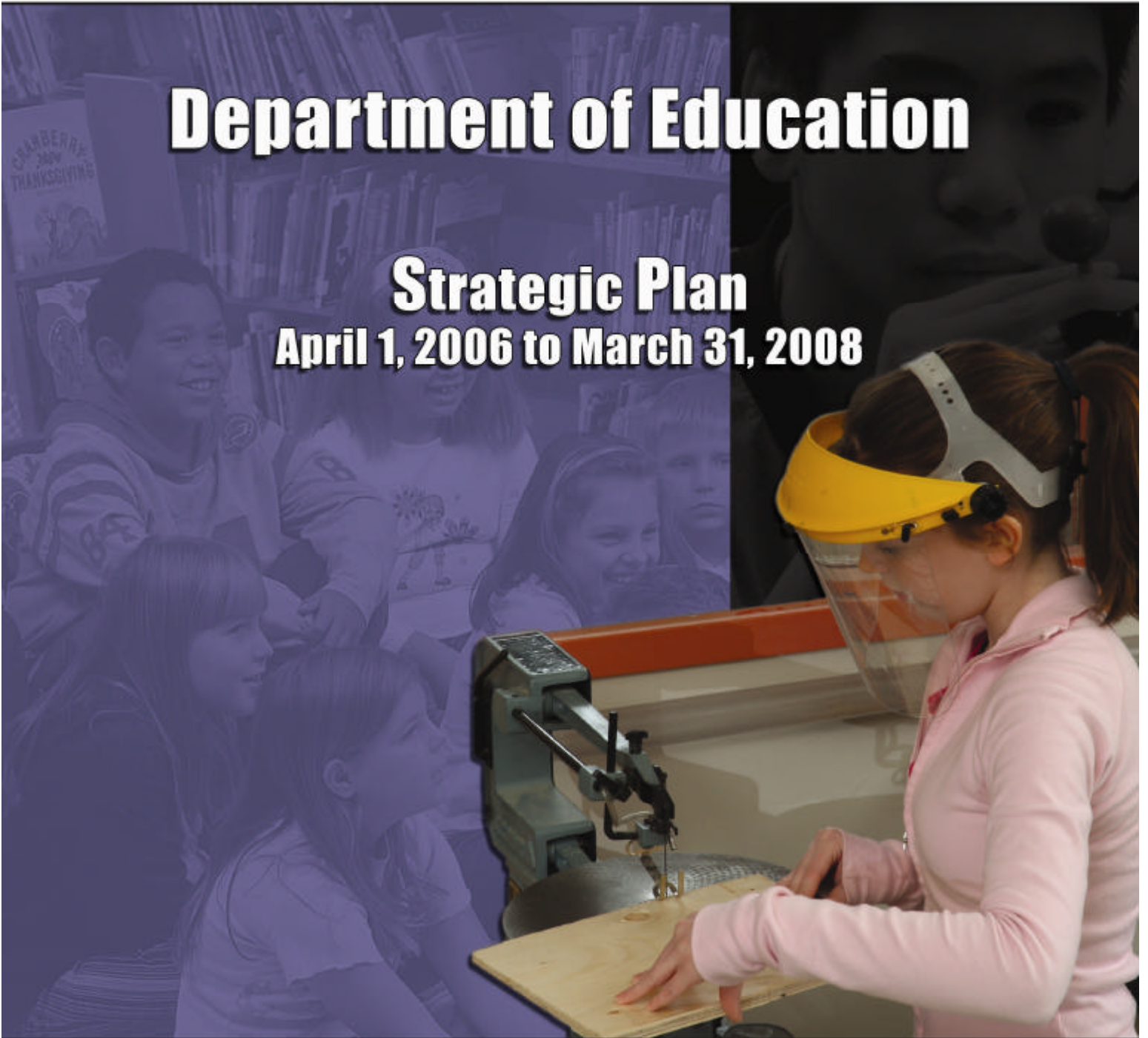


Department of Education

Strategic Plan April 1, 2006 to March 31, 2008





Acknowledgements

This document was prepared by the Division of Corporate Planning and International Education. Special thanks are extended to Necie Moulard for design and layout, the departmental executive for their contributions, and Nora Daly and Jacquelyn Howard for editing.

Government of Newfoundland and Labrador
Department of Education
2006
ISBN # 1-55146-314-8

Message from the Minister

December 1, 2006

Honourable Harvey Hodder, M.H.A.
Speaker of the House of Assembly

Dear Mr. Speaker:

In accordance with my responsibilities under the *Transparency and Accountability Act*, I present a Strategic Plan for the Department of Education covering the two year period from fiscal year 2006-07 to 2007-08.

I look forward to working with departmental staff, the Provincial Information and Library Resources Board, Memorial University of Newfoundland, College of the North Atlantic, school board members and district staff, teachers, parents, and students to implement this plan. In cooperation with our educational partners, we intend to positively affect student learning and achievement through the included measures and indicators.

The Department of Education is a category one government entity and this Strategic Plan was prepared in accordance with the strategic directions in appendix A which were communicated on December 8, 2005 as per section 5 of the *Transparency and Accountability Act*. It sets forth in clear language how the department will address the strategic directions of government in accordance with my mandate as Minister of Education.

My signature below is indicative of my accountability for the preparation of this plan and the achievement of the specific goals and objectives in the strategic issues section.

Sincerely



JOAN BURKE, M.H.A.
St. George's – Stephenville East
Minister

Table of Contents

<i>Plan at a Glance</i>	1
<i>Departmental Overview</i>	3
<i>Mandate</i>	5
<i>Lines of Business</i>	6
<i>Values</i>	8
<i>Primary Clients</i>	9
<i>Vision</i>	9
<i>Mission</i>	10
<i>Strategic Issues</i>	12
<i>Conclusion</i>	21
<i>Appendix A (Strategic Directions)</i>	22
<i>Appendix B (Entities)</i>	29
<i>Appendix C (Minister's Mandate)</i>	30

Plan at a Glance

VISION

The vision of the Department of Education is citizens with the values, knowledge and skills necessary to be productive and contributing members of society.

MISSION

By 2011, the Department of Education will have maintained an educational system for the people of Newfoundland and Labrador which is of high quality, safe, and affordable.

GOALS

Issue One: High Quality Education System

Goal One: By March 31, 2008, the Department of Education will have improved quality in the K-12 and public post-secondary education system.

Objectives:

1. By March 31, 2007, the Department of Education will have increased the resources and support in K-12 and public post-secondary, and increased cooperation between the public post-secondary institutions to improve quality.
2. By March 31, 2008, the Department of Education will have increased the resources and support in K-12 and public post-secondary, and increased cooperation between the public post-secondary institutions to improve quality.

Issue Two: High Quality Apprenticeship System

Goal Two: By March 31, 2008, students will have increased access to apprenticeship curriculum and opportunities.

Objectives:

1. By March 31, 2007, the Department of Education will have invested in select priority areas to improve apprenticeship curriculum and opportunities for students.



2. By March 31, 2008, the Department of Education will have invested in additional select priority areas to improve apprenticeship curriculum and opportunities for students.

Issue Three: Safe Educational System

Goal Three: By March 31, 2008, students will have safer school buildings, school environments, school buses and public post-secondary institutions.

Objectives:

1. By March 31, 2007, the Department of Education will have invested in select priority projects to improve the safety of school and classroom environments, school buildings, school buses and public post-secondary institutions for students.
2. By March 31, 2008, the Department of Education will have invested in additional select priority projects to improve the safety of school and classroom environments, school buildings, school buses and public post-secondary institutions for students.

Issue Four: Affordable Education System

Goal Four: By March 31, 2008, the Department of Education will have improved the affordability of education in this province.

Objectives:

1. By March 31, 2007, the Department of Education will have invested in priority areas as identified by government in the K-12 and public post-secondary education system to improve affordability.
2. By March 31, 2008, the Department of Education will have invested in additional priority areas as identified by government in the K-12 and public post-secondary education system to improve affordability.

Departmental Overview

The Department of Education was established under the *Executive Council Act*. It is a category one government entity under the *Transparency and Accountability Act* and is responsible for achieving outcomes with respect to the education of all citizens from pre-school to post-secondary and beyond. The programs and services offered are provided through three main branches. They are:

Primary, Elementary & Secondary Branch

This branch includes responsibility for: school services; program development; student support services; evaluation and research; distance learning and innovation; and, early childhood learning.

Advanced Studies Branch

This branch includes responsibility for post-secondary education including: institutional and industrial education; student financial assistance; and, adult learning and literacy.

Corporate Services Branch

This branch includes responsibility for: financial services; corporate planning and international education; school construction; human resources including teachers' payroll services; and, the Community Access Program.

On April 1, 2006, the Department of Education employed 257 individuals in its three branches.

Branch	Female	Male	Total
Primary, Elementary & Secondary	88	49	137
Advanced Studies	70	32	102
Corporate Services	14	4	18
Total	172	85	257

The main offices of the Department of Education are located in the West Block of Confederation Building in St. John's. Regional offices, delivering provincial apprenticeship programs and services to private colleges, are located in Corner Brook, Grand Falls–Windsor and Happy Valley–Goose Bay. The Centre for Distance Learning and Innovation has offices in St. John's, at Memorial University, and Gander.

The department is also involved in multi-departmental initiatives. Departmental representatives contribute to the Poverty Reduction Strategy, the Innovation Strategy, the Violence Prevention Initiative, the Immigration Strategy, and the Provincial Development Plan.



The department is currently working with the public post-secondary institutions to implement year two of the White Paper strategies. Year one strategies, such as the tuition freeze, increased provincial loan limits, the GED pilot, and increased operating grants to Memorial University and College of the North Atlantic, have been successfully implemented and will be reported upon in the department's upcoming Annual Report 2005-06.

Nationally, we are facing a shortage of skilled tradespersons and Newfoundland and Labrador is no different. These positions are crucial to growing our economy and government is taking action to address these current and future challenges.

Joan Burke
Minister of Education

Budget 2006 announced funding for the establishment of a Skills Task Force to ensure the education system is meeting the future needs of large-scale development projects and partnering with industry. As well, with the intention of improving student prospects for successful participation in the labour market, the Futures in Skilled Trades and Technology program is intended to retain students

through to graduation and provide them with the skills demanded in the labour market.

Also included in Budget 2006 was funding to continue re-development projects at the K-12 level including Mobile Central High School, Herdman Collegiate in Corner Brook, and Leary's Brook in St. John's. Further funding was committed for maintenance in the province's schools and to support a number of specific school projects identified in the long-term facilities plans prepared by school boards during 2005-06.

Memorial University was provided with funds to address its infrastructure and maintenance requirements with specific projects to be determined in consultation with government. College of the North Atlantic projects such as enhancements to the Prince Philip Drive campus in St. John's, an extension to the Happy Valley-Goose Bay campus, and an assessment of a new site for Labrador West were also funded.

In March 2006 the department published its *Safe & Caring Schools Policy*. This is part of the third goal to improve safety in the K-12 education system as part of the Violence Prevention Initiative. This government initiative promotes people living in safe, caring communities where there is respect for each person, and violence is unacceptable.

Mandate

The Minister of Education is responsible for all aspects of K-12 and post-secondary education in Newfoundland and Labrador.

The mandate for the Minister of Education is primarily established under:

- The Departmental Notice under the *Executive Council Act*;
- Sections 92.(1) and 117 of the *Schools Act, 1997*;
- Sections 6 and 7 of the *Teacher Training Act*;
- Section 15.(2) of the *College Act, 1996*;
- Section 11 of the *Apprenticeship and Certification Act*; and
- Sections 3, 4, 5, 6, 7, 11, 14, 15 and 19 of the *Student Financial Assistance Act*.

The future of Newfoundland and Labrador depends upon our single most precious resource – our children and grandchildren. Schools represent our highest aspirations, and a highly educated population is the key to a bright and successful future.

Premier Danny Williams

Please go to Appendix C for a more complete list of the minister's duties and responsibilities under the above listed legislation.



Lines of Business

The Department of Education has eight main program and service areas. They are:

1. Curriculum and Programs

In the K-12 system responsibilities include developing and monitoring the curriculum, creating or selecting learning resources, developing and implementing distance learning activities, developing programs for improved teaching and learning, and providing teacher professional development in new curriculum areas. In addition, support services to children with special needs are provided by administering student support programs and the allocation of a full range of personnel to school districts. The department also develops and provides support for school development, Aboriginal programming, and fosters improved pre-school learning opportunities through cooperation with other departments.

In the public post-secondary system responsibilities include developing and monitoring curriculum for entry-level and advanced-level apprenticeship training, Adult Basic Education Program Levels I, II and III, and, supporting Memorial University of Newfoundland and College of the North Atlantic. The department administers student financial assistance programs, monitors the operations of private training institutions, and approves their offered curriculum.

2. Educational Policy and Direction

In the K-12 system and the public post-secondary sector, the department sets the strategy and vision. Decision-making is informed through the development of briefing and other support materials, and the provision of statistical indicators and background information.

3. Student Assessment and Certification

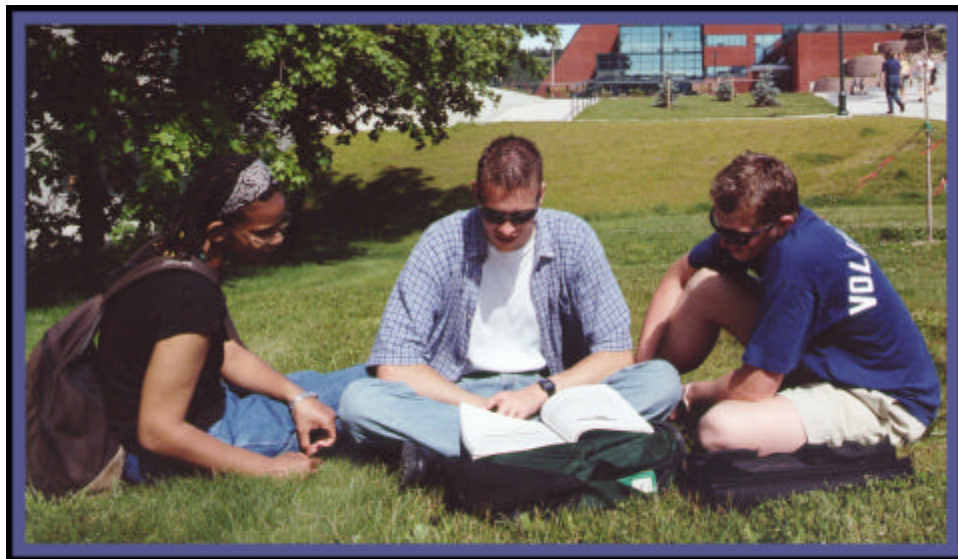
Responsibilities include the evaluation, monitoring, test development and certification processes for the K-12 system, and the administration of journeyman certification examinations for designated trades, including the Interprovincial Standards Examinations for Red Seal trades.

4. Research, Records and Reporting/Accountability

Responsibilities include all major functions related to education system performance such as education statistics, planning, evaluation, accountability, policy development, and research. The department collects data and manages databases for core areas such as enrolment and graduate outcomes.



- 5. Support to Federal, Provincial and Territorial Agreements & Initiatives**
The department coordinates the activities of a number of federal-provincial agreements for which it is a key stakeholder such as Official Languages in Education, the Community Access Program, the Apprenticeship Training Federal Contribution Agreement and agreements pertaining to Aboriginal schools. The department also provides support to several federal-provincial-territorial committees.
- 6. Finance and Administration**
Responsibilities include legislation and regulation, human resource development, school construction, funding public libraries, teacher certification, teacher payroll, and financing the K-12 and public post-secondary systems.
- 7. Student Financial Assistance**
The department is responsible for major functions related to student aid for post-secondary education including the assessment of eligibility for student loans and grants.
- 8. International Education**
The department actively supports and promotes both secondary and post-secondary initiatives to attract international students, and develops international partnerships.



Values

The core values explain the character of the Department of Education and are visible throughout the department. While recognizing that the action statements may change in the next strategic plan, it was decided that the actions which need to be enhanced between fiscal years 2006-07 and 2007-08 can be articulated as follows:

Core Values

- Quality:** Each person strives for excellence in the performance of their assigned duties.
- Responsiveness:** Each person optimizes their time for the benefit of stakeholders.
- Professionalism:** Each person works to support government's vision for the province.
- Collaboration:** Each person identifies and avails of opportunities to assist others to achieve the department's mandate.
- Accountability:** Each person fulfils the roles and responsibilities of their assigned positions.



Through an investment of \$6.3 million we hope to alleviate the undue stress and burden many of our families feel at the beginning of each school year because of school fees and the purchase of prescribed consumable materials. We have not lost sight of the fact that education is a fundamental right for every child and have taken measures to ensure all children will be afforded the same level of learning, regardless of their family's income.

Joan Burke
Minister of Education

Primary Clients & Vision

Primary Clients

The Department of Education has four groups of primary clients. They are students, teachers, school boards, and post-secondary educational institutions.

Vision

Education levels are a key indicator of individual economic success which fuels the province's success in both national and international environments. Hence:

The vision of the Department of Education is citizens with the values, knowledge and skills necessary to be productive and contributing members of society.



Mission

The mission statement identifies the priority focus area of the minister over the next two planning cycles. It represents the key longer-term result that the minister and the department will be working towards as we move forward on the strategic directions of government. The statement also identifies the measures and indicators that will assist both the department and public in monitoring and evaluating success.

In keeping with the vision of education for Newfoundland and Labrador, including our economic success as a province, the Department of Education is committed to providing an education system which is:

- Of high quality - Newfoundland and Labrador students are offered every advantage in what is now a global labour market;
- Safe - Teachers cannot teach and students cannot learn in buildings which present health and life-safety challenges. Furthermore, all citizens deserve an environment free of harassment and intimidation; and
- Affordable - In order to ensure access for all Newfoundlanders and Labradorians, public education in this province must be affordable.

By 2011, the Department of Education will have maintained an educational system for the people of Newfoundland and Labrador which is of high quality, safe, and affordable.

Measure 1: High quality educational system

Indicators: Improved student-teacher ratios/ decreased class size
Improved accessibility through enhanced distance learning
Improved learning opportunities through updated curricula
Improved student services in public post-secondary:

- Improved services to students with disabilities through a collaborative service and support model in public post-secondary
- Improved access to student housing
- Improved access to library services
- Increased research capacity



Measure 2: Safe educational system

Indicators: School busing

- Decreased age of fleet
- Improved driver education

Improved K-12, MUN and CNA building infrastructure

Enhanced programming and resource support for safe and caring learning environments

Measure 3: Affordable educational system

Indicators: Eliminated common school fees in K-12 for the prescribed curriculum

Maintained current MUN and CNA tuition levels



Strategic Issues

In consideration of government's strategic directions and the mandate and financial resources of the department, the following areas have been identified as the key priorities of the minister for the next two years. The goals identified for each issue reflect the results expected in the two year timeframe, while the objectives provide an annual focus. Measures and indicators are provided for both the goal and the first year's objective to assist both the department and the public in monitoring and evaluating success.

The four issues identified below, while reflective mainly of the department's mission, are the focus only for the next two years. During the next planning process, the department will evaluate the education system in light of the target accomplishments below and set goals to further its mission in line with the vision of education for Newfoundland and Labrador.

The department is intent on ensuring each female and male has equal opportunity to benefit, to the best of their ability, from this province's education system. Appropriate indicators will include the application of gender-based analysis.

Issue One: High Quality Education System

The Department of Education recognizes that an educated population is the strongest foundation

Every day, all of us working within the education system are presented with a variety of challenges. It is critical that we challenge ourselves to stay focused on the classroom and on the success of our students, and not lose sight of the fact that our schools are positive environments where children are given encouragement and guidance.

Joan Burke
Minister of Education

upon which to build the future of our province. However, significant challenges exist due to a 53% decline in K-12 enrolment in the 34 year period between 1971 and 2005. In the same period, vast advances have been made in global travel, communications and trade. The citizens of our province must now be ready to compete and

participate in a labour market which is not only provincial, but also national and international. The best arenas in which to achieve this are our K-12 and public post-secondary educational systems. Declining birth-rates and shifting demographics, from small rural communities to larger urban centres, has necessitated drastic change in the province's school system. In order to ensure the success of our citizens, the Department of Education has a responsibility to ensure Newfoundland and Labrador has an educational system of high quality which is available to all.



- Goal One:** By March 31, 2008, the Department of Education will have improved quality in the K-12 and public post-secondary education system.
- Measure:** Increased quality
- Indicators:** Increased resources and support in K-12 and public post-secondary
Increased cooperation in public post-secondary

Objectives:

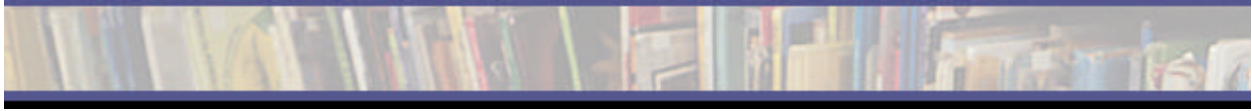
1. By March 31, 2007, the Department of Education will have increased the resources and support in K-12 and public post-secondary, and increased cooperation between the public post-secondary institutions to improve quality.

Measure: Resources, support and cooperation are increased

Indicators: **RESOURCES**

K-12

 - Improved student learning by retaining 151 teachers to reduce class size, with a maximum of 25 students per class in K-2, and providing instruction in music and arts programming
 - Improved use of teacher time through a reviewed process for managing Pathways/ Individual Support Services Plan
 - Improved communication through creation of a school council liaison position who will be responsible for direct dialogue with school councils regarding issues of a provincial nature
 - Improved student health through establishment and partial implementation of school food guidelines
 - Improved and more relevant student learning through:
 - Development of the K-12 technology plan
 - Implementation of year two of Cultural Connections (the fine arts and cultural strategy)
 - Development of updated math, language arts, science and social studies curricula
 - Development of enhanced health and physical education curricula
 - Development of a new Newfoundland and Labrador history course



- Increased learning resources in:
 - Technology
 - Physical education
 - Laboratory safety
 - Science programs
- Improved graduate employment prospects through implementation of mandatory career education
- Improved retention of students to graduation, improved opportunities for students relating to and reflecting labour market demand, and, improved prospects for successful participation in the labour market with an emphasis on participation by female students through development of the Futures in Skilled Trades and Technology program.

Public Post-Secondary

- Increased and enhanced adult learning through:
 - Reviewed and revised Adult Basic Education program
 - Increased access to the Adult Basic Education program
 - Expanded delivery of the Comprehensive Arts and Science College Transition program
- Increased opportunities for women's participation in engineering, applied science, technology and skilled trades
- Increased learning opportunities for College of the North Atlantic students through the provision of funding for:
 - Student recruitment initiatives
 - Supports to students with disabilities
 - Shop modernization
 - Program development
 - Oil and gas technology
 - Enhanced faculty training
 - Comprehensive Arts and Science College Transition Program
- Increased learning opportunities for Memorial University students through the provision of funding for:
 - Marine Institute training ship
 - Water jet technology initiative
 - Foxtrap training facility
 - Apprenticeship initiative



SUPPORT

- Improved learning opportunities for students through a review of the teacher allocation formula which will help ensure teachers are allocated to meet the needs of the K-12 system in light of current provincial demographics
- Improved learning opportunities for Aboriginal students:
 - Developed culturally relevant curriculum
 - Provided professional development for teachers
- Improved responsiveness of skills programming by establishing the Skills Task Force to identify future skills requirements for the economy, particularly those associated with large-scale development projects

COOPERATION

- Increased learning opportunities for public post-secondary students:
 - Reviewed the governance structure of Sir Wilfred Grenfell College
 - Aligned College of the North Atlantic with the province's social and economic agenda, linking the college's geographical resources and infrastructure to the province's socio-economic initiatives
 - Improved transfer of student data from one institution to another, and to the Department of Education
 - Increased accountability to the public:
 - Required each public post-secondary institution to demonstrate greater connectedness with each other through: three joint appointments to their respective governing bodies; a reconfigured Council on Higher Education; and a process for the jointly-appointed members to assist the reconfigured council
 - Entered into three year outcomes-based contracts with Memorial University and College of the North Atlantic
2. By March 31, 2008, the Department of Education will have increased the resources and support in K-12 and public post-secondary, and increased cooperation between the public post-secondary institutions to improve quality.



Issue Two: High Quality Apprenticeship System

Newfoundland and Labrador's economy is becoming increasingly dependent upon large scale projects in the oil and gas, mining, and construction sectors. To increase the number of skilled tradespersons entering the workforce, the department must have curriculum which is responsive to the interests and abilities of a broader range of students, and is supported nationally.

All indicators show that a career in the skilled trades is a tremendous choice for students who are now considering their post-secondary options.

Joan Burke
Minister of Education

Goal Two: By March 31, 2008, students will have increased access to apprenticeship curriculum and opportunities.

Measure: Access to apprenticeship curriculum and opportunities

Indicators: Improved apprenticeship curriculum
Increased employment opportunities for apprentices

Objectives:

1. By March 31, 2007, the Department of Education will have invested in select priority areas to improve apprenticeship curriculum and opportunities for students.

Measure: Improved access to apprenticeship curriculum and opportunities

Indicators: Increased employment opportunities for apprentices:

- Worked with the federal government, business and industry to identify the best strategies for increasing apprentices' employment opportunities
- Supported government and post-secondary educational institutions to increase their hiring of apprentices
- Improved services to female apprentices
- Improved apprenticeship policy through a review of the requirement for one apprentice to work with one journeyperson
- Improved responsiveness of skills programming by establishing the Skills Task Force to identify future skills requirements for the economy, particularly those associated with large-scale development projects



- Increased apprenticeship opportunities through implementation of updated apprenticeship curriculum in:
 - Metal fabrication
 - Steamfitting/pipefitting
 - Welding
 - Refrigeration and air conditioning mechanics
 - Plumbing
 - Powerline technician
- 2. By March 31, 2008, the Department of Education will have invested in additional select priority areas to improve apprenticeship curriculum and opportunities for students.

Issue Three: Safe Educational System

The Department of Education recognizes that many schools are of similar age and require major maintenance, renovations, redevelopment or replacement. Declining enrolment and changing demographics have necessitated major change in the number of schools and appropriate locations. Since school year 1995-96, the number of schools in the province has dropped from 472 to 294.

Continued change is expected and the Department of Education must ensure each student has an appropriate learning environment, in an appropriate location, which is safe, and free from harassment. Significant investment will be made to ensure the province's school board and public post-secondary institutional buildings meet the present and future needs of students.

Together we can create peaceful schools where every child feels nurtured, safe, and able to focus on learning.

Joan Burke
Minister of Education

Goal Three: By March 31, 2008, students will have safer school buildings, school environments, school buses and public post-secondary institutions.

Measure: Safe school buildings, school environments, school buses and institutions

Indicators: Improved buildings in K-12 and public post-secondary
Improved school bus safety
Improved anti-bullying programming



Objectives:

1. By March 31, 2007, the Department of Education will have invested in select priority projects to improve the safety of school and classroom environments, school buildings, school buses and public post-secondary institutions for students.
Measure: Improved school building, school environment, school bus and public post-secondary institutional safety
Indicators: Improved suitability of educational facilities in K-12 and public post-secondary:
 - K-12**
 - Funded specific construction projects, such as:
 - Leary's Brook
 - Mobile
 - Herdman and,
 - Other select projects
 - Funded school board long-term facilities plans
 - Public Post-Secondary**
 - Maintained funding for deferred maintenance
 - Funded new construction/ commenced planning:
 - Select infrastructure projects (MUN)
 - Labrador West replacement (CNA)
 - Goose Bay extension (CNA)
 - Supported an infrastructure fund-raising campaign for Memorial University and College of the North Atlantic by matching dollar for dollar private sector contributions
 - Increased the value of maintenance projects
 - Increased school bus safety through:
 - Decreased the age of the school bus fleet with 67 new buses
 - Improved school bus driver training
 - Improved awareness of the serious effects of bullying and harassment through implementation of the Safe and Caring Schools policy which will affect positive and long-term attitudinal change
2. By March 31, 2008, the Department of Education will have invested in additional select priority projects to improve the safety of school and classroom environments, school buildings, school buses and public post-secondary institutions for students.



Issue Four: Affordable Education System

The Department of Education recognizes that all Newfoundlanders and Labradorians are entitled to the best learning opportunities available from Kindergarten through high school and post-secondary. In order to achieve its vision of productive and contributing citizens, people must become life-long learners. The Department of Education has a responsibility to ensure all are provided with access to educational opportunities regardless of their ability to pay. In the K-12 system this means a child's education should not place a financial burden on her or his family, and in the public post-secondary system it means that tuition levels should be kept at a reasonable level and there should be appropriate access to student financial assistance. In this respect, the department is committed to ensuring education in Newfoundland and Labrador remains affordable at all levels.

No investments are more important to the success and sustainability of Newfoundland and Labrador than those we make in our education system.

Loyola Sullivan
Minister of Finance

Goal Four: By March 31, 2008, the Department of Education will have improved the affordability of education in this province.

Measure: Affordable education

Indicators: Increased government investment
Maintained cost to students

Objectives:

1. By March 31, 2007, the Department of Education will have invested in priority areas as identified by government in the K-12 and public post-secondary education system to improve affordability.

Measure: Affordability of education

Indicators: Improved affordability of education:

K-12

- Eliminated common school fees in K-12 for the prescribed curriculum
- Provided funding for student consumables

Public Post-Secondary

- Provided funding to maintain current tuition levels at MUN and CNA
- Increased operating grants to MUN and CNA
- Reduced student debt for single parents who receive Income Support in conjunction with Human Resources, Labour and Employment
- Maintained financial support through the Career Awards program



2. By March 31, 2008, the Department of Education will have invested in additional priority areas as identified by government in the K-12 and public post-secondary education system to improve affordability.



Conclusion

It is the intention of the Department of Education that upon conclusion of the two year period covered by this Strategic Plan, fiscal years 2006-07 through 2007-08, the education system in Newfoundland and Labrador will have experienced significant benefit from these strategic investments.

The majority of front line services to this province's students are delivered through the five school boards and two public post-secondary institutions. As demonstrated throughout this plan, the Department of Education is intent on providing the best possible resources to the education system. This will ensure our vision is realized and this province's citizens are productive and contributing members of society who possess the values, knowledge and skills necessary to access and thrive in the global labour market.

The department cannot achieve this alone, and is committed to the development and nourishment of strong working relationships with all its education partners in the province. This will benefit our mutual clients, stakeholders, and Newfoundlanders and Labradorians as a whole.

The five school boards, Memorial University of Newfoundland, College of the North Atlantic, the Provincial Information and Library Resources Board, the Student Loan Corporation of Newfoundland and Labrador, and all other entities reporting to the minister will prepare multi-year performance based plans in the near future to satisfy their requirements under the *Transparency and Accountability Act*. These plans will provide the public with detailed information regarding each entity's important contribution to the province.

Outcomes associated with yearly measures and associated indicators under the goals in the strategic issues section of this Strategic Plan will be reported in the Department of Education's Annual Report published each fall.

Copies of this document, as well as other departmental publications, are available on the Department of Education website located at: <http://www.gov.nl.ca/edu>.

Appendix A

Strategic Directions

Strategic directions are the articulation of desired physical, social or economic outcomes and normally require action by more than one government entity. These directions are generally communicated by government through platform documents, Throne and Budget Speeches, policy documents, and other communiqués. The *Transparency and Accountability Act* requires departments and public bodies to take into account these strategic directions in the preparation of their performance-based plans. This action will facilitate the integration of planning practices across government and will ensure that all entities are moving forward on key commitments.

The directions related to the Minister of Education, who is also Minister Responsible for the Status of Women, are provided in the following pages. Each strategic direction is comprised of a number of components, or focus areas. These focus areas will be addressed through the various planning processes of the department. As indicated in the table below, some have been addressed in this Strategic Plan while others will be addressed by other entities reporting to the minister.

The Department of Education is one of 20 entities which report to the minister. In preparing this Strategic Plan, components of each direction applicable to the Department of Education have been addressed and marked accordingly in the tables below. The governing bodies of each entity reporting to the minister will also review all of the components of each strategic direction and implement those that are appropriate for their particular entity. Please see Appendix B for a complete list of entities reporting to the minister.



1. Title: Quality and Accessibility of Educational Programs

Strategic Direction: Quality educational programs and opportunities are available to citizens throughout the province so they may participate in lifelong learning.

This requires that, over the two years covered by this plan, the department and its boards and agencies:

Components of Strategic Direction	Applicable to Other Entities Reporting to the Minister	This Direction is addressed:		
		in the department's strategic plan	in the department's operational plan	in the branch/divisional work plans of the department
1. Continue to implement new curriculum, as required, focusing on language arts, math, science and social studies		X		
2. Implement a technology plan that addresses technological literacy and promotes implementation of technology-based curriculum		X		
3. Promote implementation of programs and strategies which address healthy living and physical education		X		
4. Implement applied programs, wherever feasible, to enhance opportunities for students choosing to pursue applied options at the post-secondary level		X		
5. Implement the fine arts strategy		X		
6. Implement mandatory career education which includes a community contribution component		X		
7. Facilitate enhanced e-learning opportunities through video conferencing capacity and other multi-media resources		X		
8. Ensure individual school-based enhancements to the prescribed curriculum, paid for through school fees, are affordable and available to all within the school		X		



2. Title: Innovative and High-Performing Educational Delivery Systems

Strategic Direction: The K-12 system has acceptable levels of educational performance, student achievement and attainment, student safety and well being.

This requires that, over the two years covered by this plan, the department and its boards and agencies:

Components of Strategic Direction	Applicable to Other Entities Reporting to the Minister	This Direction is addressed:		
		in the department's strategic plan	in the department's operational plan	in the branch/divisional work plans of the department
1. Implement measures which focus on improved student achievement		X		
2. Implement the school development model	X			
3. Develop a plan to enable more students to meet provincial standards in language arts and math by age 12	X			
4. Ensure comprehensive programs across all departments and agencies are accessed to meet the learning needs of all children	X			
5. Ensure all schools are safe and caring learning environments which promote respect for diversity, a sense of belonging and student well being		X		
6. Ensure the school bus fleet is safe		X		
7. Support the recruitment and retention of qualified teaching professionals	X			
8. Provide strategic professional development for teachers	X			



3. Title: Public Post-Secondary Education

Strategic Direction: Quality public post-secondary education is affordable and accessible, attracting investment, and generating economic opportunity.

This requires that, over the two years covered by this plan, the department and its boards and agencies:

Components of Strategic Direction	Applicable to Other Entities Reporting to the Minister	This Direction is addressed:		
		in the department's strategic plan	in the department's operational plan	in the branch/divisional work plans of the department
1. Implement strategies to strengthen the base of post-secondary education, especially in the areas of adult learners, women's participation, Aboriginal participation, rural participation, adult academic upgrading and apprenticeship training		X		
2. Implement strategies to improve post-secondary capacity, especially in the areas of Sir Wilfred Grenfell College, Marine Institute, College of the North Atlantic, training for health professionals, distance education, and rural and economic development	X			
3. Implement strategies to help post-secondary students, especially in the areas of student services, disability services, student housing, and library services	X			
4. Implement strategies to maintain stable funding of post-secondary education, especially in the areas of government investment, infrastructure requirements, research capacity, and student financial assistance		X		
5. Implement strategies for enhancing governance and accountability in post-secondary institutions, especially in the areas of connectedness, strategic planning, and performance		X		



4. Title: Women's Equity

Strategic Direction: Women sharing equitably in social and economic benefits.

This requires systemic intervention in the following areas:

Components of Strategic Direction	Applicable to Other Entities Reporting to the Minister	This Direction is addressed:		
		in the department's strategic plan	in the department's operational plan	in the branch/divisional work plans of the department
1. Public policy	X			
2. Leadership		X		
3. Gender-based analysis by government entities		X		
4. Quality of life of Aboriginal women	X			
5. Employment opportunities		X		

5. Title: Violence

Strategic Direction: Reduction of violence.

This requires systemic intervention in the following areas:

Components of Strategic Direction	Applicable to Other Entities Reporting to the Minister	This Direction is addressed:		
		in the department's strategic plan	in the department's operational plan	in the branch/divisional work plans of the department
1. Early prevention and education		X		
2. Aboriginal women and children	X			
3. Public awareness and attitudes		X		
4. Legislation, policy and services		X		



6. Title: Information Resources

Strategic Direction: Improved local information resources are available and used by the province’s schools and the public.

This requires that, over the two years covered by this plan, the department and its boards and agencies:

Components of Strategic Direction	Applicable to Other Entities Reporting to the Minister	This Direction is addressed:		
		in the department’s strategic plan	in the department’s operational plan	in the branch/divisional work plans of the department
1. Acquire works by local authors, artists and performers, and foster links between the artistic and cultural communities	X			
2. Promote IT skills and expand the use of computer technology to help improve education, training and information sharing in rural communities	X			
3. Improve access to information and resources by creating synergies between public libraries and other entities	X			



7. Title: Financial Support for Learning

Strategic Direction: Funding levels and budgeting priorities are consistent with government’s fiscal policy.

This requires that, over the two years covered by this plan, the department and its boards and agencies:

Components of Strategic Direction	Applicable to Other Entities Reporting to the Minister	This Direction is addressed:		
		in the department’s strategic plan	in the department’s operational plan	in the branch/divisional work plans of the department
1. Prepare a long-term facilities plan	X			
2. Ensure teaching resources are utilized to facilitate optimal class size in prescribed areas	X			
3. Enhance collection processes related to Newfoundland and Labrador Student Loans	X			



Appendix B

Entities reporting to the Minister of Education and Minister Responsible for the Status of Women

Category One Government Entities

College of the North Atlantic
Conseil scolaire francophone provincial de Terre-Neuve et du Labrador
Department of Education
Eastern School District
Labrador School District
Memorial University of Newfoundland
Nova Central School District
Provincial Information and Library Resources Board
Western School District

Category Two Government Entities

Council on Higher Education
Private Training Corporation
Provincial Advisory Council on the Status of Women
Student Loan Corporation of Newfoundland and Labrador
Women's Policy Office

Category Three Government Entities

Memorial University Pension Plan
Provincial Apprenticeship and Certification Board
Student Financial Assistance Appeals Board
Teacher Certification Board of Appeals
Teacher Certification Review Panel
Teachers' Certification Committee

Mandate of the Minister of Education

Departmental Notice, *Executive Council Act* (Paraphrased)

The powers, functions and duties of the minister include the supervision, control and direction of all matters relating to education generally, including all matters relating to:

- early childhood education;
- schools, school districts and educational institutions receiving financial aid directly or indirectly from the province;
- high school certification registry and provincial tests and public examinations;
- approval and inspection of private primary, elementary and high schools;
- monitoring and ensuring the progress of schools;
- liaison with school boards and other educational agencies in relation to the operation of schools;
- evaluation of school programs and performance;
- construction and maintenance of school buildings;
- literacy development and implementation of the Strategic Literacy Plan;
- public libraries;
- monitoring and ensuring the progress of post-secondary education and training institutions;
- the college continued or established under the *College Act, 1996*;
- Memorial University of Newfoundland;
- private training institutions and trade schools registered under the *Private Training Institutions Act*;
- payment of financial assistance by the Student Loan Corporation of Newfoundland and Labrador for students attending post-secondary education institutions under the *Student Financial Assistance Act*;
- payment of scholarships and awards for students attending post-secondary education institutions;
- training, certification and qualifications of apprentices and journeypersons;
- recommending and advising upon training courses for the work force and those entering it;
- international educational services; and,
- the administration of the acts set out in the Schedule and of all orders and regulations passed or made under those acts, including those powers, functions or duties necessary or desirable for carrying out the purpose of those acts, which are not, or in so far as they are not, the responsibility of another minister, agency, body, corporation, board, organization or person.



Schedule

1. *Public Libraries Act*
2. *School Boards' Association Act*
3. *Schools Act, 1997*
4. *Teacher Training Act*
5. *Teachers' Association Act*
6. *Apprenticeship and Certification Act*
7. *College Act, 1996*
8. *Degree Granting Act*
9. *Memorial University Act*
10. *Memorial University Foundation Act*
11. *Memorial University Pensions Act*
12. *Pickersgill Fellowship Act*
13. *Private Training Institutions Act*
14. *Student Financial Assistance Act*
15. *Canada Student Loans Act*

Section 92.(1) and 117 of the *Schools Act, 1997* (Paraphrased)

The minister shall, from money voted for that purpose by the legislature, arrange for the payment of the salaries of directors, assistant directors and teachers employed in schools and board offices and all the salaries shall be paid in accordance with scales approved by the Lieutenant-Governor in Council.

The minister may:

- prescribe books, materials, programs and courses of study for schools;
- issue policy directives, including policy directives with respect to:
 - i. the establishment, organization and administration of public examinations and awards for students,
 - ii. the allocation and distribution of money voted by the legislature or otherwise available to a board for the purpose of education,
 - iii. transportation of students to and from schools,
 - iv. an agreement under section 84 (dealing with property),
 - v. special education,
 - vi. student evaluation,
 - vii. the evaluation of school programs and performance,
 - viii. the professional development of teachers and employees of boards,
 - ix. the payment of a fee by a student who possesses a study permit under a Canada



visitor visa and who has come to the province for the purpose of attending school,
and

- x. an agreement under section 51.1 (dealing with foreign schools);
- prescribe administrative functions and the manner in which they are to be performed by a board and in a school other than a private school;
- require a school or class to be closed for a specified period;
- authorize a board to employ an emergency supply for a specified period where the minister is satisfied that a teacher is not available;
- extend the term of a board having jurisdiction for an area falling within a new district until the new district is established;
- require a board to comply with an agreement entered into by the minister for educational purposes; and
- do all those things that are necessary for the administration of this act.

Sections 6 and 7 of the *Teacher Training Act* (Paraphrased)

There shall be a Registrar of Teachers to be appointed by the minister.

The registrar shall:

- examine applications for teachers' certificates and licences and issue certificates and licences in accordance with this act and the regulations;
- keep and maintain the records of and respecting teachers that the minister may direct;
- act as a member of the committee; and
- perform other functions and duties that the minister assigns to him or her.

Section 15.(2) of the *College Act, 1996* (Paraphrased)

The minister may review the administration, courses, programs and facilities of the college and may require the modification, establishment, suspension or termination of the administration, courses, programs or facilities of the college that he or she considers necessary.

Section 11 of the *Apprenticeship and Certification Act* (Paraphrased)

The minister may direct the Provincial Apprenticeship and Certification Board with respect to the development and adoption of a plan of apprenticeship, and with respect to matters related to apprentices, trade qualifiers, compulsory certification in a designated occupation, and the designation of an occupation as a designated occupation, and the board shall comply with the directive of the minister.



Sections 3, 4, 5, 6, 7, 11, 14, 15 and 19 of the *Student Financial Assistance Act* (Paraphrased)

A person may apply to the minister to have an institution of learning designated as an educational institution.

Where an application is made under subsection (1), and the applicant meets the requirements established by the Lieutenant-Governor in Council under the regulations, the minister may designate the institution of learning as an educational institution.

The minister and the corporation, with the approval of the minister, may, in order to carry out the purpose of this act, enter into and amend agreements with the government, or an agency of the government, of another province, territory and of Canada with respect to

- the exchange of information and records related to student financial assistance;
- the joint undertaking of projects;
- payment to or by the province of contributions in respect of the cost of projects referred to in the preceding bullet; and
- the harmonization and administration of federal, provincial and territorial financial assistance programs.

The minister and the corporation, with the approval of the minister, may enter into an agreement with a person or a private or public agency or organization

- with respect to the exchange of information and records relating to student loans and other forms of student financial assistance; and
- to promote the purpose of this act.

The minister and the corporation may, with the approval of the Lieutenant-Governor in Council, enter into and amend an agreement with a lender with respect to the making of student loans and the provision of other forms of financial assistance.

The minister may act as an agent of the Government of Canada and may appoint agents to act on behalf of the government of the province for the purposes of this act.

The minister may, in writing, designate the financial institutions that may be lenders under this act.



A qualifying student may, in the form required by the minister, apply to the minister for a certificate of eligibility to receive a student loan.

The minister may issue to a qualifying student who applies under subsection (1) a certificate of eligibility for a period of studies at an educational institution provided that the qualifying student complies with and meets the requirements established by regulation.

A certificate of eligibility shall state the social insurance number of the qualifying student and the maximum amount of financial assistance that may be given to that student.

The maximum amount of financial assistance referred to in subsection (3) shall be set in accordance with the regulations.

The minister shall, in accordance with the regulations, appoint a panel of persons to act as a student assistance appeal board.

The Student Loan Corporation of Newfoundland and Labrador board of directors shall, not later than June 30 in each year, prepare and submit to the minister a financial statement setting out the assets and liabilities of the corporation, including a copy of the corporation's audited financial statement, and, in addition, the board shall provide a summary of the amounts used for student loans, grants, bursaries and scholarships and the receipts and expenditures of the corporation for the previous financial year.

The minister shall include the financial statement referred to in subsection (1) with the report required to be prepared and tabled under section 19.

The minister may make regulations

- defining, for the purpose of this act, a word or term not defined in this act;
- respecting the assessment of need for a certificate of eligibility under this act;
- respecting the disclosure of financial and other information, reports and documentation for the purpose of this act;
- respecting the payment by borrowers of fees, costs, insurance premiums and insurance coverage, expenses and disbursements, legal or otherwise, incurred by a lender or the Crown in endeavouring to recover student loans made to a borrower under this act;



- respecting qualifying students, full time students, certificates of eligibility and requirements for receiving a certificate of eligibility;
- respecting the recovery of student loans, awards and grants given in error or in excess of an amount permissible under this act;
- respecting the composition of a panel of persons to the appeal board, committees of, chairperson of, appeals to, administration and procedures of the appeal board, terms of office and vacancies on the appeal board;
- respecting the information to be provided by students, qualifying students and borrowers with respect to their obtaining financial assistance;
- respecting applications for student loans and other financial assistance;
- respecting the administration of grant, student loan, debt reduction, relief and remission programs and respecting the persons or classes of persons who are eligible for a grant, loan, debt reduction, relief or remission program;
- adopting provisions of the federal act and regulations made under that act; and
- respecting evidence to be provided and oaths or affirmations to be made for the purpose of the act

The minister may establish policies and procedures for the purpose of the administration and implementation of this act and regulations.

Regulations made under this section may be made with retroactive effect.

The minister shall annually prepare a report on the administration of this act for the preceding academic year and shall table that report before the House of Assembly within 30 days of the completion of the report and if the House of Assembly is not sitting, within 30 days of the commencement of the next sitting.

In addition to a report under subsection (1), the minister may prepare and make public a report on the administration of this act that may include student financial assistance default rates and write-offs generally and with respect to specific programs and educational institutions.

