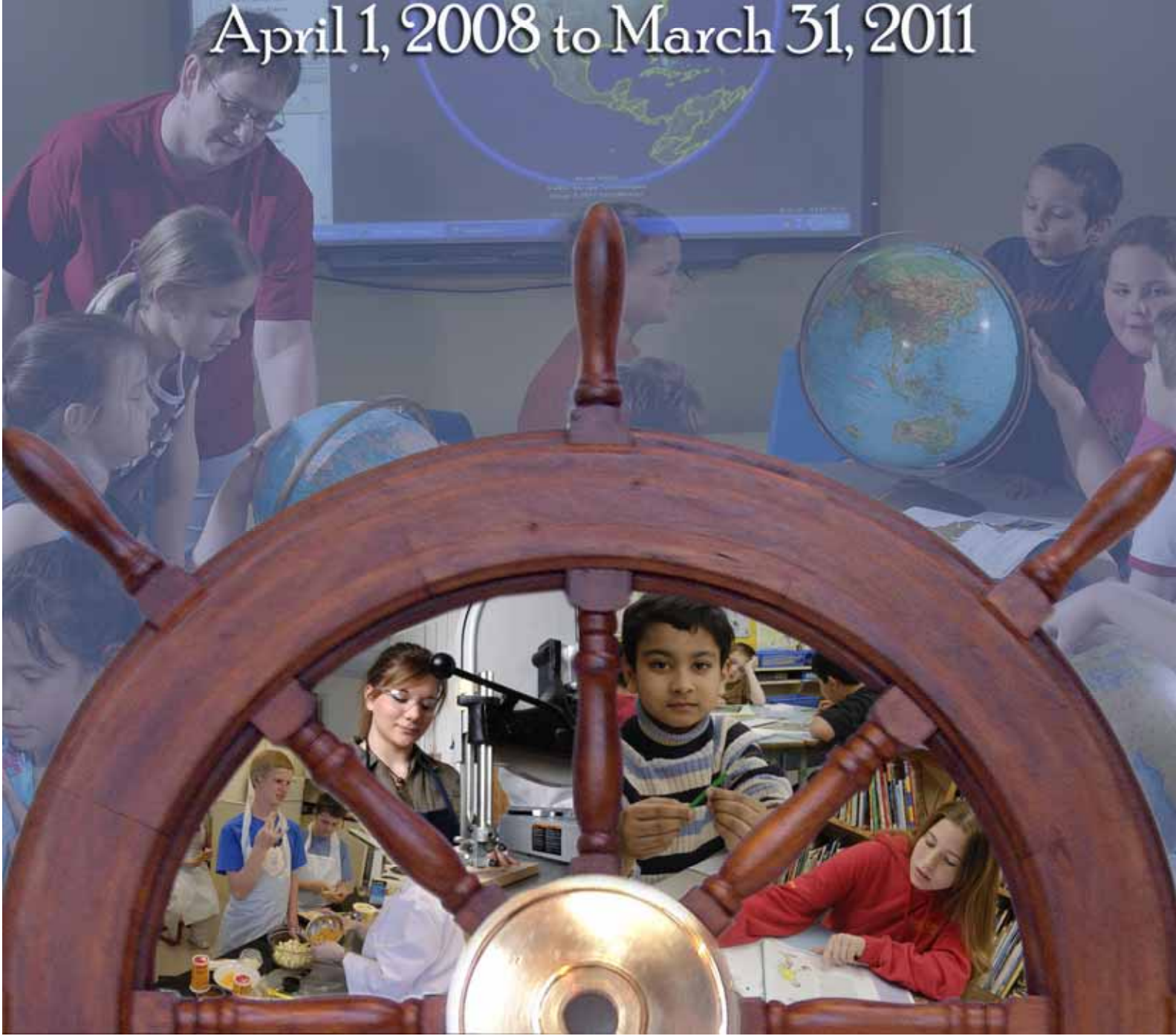


# Department of Education

Strategic Plan

April 1, 2008 to March 31, 2011





2008

ISBN # 978-1-55146-334-6



# Message From the Minister

May 15, 2008

Honourable Roger Fitzgerald  
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 three year period from April 1, 2008 to March 31, 2011.

I look forward to working with departmental staff, the Provincial Information and Library Resources Board, Memorial University, 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 have a positive affect on 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 March 19, 2008 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, and also includes the list of strategic directions for my role as Minister Responsible for the Status of the Women.

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







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## 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 education system for the people of Newfoundland and Labrador which is of high quality, safe and affordable.

## GOALS

### **Issue One: Increased Access to Education Resources**

**Goal One:** By March 31, 2011, the Department of Education will have improved access to the provincial education system.

#### **Objectives:**

1. By March 31, 2009, the Department of Education will have increased resources and support throughout the education system to improve access.
2. By March 31, 2010, the Department of Education will have continued to increase the resources and support throughout the education system to improve access.
3. By March 31, 2011, the Department of Education will have improved access to the provincial education system.

### **Issue Two: An Enhanced K-12 School System**

**Goal Two:** By March 31, 2011, the Department of Education will have enhanced the K-12 education system through program developments and enhanced school facilities.

#### **Objectives:**

1. By March 31, 2009, the Department of Education will have enhanced school facilities and improved programming in K-12 schools throughout the province.



2. By March 31, 2010, the Department of Education will have further enhanced school facilities and improved programming in K-12 schools throughout the province.
3. By March 31, 2011, the Department of Education will have enhanced the K-12 education system through program developments and enhanced school facilities.

### **Issue Three: Enhanced Opportunities**

**Goal Three:** By March 31, 2011, the Department of Education will have enhanced opportunities for Newfoundlanders and Labradorians to obtain the skills and knowledge to participate in society.

#### **Objectives:**

1. By March 31, 2009, the Department of Education will have enhanced opportunities by investing in various public post-secondary and apprenticeship initiatives.
2. By March 31, 2010, the Department of Education will have further invested in various public post-secondary and apprenticeship initiatives.
3. By March 31, 2011, the Department of Education will have enhanced opportunities for Newfoundlanders and Labradorians to participate in society.







# 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 branches:

## **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; skills development; and adult learning and literacy.

## **Corporate Services Branch**

This branch includes responsibility for strategic planning and annual reporting; budget preparation and monitoring; financial services; school busing; international education; policy development and accountability; school construction; teacher payroll services; and federal-provincial agreements.





On April 1, 2008, the Department of Education employed 261 individuals in its three branches.

<b>Branch</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
Primary, Elementary & Secondary <sup>1</sup>	57	37	94
Advanced Studies	72	33	105
Corporate Services <sup>2</sup>	45	17	62
<b>Total</b>	174	87	261

<sup>1</sup> CDLI also has eight female and 23 male teachers instructing students which are not included in this number.

<sup>2</sup> These numbers include parliamentary assistants, communications staff and ministerial suite staff.

The main offices of the Department of Education are located in the West Block of Confederation Building and the Division of Student Financial Services is located at Memorial University in St. John's.

In total there are 253 staff in St. John's. Regional offices, delivering provincial apprenticeship programs and services to private colleges, are located in Corner Brook with two staff, Grand Falls-Windsor with four staff and Happy Valley-Goose Bay with two staff. In 2008, a fourth regional office will be opened.

This new office will be located in Clarenville. The Centre for Distance Learning and Innovation has offices at Memorial University's St. John's campus and in Gander.

In 2007-08, the Department of Education budget surpassed \$1 billion for the first time in the province's history. Budget 2008 has again built upon the positive initiatives of the past three years with an additional net amount in education of \$70 million. This brings the total budget for 2008-09 to \$1.128 billion.





The department is involved in horizontal initiatives and contributes to the Poverty Reduction Strategy, the Innovation Strategy, the Violence Prevention Initiative, the Immigration Strategy, the Provincial Development Plan, the Infrastructure Strategy and the Northern Strategic Plan.

### **Sir Wilfred Grenfell College**

In April 2007, the provincial government released an independent report which recommended Sir Wilfred Grenfell College be granted greater autonomy, while remaining within one Memorial University system. The system will be presided over by one Board of Regents, with each university having its own senate, budget and executive. This will enable the college to increase its contribution to the economic and cultural development of the west coast, while increasing enrolment and offering more programming. Budget 2008 allocated \$500,000 to increase the institution's autonomy.

### **White Paper on Public Post-Secondary Education**

Government's 2007 election platform committed to continuing initiatives contained in government's comprehensive *White Paper on Public Post-Secondary Education*, released in 2005. Continued tuition freezes at Memorial University and College of the North Atlantic will ensure that post-secondary education remains affordable. Furthermore, by placing much of the funding committed in the White Paper in the base budgets of College of the North Atlantic and Memorial University, government has ensured these institutions have sufficient operating funds to continue to offer programs to effectively prepare students to build a self-reliant Newfoundland and Labrador.

### **ISSP / Pathways and Teacher Allocation Commissions**

The department is currently working with the province's school boards to implement many of the recommendations of the ISSP/Pathways Commission Report, *Focusing on Students*, and the Teacher Allocation Commission Report, *Education and Our Future: A Roadmap to Innovation and Excellence*. The revised ISSP/Pathways model will create a better system for the delivery of special education programming that addresses administrative workload, and allows professionals working in that field to better serve special needs students and their families. As well, a new approach to allocating teaching resources will place the needs of students, teachers and individual schools first in determining how teaching resources are distributed across the K-12 education system.

### **Skills Task Force**

*All the Skills to Succeed*, the report of the Newfoundland and Labrador Skills Task Force, provided an action plan to address gaps in the skilled trades labour force and to meet the needs of current and future large-scale development projects. Budgets 2007 and 2008 have begun to address many of the recommendations of the report which serves as a guiding document for the strategic goals of the Department of Education in this area.



# 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*.

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





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 Levels I, II and III, and supporting Memorial University and College of the North Atlantic. The department administers student financial assistance programs, monitors the operations of private training institutions, and approves curriculum.

**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 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 journey person 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, Administration and Corporate Services**  
Responsibilities include preparation and monitoring of the annual budget, legislation and regulation, school construction, funding public libraries, teacher certification, teacher payroll, international education, 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. **Horizontal Commitments**  
The department is responsible for contributing to a number of government-wide initiatives such as the Poverty Reduction Strategy, the Violence Prevention Initiative, the Infrastructure Strategy, the Red Tape Reduction Initiative, and the Northern Strategic Plan.





The core values explain the character of the Department of Education and are visible throughout the department.

## 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.





# Primary Clients and 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 fuel the province's achievements in both national and international environments, and have been vital to the remarkable turnaround in the province of Newfoundland and Labrador over the past few years. 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.







The mission statement identifies the priority focus area of the minister over the two planning cycles ending in 2011. The current mission was developed in 2006 and represents the key longer-term result that the minister and the department have been working towards. It was originally developed in light of the minister's strategic directions communicated on December 8, 2005 which included Quality and Accessibility of Educational Programs; Innovative and High-Performing Educational Delivery Systems; Public Post-Secondary Education; Information Resources; and Financial Support for Learning. The complete list with associated components can be found in the department's 2006-08 Strategic Plan. The minister issued a second set of strategic directions on March 19, 2008 which are listed in Appendix A. They include directives addressing Primary, Elementary and Post-Secondary Education; Post-Secondary Education; and, Skilled Trades. A review of the associated components will indicate a consistent and progressive approach to addressing the mission statement over the course of the two planning cycles while addressing additional issues with new funds from the past three fiscal years. The statement also identifies the measures and indicators that will continue to 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 and students are provided with learning environments that are free of 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 remain affordable.

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

**Measure 1:** High quality education system

**Indicators:** Improved student-teacher ratios/ decreased class size

Improved access through enhanced distance learning

Improved learning opportunities through updated curricula and assessments

Improved student services in K-12

Improved student services in public post-secondary, including:

- 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 education 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 education system

**Indicators:** Eliminated common school fees in K-12 for the prescribed curriculum  
Froze tuition at Memorial University and College of the North Atlantic  
Introduced up-front, needs-based grants  
Reduced interest rates on Newfoundland and Labrador student loans





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 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 both the department and the public in monitoring and evaluating success.

The three issues identified below are the focus for the next three years. 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. Appropriate indicators will include the application of both gender-based and regional-specific analysis.

### **Issue One: Increased Access to Education Resources**

The Department of Education recognizes that an educated population is the most desirable asset upon which to build the future of our province. Through advances made in travel and communications our citizens can avail of opportunities that exist not just provincially, but nationally and internationally. To encourage our students to excel and subsequently drive our future, the Department of Education will ensure that greater access to education resources is available.

**Goal One:** By March 31, 2011, the Department of Education will have improved access to the provincial education system.

**Measure:** Improved access

**Indicator:** Increased resources  
Increased supports

#### **Objectives:**

1. By March 31, 2009, the Department of Education will have increased resources and support throughout the education system to improve access.

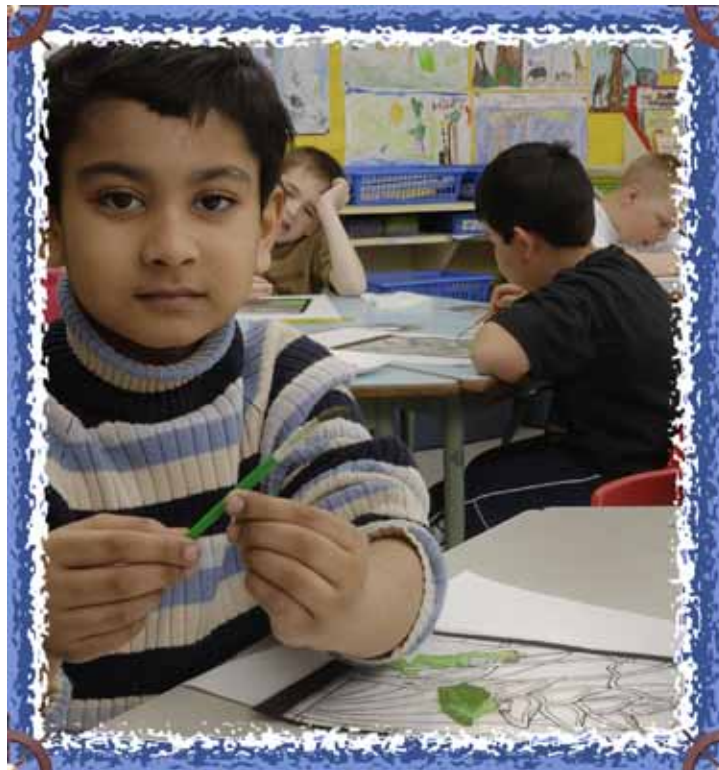
**Measure:** Increased resources and supports

**Indicators:**

- Enhanced programming for the Centre for Distance Learning and Innovation (CDLI) to accommodate a growing demand for service
- Maintained the tuition freeze for Memorial University and College of the North Atlantic to enhance the affordability of a post-secondary education



- Increased access to electronic library resources, so that all areas throughout the province have access to required education materials
  - Enhanced support to apprentices, employers and post-secondary institutions through the development of a new standards and curriculum unit for apprenticeship, with an office in Clarenville
  - Improved opportunities for students on the province's west coast by taking initial steps toward the granting of increased autonomy for Sir Wilfred Grenfell College
2. By March 31, 2010, the Department of Education will have further increased the resources and support throughout the education system to improve access.
  3. By March 31, 2011, the Department of Education will have improved access to the provincial education system.





## Issue Two: An Enhanced K-12 School System

A healthy K-12 education is the best foundation upon which to establish lifelong learners and to cultivate the minds that will shape our future. To ensure all of our students get the best start possible, the Department of Education recognizes that the system must respond to the changing needs of our society. Enhanced programming and increased health and safety standards will ensure that all students achieve their unique potential and receive a high quality education experience that will benefit them in the future.

**Goal Two:** By March 31, 2011, the Department of Education will have enhanced the K-12 education system through program developments and enhanced school facilities.

**Measure:** Enhanced education system

**Indicators:** Enhanced programming  
Enhanced school facilities

### Objectives:

1. By March 31, 2009, the Department of Education will have enhanced school facilities and improved programming in K-12 schools throughout the province.

**Measure:** Improved programming and facilities

**Indicators:**

- Encouraged healthy living through the continued implementation of the Healthy Students Healthy Schools program
- Improved student supports through the implementation of the recommendations from the Teacher Allocation Commission and ISSP/Pathways reports
- Enhanced K-12 facilities throughout the province
- Enhanced access to skilled trades training through the upgrade of high school *Futures in Skilled Trades and Technology* suites

2. By March 31, 2010, the Department of Education will have further enhanced school facilities and improved programming in K-12 schools throughout the province.

3. By March 31, 2011, the Department of Education will have enhanced the K-12 education system through program developments and enhanced school facilities.



### Issue Three: Enhanced Opportunities

Large scale projects in the oil and gas industry, mining and construction sectors have been a driving force behind our province's economic turnaround in recent years. The demand for highly skilled tradespeople in the global marketplace has never been greater, and Newfoundlanders and Labradorians are eager to fill these voids. By investing in programs and facilities that promote the skilled trades, the Department of Education will enhance opportunities for skilled tradespeople who are ready to work with the latest technologies available. Specific efforts must be made to encourage females and other under-represented groups to participate in skilled trades as well. Meanwhile, our aging population has placed its own unique demands on the workforce. In order to address these concerns and ensure a sustainable workforce, the Department of Education will invest in post-secondary initiatives aimed at providing citizens with the necessary education opportunities they require to make valuable contributions to society.

**Goal Three:** By March 31, 2011, the Department of Education will have enhanced opportunities for Newfoundlanders and Labradorians to obtain the skills and knowledge to participate in society.

**Measure:** Enhanced opportunities

**Indicators:** Increased post-secondary resources and supports

#### Objectives:

1. By March 31, 2009, the Department of Education will have enhanced opportunities by investing in various public post-secondary and apprenticeship initiatives.

**Measure:** Enhanced post-secondary education system

**Indicators:**

- Increased the number of graduates from the School of Nursing and the School of Social Work
- Enhanced professional schools through investments in the Faculties of Business and Engineering, as well as the new graduate programs at Marine Institute
- Enhanced public post-secondary infrastructure at select sites:
  - Student residences, St. John's and Corner Brook
  - Academic building, Corner Brook
  - College of the North Atlantic Campus, Labrador West
- Enhanced programming on the province's west coast through the development of the Centre for Environmental Excellence
- Enhanced skilled trades opportunities through continued implementation of the recommendations of the Skills Task Force



- Enhanced trades shops at College of the North Atlantic through the establishment of base funding for annual upgrades to select campuses as part of the shop industrialization program
2. By March 31, 2010, the Department of Education will have further invested in various public post-secondary and apprenticeship initiatives.
  3. By March 31, 2011, the Department of Education will have enhanced opportunities for Newfoundlanders and Labradorians to participate in society.





It is the intention of the Department of Education that upon conclusion of the three year period covered by this Strategic Plan, fiscal years 2008-09 through 2010-11, the education system in Newfoundland and Labrador will have experienced significant benefit from these strategic investments.

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 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 in the global labour market.

The department cannot achieve this alone, and is committed to the development of strong working relationships with all its education partners in 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 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>.





## **Overview**

In accordance with section 14(1) of *The Teacher Training Act*, the Minister of Education may convene a board of appeals.

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.

However, 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**

Sections 14 and 15 of the act provide a board of appeals with its 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.

## **Business Issues**

A Teacher Certification Board of Appeals is only appointed and convened by the Minister of Education when required 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*.



## 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. This membership consists of 50% males and 50% females. 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	Residency	Occupation	Appointment
Ms. Joan Burke (Chair)	Stephenville	Minister, Department of Education	By virtue of office
Ms. Rebecca Roome	St. John's	Deputy Minister, Department of Education	By virtue of office
Mr. Gilbert Dalton	St. John's	Chair of the Board of Regents, Memorial University	By virtue of office
Mr. Alfred Goss	St. John's	Chair of the Board of Governors, College of the North Atlantic	By virtue of office
Dr. H.E.A. Campbell	St. John's	President (Acting) Memorial University	By virtue of office
Ms. Jean Madill	Stephenville	President College of the North Atlantic	By virtue of office
Mr. Robert Canning	Bishop's Falls	Student, College of the North Atlantic Students' Association	Student representative
Ms. Jennifer Brown	Corner Brook	Student, Grenfell College Student Union	Student representative



### **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.

### **Business Issues**

The Council on Higher Education is currently inactive pending revision of its membership to incorporate the new role Sir Wilfred Grenfell College will play with its greater autonomy. However, once activated, it will consider the strategic directions of government, and identify and develop business issues which 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 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 and the 17 entities which comprise the provincial education system. In addition, these directives have been communicated to the two entities for which the minister is responsible as Minister Responsible for the Status of Women. 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 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:** Skilled Trades

**Strategic Direction:** A qualified and skilled workforce meets the province’s skilled labour demands.

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. Recommendations of the Skills Task Force		<b>X</b>		
2. Post-secondary programs		<b>X</b>		
3. Women’s participation		<b>X</b>		
4. Apprenticeship opportunities		<b>X</b>		
5. Youth participation		<b>X</b>		



**2. Title:** Post-Secondary

**Strategic Direction:** Improved post-secondary programs and public post-secondary institutions benefit students and 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. The Centre for Environmental Excellence		X		
2. Infrastructure		X		
3. Affordability		X		
4. Post-secondary programs		X		
5. Student financial assistance		X		



**3. Title:** Primary, Elementary and Secondary Education

**Strategic Direction:** Improved educational programs and environments respond to constantly evolving demographics.

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. Safety and tolerance		X		
2. Curriculum		X		
3. Technology		X		
4. Learning supports		X		
5. Infrastructure		X		
6. Achievement		X		
7. Library resources		X		



**4. Title:** Violence Prevention

**Strategic Direction:** Reduced Violence.

This outcome supports a policy direction of government. It requires systemic intervention to:

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. Curb violence affecting Aboriginal women	<b>X</b>			
2. Continue to implement the Violence Prevention Initiative six-year plan, with its strategic priorities of: <ul style="list-style-type: none"> <li>a. increasing awareness and attitudinal change;</li> <li>b. increasing community participation;</li> <li>c. improving legislation, policy, programs, services, information and facilities;</li> <li>d. supporting Aboriginal women and children and addressing elder abuse;</li> <li>e. enhancing research and development; and,</li> <li>f. improving leadership, coordination and accountability</li> </ul>			<b>X</b>	





**5. Title:** Women in Leadership and Decision Making

**Strategic Direction:** Increased women’s participation in leadership and decision making positions.

This outcome supports a policy direction of government. It requires systemic intervention to:

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. Promote and support women in standing for elected office				<b>X</b>
2. Identify and address barriers to representation by women in elected positions				<b>X</b>
3. Develop and implement a communication strategy to encourage women’s participation in leadership and decision making positions	<b>X</b>			



**6. Title:** Women’s Earned Income and Employment

**Strategic Direction:** Reduced the gender wage gap.

This outcome supports a policy direction of government. It requires systemic intervention to:

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. Develop and implement a communications strategy to promote women in occupational areas including entrepreneurship where they are currently under-represented	<b>X</b>			
2. Continue to work collaboratively to increase the participation of women in skilled trades and professions in Newfoundland and Labrador		<b>X</b>		



**7. Title:** Women’s Economic and Social Equality

**Strategic Direction:** Improved government’s knowledge and analysis of policy impacts on women.

This outcome supports a policy direction of government. It requires systemic intervention to:

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. Develop strategies to enhance individual departments’ participation in advancing the status of women				<b>X</b>
2. Explore innovative ways to ensure women share more equitably in social and economic benefits	<b>X</b>			
3. Increase women’s centre funding by 5% a year	<b>X</b>			
4. Help Aboriginal women become empowered to influence public policy, programs and legislation in ways that will improve the quality of their lives	<b>X</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  
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 a 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;
- 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 (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.

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.





Newfoundland  
Labrador