaviour with at least one full day devoted exclusively to it annually, supported by ongoing web-based learning opportunities.	Underway by September 2019	EECD in consultation with school districts, and NLTA
9. NLESD and CSFP work with the four RHAs to establish regional committees, similar to the Western Child Services Committee, which include persons with decision-making authority, meet on a quarterly basis, and establish working sub-committees where necessary.	Completed by September 2019	School districts in partnership with RHAs, CSSD, and the Department of Justice and Public Safety (JPS)
10. EECD and HCS, within one year of the release of this report, develop a provincial child health services model, situated within one government department, to ensure seamless service delivery to schools, continuity of care, and year round access for children and families, and to include: community nursing, speech/language pathology, psychology, occupational therapy and social work.	Options for model developed by December 2019 Implementation to begin by September 2020	HCS and EECD
11. EECD and HCS review the capacity of social workers, psychologists, occupational therapists, speech language pathologists and community nurses to ensure adequate service to students and families in the new proposed model.	Completed by September 2019	EECD and HCS in consultation with RHAs, school districts, and NLTA
14. NLESD, CSFP, and EECD ensure that an individual qualified in special education is included in senior leadership teams.	Ongoing	EECD and school districts
15. The Faculty of Education at Memorial University include two courses on exceptionalities and modules on responding to student behaviour in initial teacher education programs.	Completed or substantially underway by 2020	Faculty of Education

STUDENT MENTAL HEALTH AND WELLNESS

Recommendation	Timeline	Responsibility
17. EECD, CSSD, and HCS implement and support, province-wide, the Comprehensive School Health Framework of the Pan-Canadian Joint Consortium for School Health.	Completed by June 2021	EECD, CSSD, and HCS, Executive Council Secretariat in partnership with school districts
21. The new provincial model of child health services outlined in Recommendation 10 include clear guidelines for appropriate and efficient referrals of students within a stepped-care system of mental health services.	Guidelines will be completed by December 2019 Implementation to begin by September 2020	HCS and EECD, with support from Executive Council Secretariat
22. EECD make it possible for guidance counsellors to deliver school-based, proactive mental health services by: <ul style="list-style-type: none"> a) revising the Guidelines for Comprehensive Assessment to decrease the number of assessments guidance counsellors must conduct; b) reducing guidance counsellors' involvement in special education management; c) and limiting guidance counsellors' role with testing to cognitive ability instruments only. 	Revised Guidelines for Comprehensive Assessment will be completed by September 2019 Developed guidelines and roles will be implemented by September 2020	EECD in consultation with school districts
25. EECD and CSSD collaboratively develop a model to monitor the progress of children in care that will enable provision of timely and effective intervention and supports.	A model will be developed by December 2019 Implementation will begin by September 2020	EECD and CSSD, with support from Executive Council Secretariat
26. NLESD and the CSFP develop professional development for teachers on student mental health and addictions including trauma-informed practice and recovery-focused schools.	Underway as of fall 2018	School districts with support from EECD
28. NLESD and CSFP implement province-wide healthy eating and physical activity policies.	Underway as of September 2019 Completed by 2021	EECD, HCS, and CSSD with support from Executive Council Secretariat

<p>29. EECD, in partnership with both school districts, ensure accurate recording of school attendance and develop a dropout prevention program for every school in the province, engaging the voice of youth.</p>	<p>Improvements to recording and monitoring attendance will be completed by spring 2019</p> <p>A dropout prevention program to be completed by September 2020</p>	<p>EECD in partnership school districts, other government departments, and community stakeholders</p>
<p>30. EECD, in partnership with both school districts, develop a viable program for early school leavers to return to school.</p>	<p>Completed by September 2020</p>	<p>EECD in partnership school districts, other government departments, and community stakeholders</p>

MATHEMATICS

Recommendation	Timeline	Responsibility
<p>32. EECD develop an assessment framework similar in scope and structure to those of the Programme of International Student Achievement (PISA) and the Pan-Canadian Assessment Program (PCAP).</p> <p>a) This framework will include a strategy for the use of assessment information to improve achievement.</p> <p>b) New assessments for each of the identified areas should be based on the framework.</p> <p>c) The first assessments based on the framework should have a 2019 start date.</p>	<p>A new assessment framework will be developed by December 2018</p> <p>Implementation of first assessment by fall 2019</p>	<p>EECD</p>
<p>34. EECD and the Faculty of Education develop standards of practice for the teaching of mathematics in Newfoundland and Labrador.</p>	<p>Completed by December 2019</p>	<p>EECD and Faculty of Education</p>
<p>35. EECD and the school districts provide professional development opportunities to enable teachers of mathematics to meet the standards of practice for the teaching of mathematics.</p>	<p>Completed by fall 2020</p>	<p>EECD and school districts</p>
<p>36. Faculty of Education ensure that the mathematics methodology courses allow teacher education candidates to meet the standards of practice for the teaching of mathematics.</p>	<p>Completed by fall 2020</p>	<p>Faculty of Education</p>

READING

Recommendation	Timeline	Responsibility
42. Refer to recommendations 31 and 32 in Mathematics. EECD	42.a) Completed	
a) discontinue the current provincial reading and writing assessment and the Grade 1 and 2 reading assessment; and b) include reading in the new assessment framework.	42.b) Implementation of new assessment by fall 2019	EECD
43. EECD develop and implement a comprehensive approach to early identification and intervention by:	Implemented by September 2019	EECD in consultation with school districts
a) building on the work that has already been done in Working Together for Student Achievement; and b) allowing schools to continue to implement programs that demonstrate research-evidenced effectiveness such as Levelled Literacy Intervention, Reading Recovery and Barton Reading.		
45. EECD provide a separate teaching allocation to be dedicated as school-based reading specialists who will work directly with students:	Underway as of September 2018 with implementation occurring over three years	EECD in consultation with school districts
a) who are reading below grade level in Grades 1 and 2 as determined by early reading assessments; and b) who continue to read below grade level in Grades 3-6, as determined by school assessments.		
48. EECD explore options with Memorial University's Faculty of Education or another Canadian university for a graduate level specialization program to prepare reading specialists.	Completed by September 2019	EECD and Faculty of Education
52. EECD increase the capacity of school libraries and teacher-librarians to support the curriculum by ensuring provision of sufficient library resources and personnel.	Underway as of September 2018 with implementation occurring over three years	EECD

INDIGENOUS EDUCATION

Recommendation	Timeline	Responsibility
<p>53. EECD, in collaboration with the Aboriginal Education Advisory Committee, develop a framework document on Indigenous Education for Newfoundland and Labrador, to be completed by June 2019, which;</p> <p>a) supports and improves educational opportunities for Indigenous students in K-12; and</p> <p>b) provides direction for revision of existing curriculum and development of new curriculum that reflects the history, contributions, traditions and culture of Indigenous peoples in Newfoundland and Labrador and in Canada.</p>	<p>A framework document will be completed by June 2019</p> <p>Implementation of curriculum revisions and learning supports will be underway as of September 2021</p>	<p>EECD in consultation with Indigenous groups in the province</p>
<p>54. EECD establish a stand-alone Indigenous Courses Policy independent of the restrictions and renewal obligations imposed by the local courses policy.</p>	<p>Completed by September 2019</p>	<p>EECD in consultation with Indigenous groups in the province</p>
<p>55. The Faculty of Education, Memorial University</p> <p>a) continue to actively recruit and provide support for Indigenous teacher education candidates; and</p> <p>b) infuse appropriate knowledge and learning experiences in teacher education programs for teaching Indigenous students and teaching about Indigenous populations.</p>	<p>55. a) Ongoing</p> <p>55. b) Underway by 2020</p>	<p>Faculty of Education, Memorial University</p>
<p>56. EECD, in collaboration with other agencies and partners, provide cultural and linguistic support services for K-12 Indigenous students going to school away from home communities. This would include safeguarding first language skills and providing adequate ESL skills to students to help them succeed in school.</p>	<p>Underway by September 2019</p>	<p>EECD, in consultation with Indigenous groups, school districts, and relevant agencies and partners</p>

MULTICULTURAL EDUCATION

Recommendation	Timeline	Responsibility
<p>57. EECD develop a framework document for multicultural education that will articulate a plan to:</p> <p>a) address the needs of multicultural students; and</p> <p>b) ensure that all students learn about multiculturalism.</p>	<p>A framework document will be completed by December 2019</p> <p>Implementation of curriculum revisions and learning supports will be underway as of September 2021</p>	<p>EECD in collaboration with school districts, and the Department of Advanced Education, Skills and Labour (AESL)</p>
<p>59. EECD enhance English as a second language (ESL) and the Literacy Enrichment and Readiness to Learn (LEARN) programs by:</p> <p>a) improving the pupil-teacher ratio of ESL teachers to reflect the complex needs of newcomers;</p> <p>b) examining ways to extend access to ESL and LEARN programming in more areas of Newfoundland and Labrador; and</p> <p>c) establishing standards for the qualifications of ESL and LEARN teachers.</p>	<p>59 a) Underway as of September 2019 with full implementation occurring within three years</p> <p>59 b) and c) Completed by September 2020</p>	<p>EECD and school districts</p>
<p>60. EECD and AESL develop and implement educational options for young newcomers who exit the K-12 system before they acquire sufficient credentials to access post-secondary or adult literacy programs.</p>	<p>Underway by December 2020</p>	<p>EECD and AESL</p>

EARLY YEARS

Recommendation	Timeline	Responsibility
<p>62. EECD amend the Schools Act (1997) to enable schools to offer programs for pre-school aged children.</p>	<p>Completed by spring 2020</p>	<p>EECD and JPS</p>
<p>63. EECD develop and implement a protocol to ensure a fluid and effective transfer of knowledge and transition of services for children, especially those receiving early intervention services and moving from early years programs to kindergarten.</p>	<p>Development and implementation of the protocol will be substantially underway by 2020</p>	<p>EECD with HCS and CSSD</p>

65. EECD develop and release by June 2019, a foundational document with an implementation plan for a junior kindergarten program that would be accessible to all four-year-old children in Newfoundland and Labrador, using the phased-in approach and other lessons learned from the models in Ontario and the Northwest Territories.	Completed by June 2019	EECD
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CAREER AND CO-OPERATIVE EDUCATION

Recommendation	Timeline	Responsibility
71. EECD develop partnerships with other provincial government departments, federal government agencies, post-secondary institutions, industry and organizations, to support dynamic high school co-operative education and apprenticeship programs in Newfoundland and Labrador.	Options for experiential learning will be available to high school students by September 2020	EECD
72. EECD and the school districts develop communication strategies directed at high school students on information about program requirements at College of the North Atlantic and Memorial University.	Completed by June 2019	EECD and school districts
73. EECD discontinue Career Education 2201.	Completed by June 2021	EECD
74. EECD create a course in career education, to be offered at the Grade 8 level, with a component focusing on informed selection of senior high school courses.	Completed by September 2021	EECD

TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Recommendation	Timeline	Responsibility
77. NLESD, CSFP, Faculty of Education, the EECD, and NLTA provide leadership and resources to achieve the principles of professional development as envisioned in the Professional Development Alliance and the EECD model for professional development, particularly sustainability, relevance, and adequate resourcing.	Substantially underway by spring 2019	EECD, school districts, Faculty of Education, and NLTA
80. EECD undertake a full review of the Teacher Training Act.	Completed by spring 2020	EECD and JPS



Appendix IV: Long-Term Recommendations

Completed or Substantially Underway by September 2022

INCLUSION

Recommendation	Timeline	Responsibility
6. EECD develop a new model of student assistants which would:	6. a) underway as of spring 2022	EECD, in collaboration with school districts
a) allow flexibility and suitability in calling replacement assistants based on their familiarity with the students; and		
b) assign student assistants to the school and not to individual students.	6. b) Completed	
13. EECD and HCS work with the Newfoundland and Labrador Centre for Health Information (NLCHI) and the Office of Information and Privacy Commissioner (OIPC) to develop an early identification data repository by applying a child development perspective to existing data being collected in electronic health and medical records, NL Pharmacy Network, and the Client Referral Management System, that can then be linked with electronic records at EECD.	<p>A committee to develop the data repository will be established by September 2018</p> <p>Implementation will be substantially underway by 2022</p>	EECD and HCS in partnership with NLCHI and OIPC

STUDENT MENTAL HEALTH AND WELLNESS

Recommendation	Timeline	Responsibility
23. The Faculty of Education at Memorial University include comprehensive school health in all teacher education programs.	Completed by 2022	Faculty of Education
24. The early identification system outlined in Recommendation 13 include markers for attendance, mental health and addictions, as well as early signs of youth homelessness.	<p>A committee will be established by September 2018</p> <p>Implementation will be substantially underway by September 2022</p>	EECD and HCS in partnership with NLCHI and OIPC
27. EECD embed specific learning outcomes for student mental health and addictions in all curriculum as it is renewed, including and reinforcing it across all subject areas.	Substantially underway as part of curriculum renewal by September 2022	EECD

MATHEMATICS

Recommendation	Timeline	Responsibility
<p>40. EECD make the following adjustments to the mathematics curriculum K-9:</p> <ul style="list-style-type: none"> a) Develop clear curriculum outcome statements on the strategies that students must be able to use. b) Provide teachers flexibility in determining the choice and number of strategies, including use of the traditional algorithm. c) Set clear expectations for mathematics learning including addition and multiplication facts for the end of each grade level. d) Adjust the balance between mathematical foundations and concept development. e) Reduce the requirements for reading and writing in the mathematics curriculum. f) Phase out and eliminate the mathematics textbooks and provide appropriate resources as needed. g) Establish the instructional time for mathematics at 60 minutes per day (20%). 	<p style="text-align: center;">A committee was established in April 2018</p> <p style="text-align: center;">Implementation will be substantially underway by 2022</p>	<p>EECD</p>
<p>41. EECD undertake the following initiatives for Grades 7-12 mathematics:</p> <ul style="list-style-type: none"> a) Work with the school districts to develop strategies that will increase participation in advanced mathematics in high school, setting targets for each of the next five years. b) Work with the school districts to develop strategies that will increase students' readiness for high school mathematics during the intermediate grades. c) Review the intermediate curriculum and develop materials, as needed, to better engage able students and to support students who experience difficulty. d) Reduce the requirements for reading and writing in the math curriculum, especially in the applied courses. e) Develop a modern communication strategy that will actively engage students and provide accurate messaging about the different high school mathematics courses. 	<p style="text-align: center;">A committee was established in April 2018</p> <p style="text-align: center;">Implementation substantially underway by 2022</p>	<p>EECD</p>

READING

Recommendation	Timeline	Responsibility
49. EECD develop and implement a reading intervention program for Grades 7-12 students who experience reading difficulties.	Program developed by 2020 Implementation underway by 2022	EECD
51. EECD review and revise the language arts curriculum to ensure that it sets clear expectations to inform teaching and learning and contains reading materials that are responsive and meaningful to students.	A committee established by September 2018 Implementation substantially underway by 2022	EECD

MULTICULTURAL EDUCATION

Recommendation	Timeline	Responsibility
61. EECD collaborate with the school districts, government departments and agencies, and non-governmental organizations to remove systemic barriers that prevent newcomers from accessing educational opportunities.	A committee established by September 2018 Implementation of plan to remove systemic barriers by September 2022	EECD in collaboration with AESL, HCS, CSSD, school districts, and community partners

EARLY YEARS

Recommendation	Timeline	Responsibility
68. EECD include relevant child development data collected during the early years in the early identification data repository outlined in Recommendation 13.	A committee established by September 2018 Implementation underway by 2022	EECD and HCS in partnership with NLCHI, and OIPC

Available in alternate formats

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