

Department of Education 2011-2014 Strategic Plan





2011

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Message from the Minister

April 29, 2011

Honourable Roger Fitzgerald, MHA
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 three fiscal years from April 1, 2011 to March 31, 2014.



As a category one government entity the Department of Education is responsible for outcomes respecting the provincial education system. The goals and objectives included in this Strategic Plan were prepared in accordance with the strategic directions detailed in Appendix A. Furthermore, the strategic directions were communicated on August 9, 2010 to the department's entities for consideration in the development of their respective plans, as per section 5 of the act.

Education is essential during all stages of life, beginning in the earliest years and continuing throughout adulthood. The Department of Education has identified four strategic issues that will guide its work over the next three years: enhanced beginnings, an enriched post-secondary system, improved infrastructure and increased access to adult learning. I look forward to working with the department's staff and entities to implement these initiatives over the 2011-14 planning period.

My signature below is indicative of my accountability for the preparation of this plan and the achievement of the identified goals and objectives.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joan Burke'. The signature is fluid and cursive, written in a professional style.

JOAN BURKE, MHA
St. George's – Stephenville East
Minister

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 March 31, 2017, the Department of Education will have increased the ease of access and responsiveness of the provincial education system to improve opportunities for the people of Newfoundland and Labrador.

GOALS

Issue One: Enhanced Beginnings

Goal One: By March 31, 2014, the Department of Education will have enhanced early learning opportunities for children, and enhanced available opportunities for the academic success of students in the K-12 education system.

Objectives:

1. By March 31, 2012, the Department of Education will have introduced initiatives to enhance early childhood learning and introduced select enhancements in the K-12 system.
2. By March 31, 2013, the Department of Education will have commenced further initiatives in support of early childhood learning and initiated further enhancements in the K-12 education system.
3. By March 31, 2014, the Department of Education will have increased learning opportunities through additional initiatives in support of early childhood learning and enhancements to the K-12 education system.

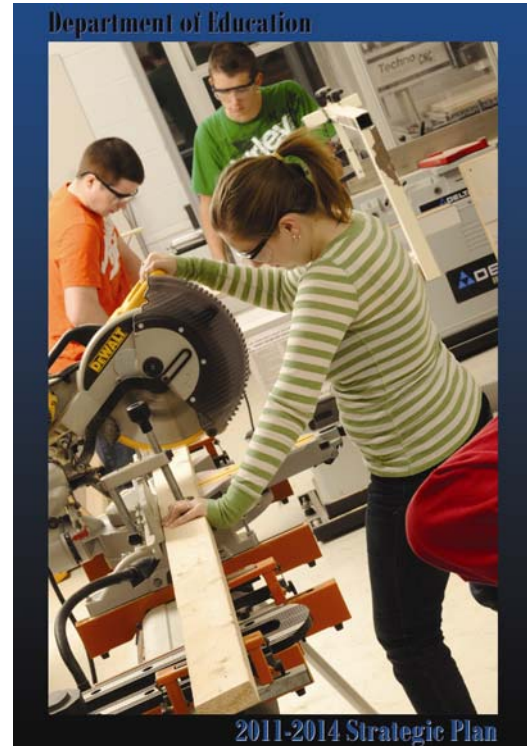


Issue Two: An Enriched Post-Secondary System

Goal Two: By March 31, 2014, the Department of Education will have enriched the post-secondary education system in Newfoundland and Labrador.

Objectives:

1. By March 31, 2012, the Department of Education will have post-secondary programs and skilled trades training in the provincial post-secondary education system to meet labour market needs.
2. By March 31, 2013, the Department of Education will have continued to support initiatives for the provincial post-secondary education system and skilled trades training.
3. By March 31, 2014, the Department of Education will have furthered supports and programming in the post-secondary education system and skilled trades training.



Issue Three: Improved Infrastructure

Goal Three: By March 31, 2014, the Department of Education will have improved education infrastructure to ensure students at all levels have access to appropriate learning environments.

Objectives:

1. By March 31, 2012, the Department of Education will have addressed priority projects throughout the K-12 and public post-secondary systems to improve facilities within approved fiscal resources.
2. By March 31, 2013, the Department of Education will have addressed additional priority projects to improve facilities within approved fiscal resources.
3. By March 31, 2014, the Department of Education will have addressed further priority infrastructure projects within approved fiscal resources.

Issue Four: Increased Access to Adult Learning

Goal Four: By March 31, 2014, the Department of Education will have increased access to literacy and learning opportunities through the implementation of adult literacy initiatives.

Objectives:

1. By March 31, 2012, the Department of Education will have supported enhanced delivery of literacy programming to adult learners.
2. By March 31, 2013, the Department of Education will have further supported delivery of initiatives in support of adult literacy.
3. By March 31, 2014, the Department of Education will have supported additional initiatives increasing access and opportunities for adult learners in support of adult literacy.



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 branches:

Primary, Elementary & Secondary Branch

This branch's responsibilities include K-12 education including the divisions of school services; program development; student support services; evaluation and research; centre for distance learning and innovation; and early childhood learning.

Advanced Studies Branch

This branch's responsibilities include post-secondary education including the divisions of institutional services; apprenticeship; student financial services; skills development; and adult learning and literacy. As well, the Student Loan Corporation, a category two government entity under the *Transparency and Accountability Act*, is also a part of this branch.

Corporate Services Branch

This branch's responsibilities include the divisions of design and construction; financial services, which also manages student transportation and teachers' payroll; policy, planning and accountability; and information management and special projects.



NUMBER OF EMPLOYEES

On April 1, 2011, the Department of Education employed 260 individuals in its three branches.

Branch	Female	Male	Total
Primary, Elementary & Secondary ¹	50	24	74
Advanced Studies	76	45	121
Corporate Services ²	50	15	65
Total	176	84	260

¹ The Centre for Distance Learning and Innovation also had 11 female and 23 male teachers who, as instructors, are excluded from the total.

² These numbers include communications and ministerial staff.

- The department had 49 management positions (28 females and 21 males) which include members of the executive, directors, and managers.
- The department had 237 employees working in the St. John's Metropolitan Area and 23 employees working outside this area.

PHYSICAL LOCATION

The main offices of the Department of Education are located in the West Block of the Confederation Building in St. John's, with additional services being provided from Pleasantville and Coughlan College, located at Memorial University's St. John's campus. The Centre for Distance Learning and Innovation has its main offices at West Block, Confederation Building, Memorial University, Gander, and Stephenville. Regional offices delivering provincial apprenticeship services are located in Clarenville, Corner Brook, Grand Falls-Windsor and Happy Valley-Goose Bay. Regional offices delivering student financial services outreach activities are located in Clarenville, Corner Brook, and Grand Falls-Windsor.

BUDGET

During the previous strategic planning period from April 1, 2008 to March 31, 2011, the Department of Education's budget allocation increased by \$46 million from \$1.278 billion to \$1.324 billion. Budget 2011 has allocated a further \$60 million, bringing the total allocation for 2011-12 to \$1.384 billion.



Mandate

The Minister of Education is responsible for early childhood learning and 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*.

Please refer 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:

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, developing and supporting school development, developing programs and resources for Aboriginal students, and providing teacher professional development. In addition, inclusive 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 fosters and delivers improved early childhood 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 Levels I, II and III, and supporting Memorial University and College of the North Atlantic. The department monitors the operations and approves the curriculum of private training institutions.



2. Educational Policy and Direction

In the K-12 and the public post-secondary systems, the department sets the strategy and vision. Decision-making is informed through conducting relevant research and analysis, 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, administration of the General Equivalency Diploma (GED) tests 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, Skills Development under the Labour Market Development Agreement including the Contribution Agreement, Integration Agreement on Student Financial Assistance, and agreements pertaining to Aboriginal schools. The department's broader roles and interests are advanced by collaboration at a regional and pan-Canadian level through organizations such as the Council of Ministers of Education, Canada; the Forum of Labour Market Ministers; the Council of Atlantic Ministers of Education and Training; the Atlantic Provinces Special Education Authority; and their sub-committees and working groups.

6. Finance, Administration and Corporate Services

Responsibilities include preparation and monitoring of the annual budget, financial management, legislation and regulations, school construction, 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 counseling, client services, and the assessment of eligibility for student loans and grants.

8. Horizontal Commitments

The department is responsible for contributing to a number of government-wide initiatives such as the Innovation Strategy, the Poverty Reduction Strategy, the Violence Prevention Initiative, the Infrastructure Strategy, the Regulatory Reform Initiative, the Youth Retention and Attraction Strategy, the Healthy Aging Framework and the Northern Strategic Plan.



Values

Core Values

The core values characterize the fundamental principles that guide the organizational culture of the Department of Education:

Awareness: Each person identifies their role in accordance with government’s strategic vision for the province.

Excellence: Each person endeavors to apply the highest professional standards when carrying out assigned duties.

Cooperation: Each person respects the knowledge of others and actively seeks support from colleagues to achieve the department’s mandate.

Responsiveness: Each person actively engages opportunities to assist stakeholders.

Accountability: Each person is conscious of their responsibilities and performs every task with openness and integrity.



Primary Clients and Vision

Primary Clients

The Department of Education has five groups of primary clients. They are students, parents/caregivers of early childhood learners, teachers, school boards and post-secondary educational institutions.

Vision

Education levels are a key indicator of individual success and are the driving force behind Newfoundland and Labrador's continued economic and social success, especially in the midst of recent global financial uncertainty.

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 priority focus areas for the Minister of Education over the two planning cycles beginning in 2011 and ending in 2017. The mission statement indicates the longer-term results that the minister and the department will work towards in addressing the strategic directions of government. Furthermore, it identifies the measures and indicators that will assist both the department and the public to monitor and evaluate success. The mission was developed in consideration of the strategic directions: Early Learning, Academic/Learning Foundation, Higher Education, and Infrastructure. The complete list of strategic directions, with associated components, can be found in Appendix A.

In accordance with its vision, the Department of Education is committed to providing an education system which is:

- Accessible – to ensure that all citizens have the opportunity to achieve their highest academic potential; and,
- Responsive – to ensure the public education system consistently addresses the educational needs of the people of Newfoundland and Labrador in an evolving inclusive, social, and economic environment.

Mission Statement:

By March 31, 2017, the Department of Education will have increased the ease of access and responsiveness of the provincial education system to improve opportunities for the people of Newfoundland and Labrador.

Measure 1: More ease of access to education system

Indicators: Improved early childhood learning opportunities
Increased resources
Increased awareness of select programs and initiatives
Improved education opportunities

Measure 2: More responsive education system

Indicators: Enhanced professional development
Enhanced curriculum and learning resources
Increased flexibility in the apprenticeship program
Increased literacy initiatives
Improved infrastructure

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 department's key priorities for the next three years. The goals identified for each issue reflect the results expected in the three-year time frame while the objectives provide an annual focus. Measures and indicators are provided for both the goal and the first year's objective to assist the department and the public in monitoring and evaluating success.

The department is intent on ensuring each student has the opportunity to benefit, to the best of their ability, from the province's education system. The four issues identified below are the focus for the next three years. Appropriate indicators will include the application of both gender-based and regional-specific analyses.

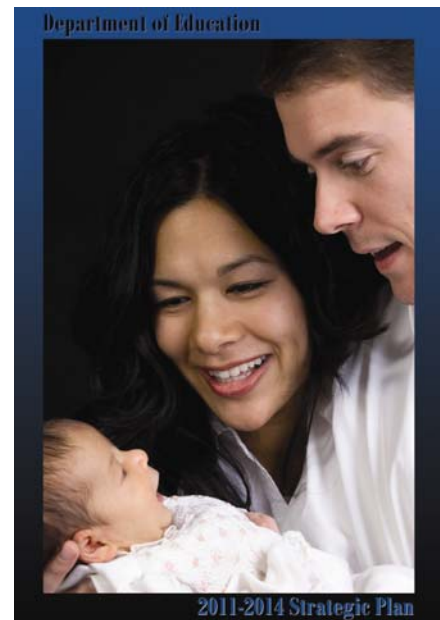
Issue One: Enhanced Beginnings

The Department of Education works diligently to ensure that every child in Newfoundland and Labrador has access to inclusive educational opportunities that form a solid foundation for life-long success. The department is committed to supporting healthy child learning and development through the implementation of an early childhood learning strategy. This strategy will not only enhance children's early learning but also support parental involvement and strive to offer a seamless transition from early childhood into the K-12 public education system. Furthermore, an enhanced K-12 system provides programs and services that meet the learning needs of students to prepare them for future educational and career opportunities and to enable them to fully participate in their community and society. These initiatives demonstrate the department's commitment to fulfilling government's strategic directions: expanded access to consistent early childhood learning to all families throughout the province and educational foundations are enhanced for each student throughout the primary, elementary and secondary system.

Goal One: By March 31, 2014, the Department of Education will have enhanced early learning opportunities for children, and enhanced available opportunities for the academic success of students in the K-12 education system.

Measure: Enhanced early childhood learning
Enhanced K-12 opportunities

Indicators: Enhanced resources and programs



Objectives:

1. By March 31, 2012, the Department of Education will have introduced initiatives to enhance early childhood learning and introduced select enhancements in the K-12 system.

Measure: Commenced early childhood learning initiatives
Introduced select K-12 enhancements

Indicators:

- Commenced the development of early childhood learning curriculum framework and activity guidelines
 - Increased awareness of early childhood learning opportunities through the development and introduction of a promotional campaign
 - Improved resources in the K-12 school system through technology
 - Evaluated the Safe and Caring Schools Policy to determine if it is comprehensive and effective
 - Expanded professional learning opportunities for teachers through the implementation of a new model of delivery
2. By March 31, 2013, the Department of Education will have commenced further initiatives in support of early childhood learning and initiated further enhancements in the K-12 education system.
 3. By March 31, 2014, the Department of Education will have increased learning opportunities through additional initiatives in support of early childhood learning and enhancements to the K-12 education system.



Issue Two: An Enriched Post-Secondary System

The post-secondary system provides the people of Newfoundland and Labrador with boundless opportunities to explore their personal potential and make valuable contributions to the prosperity of the province. The recent global financial crisis highlighted the value of education as a pathway for success, especially as future job growth is anticipated in occupations requiring some form of post-secondary education. Therefore, the Department of Education will pursue initiatives to enrich the post-secondary education system so that students can develop the skills and knowledge necessary for successful and meaningful participation in the labour market. This is in line with government's strategic direction of an enhanced post-secondary system that benefits those seeking higher education.

Goal Two: By March 31, 2014, the Department of Education will have enriched the post-secondary education system in Newfoundland and Labrador.

Measure: Enriched post-secondary system

Indicators: Enriched supports
Enriched programming

Objectives:

1. By March 31, 2012, the Department of Education will have enriched post-secondary programs and skilled trades training in the provincial post-secondary education system to meet labour market needs.

Measure: Enriched post-secondary programming
Enriched skilled trades training

Indicators:

- Increased opportunities for post-secondary students through investments in the medical laboratory sciences and licensed practical nursing programs at College of the North Atlantic
- Increased base funding at Memorial University and College of the North Atlantic for the tuition freeze
- Enhanced apprenticeship opportunities through collaboration with industry partners and stakeholders
- Increased the hiring of apprentices through the provision of employer incentives
- Enhanced offshore safety training through funding for a new simulator at Marine Institute

2. By March 31, 2013, the Department of Education will have continued to support initiatives for the provincial post-secondary education system and skilled trades training.
3. By March 31, 2014, the Department of Education will have furthered supports and programming in the post-secondary education system and skilled trades training.



Issue Three: Improved Infrastructure

The Department of Education is committed to creating and maintaining high-quality inclusive learning environments at each level of the provincial education system. In K-12 school buildings, school construction, and repair and maintenance projects ensure that students benefit from appropriate learning environments that facilitate effective program delivery, while upholding high safety standards.

Similarly, improved public post-secondary infrastructure supports quality programming by enhancing laboratories, research areas and skilled trades workshops, so that facilities meet business and industry standards. This ensures that the province's public post-secondary education system is competitive, attractive to students and faculty, and produces skilled graduates in a wide range of fields. These investments enhance student life by improving the capacity, safety, and quality of provincial education system infrastructure. Improved infrastructure will benefit students across the provincial education system as per government's strategic direction: improved infrastructure is in place to ensure students throughout the provincial education system receive maximum benefit from programming.

Goal Three: By March 31, 2014, the Department of Education will have improved education infrastructure to ensure students at all levels have access to appropriate learning environments.

Measure: Improved infrastructure

Indicators: Improved K-12 infrastructure

Improved public post-secondary infrastructure

Objectives:

1. By March 31, 2012, the Department of Education will have addressed priority projects throughout the K-12 and public post-secondary systems to improve facilities within approved fiscal resources.

Measure: Improved facilities

Indicators:

- Continued post-secondary construction projects
- Addressed deferred maintenance at Memorial University and College of the North Atlantic campuses to enhance public post-secondary facilities
- Improved safety at Memorial University and College of the North Atlantic through upgrades of laboratories and trades shops
- Continued K-12 school construction projects
- Initiated planning for redevelopment of select K-12 school facilities
- Engaged consultants to accurately assess long-term solutions for K-12 school infrastructure capacity requirements in select areas of the province

2. By March 31, 2013, the Department of Education will have addressed additional priority projects to improve facilities within approved fiscal resources.
3. By March 31, 2014, the Department of Education will have addressed further priority infrastructure projects within approved fiscal resources.



Issue Four: Increased Access to Adult Learning

While there have been continued improvements in the overall educational attainment profile of Newfoundland and Labrador's population, many do not currently participate in learning programs. Improving access to adult learning opportunities is important for their quality of life and the province's long-term economic outlook. People with strong literacy and essential skills tend to have better knowledge of technology and are more self-confident, more productive and healthier. These skills provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace changes. The department developed and implemented initiatives in support of increasing adult engagement in lifelong learning activities during the last strategic planning cycle. In 2011-12, the department will release its Strategic Adult Literacy Plan, which is designed to raise awareness and increase participation in adult literacy and learning programs throughout Newfoundland and Labrador. This is in line with government's strategic direction of an enhanced post-secondary system that benefits those seeking higher education.

Goal Four: By March 31, 2014, the Department of Education will have increased access to literacy and learning opportunities through the implementation of adult literacy initiatives.

Measure: Increased access

Indicators: Implemented adult literacy initiatives

Objectives:

1. By March 31, 2012, the Department of Education will have supported enhanced delivery of literacy programming to adult learners.
Measure: Enhanced program delivery
Indicators:
 - Increased grants to community-based literacy organizations for the delivery of adult learning and literacy programs
 - Provided professional development for front-line service providers
 - Provided matching funds to local businesses throughout the province for workplace literacy and essential skills training
 - Promoted the importance of lifelong learning
2. By March 31, 2013, the Department of Education will have further supported delivery of initiatives in support of adult literacy.
3. By March 31, 2014, the Department of Education will have supported additional initiatives increasing access and opportunities for adult learners in support of adult literacy.

Conclusion

The majority of front-line services to the province's students are delivered through the five school boards and two public post-secondary institutions, as well as through the province's private post-secondary training 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 thrive at home and abroad. The department cannot achieve this alone, and is committed to the development of strong working relationships with all its partners and stakeholders throughout the province.

The five school boards, Memorial University, 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 to satisfy their requirements under the *Transparency and Accountability Act*. These plans provide the public with detailed information regarding each entity's important contribution to the province.

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

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



Teacher Certification Board of Appeals

Overview

In accordance with section 14(1) of *The Teacher Training Act*, the Minister of Education may convene a board of appeals to hear two types of appeals: where a teacher remains aggrieved by the decision of the registrar of teacher certification and records following a re-examination of an application; and, where a teacher or the Teachers' Certification Committee remains aggrieved by a decision of the Teacher Certification Review Panel.

A board of appeals appointed by the Minister of Education consists of:

- one member nominated by the Newfoundland and Labrador Teachers' Association;
- two members nominated by the Teachers' Certification Committee;
- one member who is an employee of the Department of Education; and,
- one member nominated by the above four members, to be chairperson.

Additionally, a person who is a member of the Teachers' Certification Committee or the Teacher Certification Review Panel is not eligible for appointment to a board of appeals. Members of a board of appeals are appointed on an ad-hoc basis. The decision of a majority of the members of a board of appeals is the decision of the board. The finding or decision of the board is final and binding on the parties to the appeal.

Mandate

When convened, sections 14 and 15 of the *Teacher Training Act* provide the board's mandate, as follows:

The board may hear an appeal:

- where a teacher remains aggrieved by a decision of the registrar of teachers following a re-examination of an application; or,
- where a teacher or the Teachers' Certification Committee remains aggrieved by a decision of the Teacher Certification Review Panel.

Subject to the regulations, the board shall:

- notify the teacher or the committee, or both, of the time the appeal is to be heard;
- hear the appeal;
- upon the conclusion of the hearing confirm, vary, or set aside the finding or decision of the registrar or review panel; and,
- communicate in writing its finding or decision to the teacher affected and the committee.

Issues

A Teacher Certification Board of Appeals is only appointed and convened by the Minister of Education on an ad hoc basis. However, if convened, a board will carry out its duties as per its mandate and report upon its annual activities in accordance with the *Transparency and Accountability Act*.

Council on Higher Education

Overview

The Council on Higher Education promotes collaboration in the public post-secondary education system by providing recommendations to Memorial University, College of the North Atlantic and the Department of Education on shared program areas.

Establishment of Council

The council was originally established in 1992 and has a fiscal year of September 1 to August 31. In 2005, government released *Foundations for Success: White Paper on Public Post-Secondary Education*. This policy document was commissioned as part of government's continued commitment to provide affordable and accessible post-secondary education opportunities. In light of the recommendations put forth in the White Paper, a reconfigured council was recognized in legislation through the *Council on Higher Education Act*. This reconfiguration sought to enhance the governance of the province's public post-secondary education system through three joint appointments to the university and college boards, with the jointly appointed board members serving as a link to the council.

Membership

As specified in the act, the council is to consist of a maximum of 11 board members. Membership on the Council of Higher Education is outlined in the table below. The council is also supported by an employee of the Department of Education who serves as secretary to the council, and functions as a liaison on behalf of the council and its members.

Member	Occupation	Appointment
Honourable Joan Burke (Chair)	Minister, Department of Education	By virtue of office
Mr. Darrin Pike	Deputy Minister, Department of Education	By virtue of office
Mr. Robert Simmonds	Chair of the Board of Regents, Memorial University	By virtue of office
Mr. Terry Styles	Chair of the Board of Governors, College of the North Atlantic	By virtue of office
Dr. Gary Kachanoski	President, Memorial University	By virtue of office
Mr. Bruce Hollett	President (Acting), College of the North Atlantic	By virtue of office
Vacant*	-	Student representative
Vacant*	-	Student representative

* Two student representatives, one each from Memorial University and College of the North Atlantic, will be selected upon activation of the council.

Mandate

The mandate of the council is established in the *Council on Higher Education Act*. The council is responsible for making recommendations to Memorial University, College of the North Atlantic and the Minister of Education with respect to:

- Strategic directions;
- Reducing duplication of effort and expense;
- Shared program areas;
- Cost-effective policies, standards and activities;
- Student credit transfer arrangements; and,
- Other related matters.

Issues

The *Council on Higher Education Act* was proclaimed on January 26, 2007. The council is a Category 3 government entity under the *Transparency and Accountability Act*; however, it is currently inactive. Once activated, the Council on Higher Education will consider the strategic directions of government, and develop an activity plan that will guide its work in accordance with its legislated mandate.



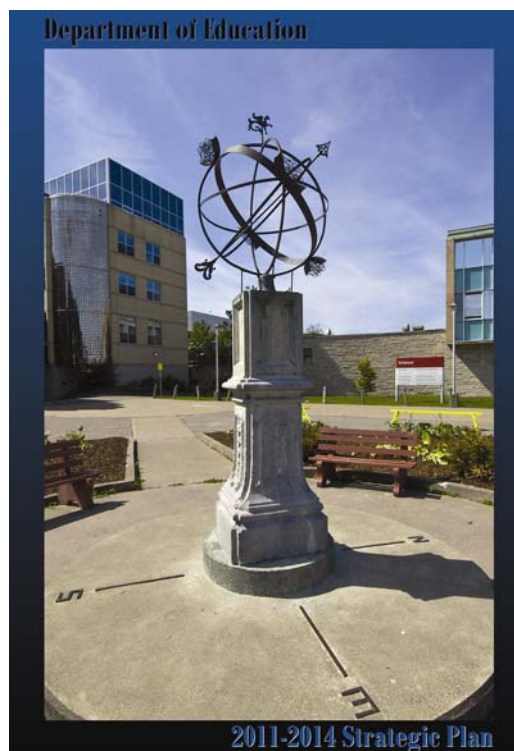
Appendix A

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 consider 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 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 and the 17 entities which comprise the provincial education system.

The governing bodies of each entity reporting to the minister will also review the components of each strategic direction and implement those that are appropriate for their particular entity. Refer to Appendix B for a complete list of entities reporting to the minister.



1. Title: Early Learning

Strategic Direction: Expanded access to consistent early childhood learning to all families, with children from zero to six years of age, throughout the province.

This outcome supports the policy direction of government. It requires systemic intervention by the department and its entities in the areas of:

Components of Strategic Direction	Being Addressed by 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. Programming		X		
2. Services		X		
3. Professional development		X		
4. Space and furniture requirements		X		
5. Promotion		X		

2. **Title:** Academic/Learning Foundation

Strategic Direction: Educational foundations are enhanced for each student throughout the primary, elementary and secondary system.

This outcome supports the policy direction of government. It requires systemic intervention by the department and its entities in the areas of:

Components of Strategic Direction	Being Addressed by 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. Student Supports, especially for struggling learners		X		
2. Curriculum		X		
3. Academic Achievement	X			
4. Character education programming				X
5. Library services	X			

3. Title: Higher Education

Strategic Direction: An enhanced post-secondary system benefits those seeking higher education.

This outcome supports the policy direction of government. It requires systemic intervention by the department and its entities in the areas of:

Components of Strategic Direction	Being Addressed by 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. Adult Literacy		X		
2. Affordability		X		
3. Programming		X		
4. Apprenticeship opportunities		X		
5. Marketing/promoting		X		
6. Fast-track opportunities		X		
7. Post-graduate opportunities		X		

4. Title: Infrastructure

Strategic Direction: Improved infrastructure is in place to ensure students throughout the provincial education system receive maximum benefit from programming.

This outcome supports the policy direction of government. It requires systemic intervention by the department and its entities in the areas of:

Components of Strategic Direction	Being Addressed by 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. K-12 school infrastructure		X		
2. Public post-secondary new infrastructure		X		
3. Repairs and maintenance		X		
4. Facility upgrades		X		
5. Air quality, fire and life safety issues		X		
6. Program enhancements		X		

Appendix B

Entities reporting to the Minister of Education

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

Student Loan Corporation of Newfoundland and Labrador

Category Three Government Entities

Council on Higher Education
Memorial University Pension Plan
Private Training Corporation
Provincial Apprenticeship and Certification Board
Student Financial Assistance Appeals Board
Teacher Certification Board of Appeals
Teachers' Certification Committee
Teacher Certification Review Panel

Appendix C

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;
- 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*;
- the collection of student loans 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;
- international educational services;
- skills development under the Labour Market Development Agreement; 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. *Apprenticeship and Certification Act*
2. *College Act, 1996*
3. *Council on Higher Education Act*
4. *Degree Granting Act*
5. *Labour Mobility Implementation Act*
6. *Memorial University Act*
7. *Memorial University Pensions Act*
8. *Private Training Institutions Act*
9. *Public Libraries Act*
10. *Schools Act, 1997*
11. *Student Financial Assistance Act*
12. *Student Loans Act (Canada)*
13. *Teacher Training Act*
14. *Teachers' Association 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 (Student Loan Corporation of Newfoundland and Labrador), 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.

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.



Newfoundland
Labrador