

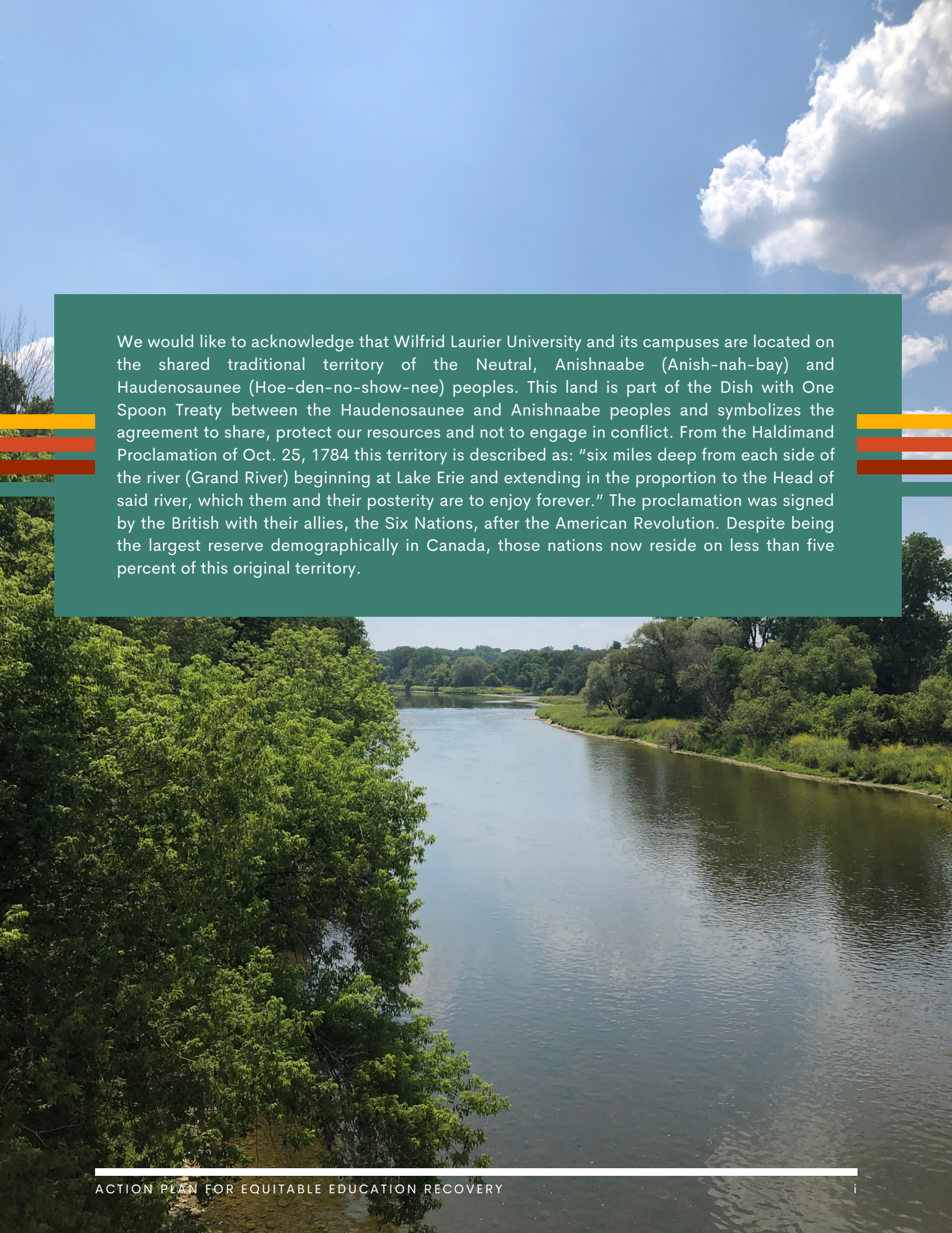
Educational recovery and reimagining in the wake of COVID-19:

Principles and proposals from a multi-stakeholder workshop



The Centre for
Leading Research
in Education

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EXECUTIVE SUMMARY

In January 2022, the Centre for Leading Research in Education at Wilfrid Laurier University convened a group of 34 education leaders and researchers for a conversation about how the school system should support recovery from the educational and developmental harms associated with COVID-19. The purpose of the workshop was to highlight priorities and principles to guide planning.

The first principle — on which there was a clear consensus — is that in 2022 it is not enough to talk about educational recovery. Instead, any path forward must include a commitment to system-wide transformation to overcome discrimination and harms too-often associated with the status quo. Marginalized groups — racialized, Indigenous and disabled students and their families — have not been well-served by the system and were among the worst-affected by the pandemic. In the short term, this transformation certainly includes an accountable priority in funding to meet the needs of the most vulnerable students, and stronger school-community connections.

There was a strong consensus that we need to see considerable strengthening of resources for student well-being, including physical and mental health. Supports must include teacher-led learning for all students, a greater availability of specialized mental health staff in schools, and accessible, timely community-based service. Schools are a logical starting point in a proposed national children’s mental health strategy.

Recognizing the key role of academic success in terms of students’ long-term outcomes, many participants called for enhanced academic supports for students who have struggled during the pandemic, particularly at key points such as early reading and high school transitions. There is strong evidence for tutoring as one of these supports; some participants called for smaller class sizes.

The pandemic has drawn attention to a number of key workforce issues. Neither transformation nor recovery is likely to happen without attention to the well-being of school staff. It is important in its own right, and integrally tied to student success.

In addition, educators need time in the day for collaboration, planning and deepening family and community connections. The pandemic has highlighted the need for workforce renewal — both to address critical shortages and address the long-standing need for more diversity among education professionals — teachers, leaders and mental health professionals.

To this end, participants called for an examination of pre-service teacher education, both in its structure and the ways in which it can be transformed to foster a more diverse teaching profession.

Extended school closures have highlighted the urgency of tackling the digital divides which disproportionately affecting vulnerable learners and families, including Indigenous students, newcomers and those who live in poverty. The future of online learning merits its own broadly consultative discussion, but the assumption of digital access is not a reality in Ontario today. Hybrid learning — where teachers teach simultaneously online and in-person — was identified as deeply problematic expectation.

Finally, participants in the workshop called for a renewed approach to educational data and evidence. Some speakers highlighted the importance of data to understand what is happening with student learning and pathways at the system level, to hold the system accountable for equity of opportunities and results, to ensure that resources are getting where they are most needed, and to support evaluation and effective practice.

Since the pandemic began, there have been calls for an education partnership table to help maintain communication and build trust across different education stakeholders. The question of robust recovery and educational reimagining is as important as the critical decision-making mid-pandemic. One afternoon was not enough to arrive at a full consensus.

The conversation highlighted, however, the potential for significant common ground across differences. It is our hope at the Centre for Leading Research in Education that this report contributes to informed conversation about the principles and priorities for educational recovery. We further hope it lends further support the demand for broad-based dialogue, informed by research, in education planning. Dialogue is the key to building on the strengths of the current system by tapping into the collective wisdom of students, families, communities, and educators – and ensuring demands for change and transformation drive necessary action.



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IF I HAD 1.08 BILLION DOLLARS



Students have borne heavy burdens from the pandemic in terms of their educational, social, and emotional well-being. What do we do to ensure that these burdens don't turn into long-term harms which are not only bad for students but also bad for Canada?

Wilfrid Laurier University's **Centre for Leading Research in Education (CLRiE)** invited a group of system leaders and researchers from across Ontario to reflect on the shape of an ambitious plan for educational recovery for students deeply impacted by the disruptions associated with the pandemic, including remote learning and school closures.[1]

There is an urgent need to think about how the publicly-funded school systems — English, French, and Catholic — should respond to the challenges posed and exposed by the pandemic in partnership with other key groups. Public conversations about schooling have been dominated by the importance and urgency of addressing what is required to keep schools open as safely as possible. There has been far less emphasis, however, on ensuring that students' needs are met in the long-term.

Our conversation, outlined in this report on the principles and proposals shared, was about that long-term outlook and what steps we can take to move forward in support of all students' long-term success.



Despite calls for a national plan, given potential impacts on the children's health and learning on the economy, neither the Council of Ministers of Education for Canada nor the federal government have put anything forward regarding educational recovery.

CANADA HAS BEEN A LAGGARD ON EDUCATIONAL RECOVERY.

Recent research from People for Education showed that, as of early February 2022, two years into the pandemic, just two territories and two provinces in Canada had explicit educational strategies to "[articulate] a vision or guidelines to manage, assess, or respond to the educational impact of COVID-19".^[2] The Government of Ontario finally released its Learning Recovery Action Plan on February 17, 2022, with most budget promises scheduled for the 2022-23 school year.^[3] Despite calls for a national plan, given potential impacts on the children's health and learning on the economy, neither the Council of Ministers of Education for Canada nor the federal government have put forward any proposals or initiatives to address long-term impacts of the pandemic on school-aged children and youth.

By contrast, other countries have invested far more than Canada in learning recovery and started far sooner. According to Britain's Educational Policy Institute, **Britain has allocated \$531/student and the US, \$2741/student** (in Canadian dollars). **In Ontario, the 2021-22 budget for learning recovery, special education and mental health was \$72/student.** Our workshop title was based on the UK figure. If we applied the US amounts, it would have been 'If I had \$5.61 billion'. Britain's first major announcement dates back to September 2020; substantial recovery funding was flowing by January 2021 in the United States.

CLRIE invited educational leaders and researchers to come together to 'pitch' interventions or approaches that, from their perspective, should be part of an educational recovery action plan. **Speakers were asked to highlight the harm(s) their proposals would address, and, at a high level, point to the evidence behind recommendations.** After hearing from 18 different speakers about their own recommendations, participants worked in breakout rooms to identify connections or points of tension in what they heard and came together in a final plenary session to identify priorities and central messages:



- 1 COMMIT TO THE CENTRALITY OF EQUITY, AND THE NEED FOR TRANSFORMATION**
- 2 STUDENT WELL-BEING MATTERS MORE THAN EVER**
- 3 ADDITIONAL ACADEMIC SUPPORTS ARE REQUIRED FOR MANY STUDENTS**
- 4 ENSURE SUPPORT FOR EXISTING TEACHERS AND LEADERS**
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1

COMMIT TO THE CENTRALITY OF EQUITY, AND THE NEED FOR TRANSFORMATION



Almost every speaker framed their recommendations with an explicit recognition that the harms of the pandemic coexist with, and have been exacerbated by, deep, ongoing marginalization and vulnerability associated with systemic inequities.

These inequities particular affect Indigenous, Black, racialized, 2SLGBTQ+, disabled, and non-neurotypical students and are frequently compounded by marginalization associated with lower socio-economic status. Vidya Shah from York University argued that "evidence-based, scalable, narrowly measured goals to come back or come back a little bit better are too limited in scope... we need collective thinking, collective imagining, and collective action on education systems that we have not yet seen."

Cathy Abraham, President of Ontario Public School Boards' Association (OPSBA), used similar language, noting, "we simply can't go back to the way we were doing things. We

need to challenge ourselves to reimagine what schools could become... and acknowledge that not everything is something we can throw money at."

Lance McCreedy, from the Ontario Institute for Studies in Education (OISE) drew on the scholarship of Carol Stack to call for a recovery that goes 'beyond what are given as givens': both to foster positive academic outcomes through additional supports such as tutoring and mentoring, and to work towards a system that much more effectively "humanizes and elevates historically marginalized voices, we need to centre students' basic needs, as well as [affirm] their cultural identities."

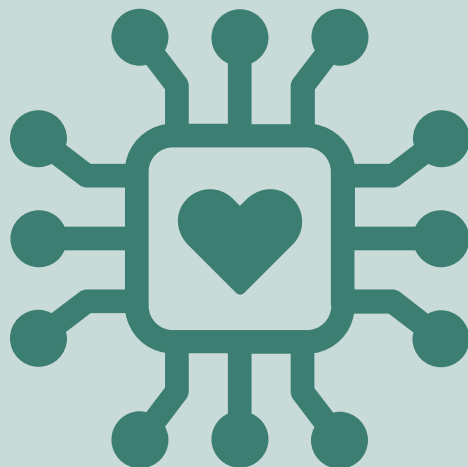
**"WE NEED TO CENTRE
STUDENTS' BASIC NEEDS,
AS WELL AS [AFFIRM]
THEIR CULTURAL
IDENTITIES"**

- LANCE MCCREEDY

An equity agenda needs to recognize differences between marginalized groups, varied experiences and contexts, and the ways in which multifaceted aspects of identity may intersect.

It is not enough to recognize that the harms of the pandemic fell more heavily on equity-deserving group, whether that be much higher burdens of illness and school disruption amidst newcomer communities or major gaps in educational services to disabled students. It is also key to recognize the underlying issues of discrimination and inequity that shape educational experiences and outcomes before, throughout, and beyond the pandemic.

There was also widespread acknowledgement that, while there were a range of significant educational voices gathered at the table, there remains a need to further broaden consultation with a particular focus on the most marginalized communities.



**By placing these voices at the centre,
we are less likely to see equity as an
add-on or a siloed area of activity.**

Speakers highlighted several policy consequences that, in their view, flowed from the centrality of equity to any plan for rebuilding or recovery:

1 RESOURCES NEED TO BE INTENTIONALLY, EXPLICITLY DIRECTED TOWARDS STUDENTS AND COMMUNITIES WITH THE GREATEST NEEDS.

Tony Pontes, Executive Director of the Council of Ontario Directors of Education (CODE), argued that we must recognize disproportionate impacts of the pandemic on students from marginalized communities. Further, the "government's commitment to the education of its students should be measured by how it supports the most vulnerable." Keith Baybayon, President of the Ontario Student Trustees' Association (OSTA-AECO), called for "allocating funding towards supports for students from disadvantaged backgrounds [which is] essential [to] learning recovery."

2 INVEST IN WRAP-AROUND SUPPORTS: MORE EQUITABLE SCHOOLS REQUIRE NOT ONLY WORK WITHIN SCHOOLS, BUT ALSO BUILDING STRONGER CONNECTIONS TO SERVICES AND SUPPORTS BEYOND SCHOOL WALLS.

The need for wraparound supports and community connections was seen by several participants as key for both equity and well-being alongside work within schools. Shirley Bell, Vice President of the Elementary Teachers' Federation of Ontario (ETFO) called for investments in both "the education sector and community organizations to eradicate anti-Black racism and all other forms of racism from Ontario's public education system." Jeewan Chanicka, Director of the Waterloo Region District School Board (WRDSB), stressed the importance of investing in "wraparound supports with community partners to help address literacy mental health and well-being." The Ontario Coalition of Agencies Serving Immigrants (OCASI) was represented by Mahin Ghasemiyani, Manager of Settlement Workers at the London Cross-Cultural Centre. She echoed the need for wraparound supports. Help navigating the education system for newcomer parents and children who may be facing challenges relating to barriers within the system is particularly important after years of disruption. Jhonel Morvan, Superintendent of Education from the Conseil Scolaire Catholique du Nouvel Ontario queried how to improve philanthropic commitment to strengthening schools and to develop new partnerships. Professor Kathryn Underwood pointed to the critical need to overcome cross-sectoral barriers and improve service integration, an issue that has long been central to the experience of disabled children and their families.

STUDENT WELL-BEING MATTERS MORE THAN EVER



A significant number of participants highlighted the centrality of a focus on student well-being, particularly mental health, as a key takeaway from the pandemic.

"You can't learn when your house is on fire," commented Cathy Abraham. Mahin Ghasemiyani talked about the importance of having schools address barriers that may face some refugee students, including trauma. Jeewan Chanika talked about **developing "trauma-informed schools"** and the importance of embracing restorative approaches in light of heightened stress and distress that was a part of surviving the pandemic.

Tracy Vaillancourt urged a response that goes beyond the education sector and beyond Ontario. To her, there is a need for a **National Children's Mental Health Strategy**. Any such strategy should be based in the context where children are most accessible: schools.

Key elements of the proposed strategy

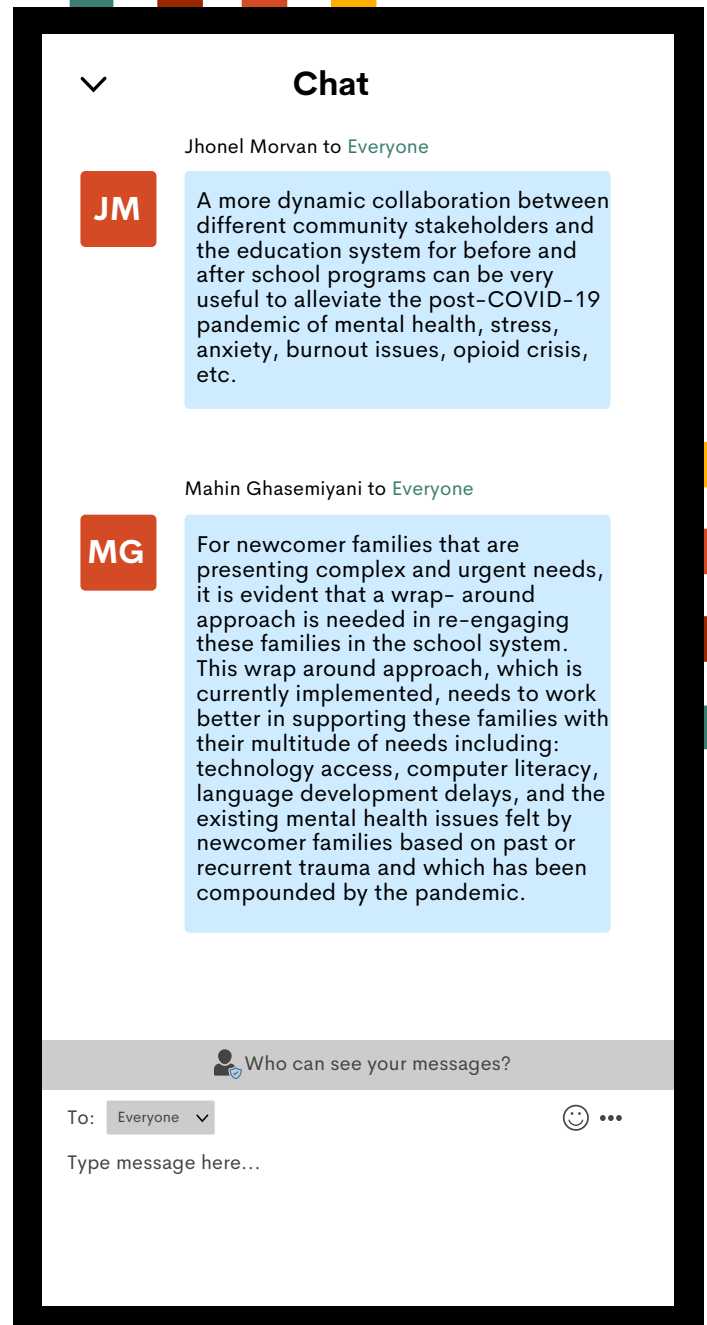
are coordinated care across sectors and a **stepped care framework across the full continuum of mental health support**, spanning from promotion and prevention — where teachers may play a significant role, including through programs of social-emotional learning — to early intervention and treatment requiring more specialized personnel.

A central recommendation from the representatives of both ETFO and OSSTF was the need for more **mental health staff based in schools**. Specialized professionals — social workers, child and youth workers, and guidance counsellors — who would be accessible to students were seen as an essential support for students, and for educators.

Some participants urged a **critical lens on how we think and talk about mental health and social emotional learning** as key problems associated with the pandemic.

There is a risk of pathologizing students who are responding to very stressful circumstances, particularly those associated with poverty, insecurity, and stress. Stressors such as these were heightened for many children and families during the pandemic. Similarly, while there is strong evidence for social-emotional learning programs providing useful supports for students' well-being and academic performance, in many cases, the focus on social emotional learning (resilience, grit, etc.) has been criticized for placing the burden on individuals to 'be well', failing to acknowledge the ways in which systems of oppression contribute to a lack of social-emotional wellness, and absolving those systems for their responsibility in creating communities of care.

In addition to the focus on mental health, Professor Julie Mueller, of Wilfrid Laurier University, pointed to the **critical need to support physical activity and students' physical health** after the inactivity and extreme screen time associated with remote learning.



ADDITIONAL ACADEMIC SUPPORTS ARE REQUIRED FOR MANY STUDENTS



At least half of the speakers addressed the need for some kind of academic acceleration for students who have struggled academically over the pandemic period.

Chris Cowley, President of the Ontario Teachers' Federation (OTF), was one example. He began his pitch by highlighting learning loss amongst students: "Teachers have made a Herculean effort, bouncing between in-person and online learning. They've done their best to make sure learning takes place, but students, especially those who are at risk, can fall through the cracks, and *are* falling through the cracks."

There were a range of different proposals for how to address the need for academic support given that some students, particularly those already vulnerable, have fallen behind where they need to be to thrive academically.

Chris Cowley also highlighted the importance of adding **additional specialized teachers**. **Smaller class sizes** in kindergarten and grades 4-8, neither of which are currently capped, were a recommendation from Shirley Bell of the Elementary Teachers' Federation of Ontario (ETFO). Smaller classes in grade 9 to support de-streaming efforts were a recommendation from both directors of education and from Keith Baybayon of OSTA.

ACADEMIC SUPPORTS MAY INCLUDE...



Large-scale evidence-based tutoring programs



Community-based mentorship programming



Smaller class sizes



Early reading intervention



Summer school expansion, credit recovery/completion programs



Additional specialized teachers



Focus on learning in childcare sector

Others pointed to the need for other types of enhanced educational supports, particularly tutoring. For example, Karen Mundy, Professor at OISE and Director of UNESCO's International Institute for Education Planning cited the **strong research base behind tutoring and its rapid scalability**. She proposed, specifically, not only additional supports for community-based tutoring but also that **investment in a 'Youth Corps' where recent college and university graduates work as tutors** (and potentially other roles, e.g., mentors or youth workers) within schools, allowing them to support students and teachers during the school day.

Gary Fenn, Communications Director at the Ontario Secondary School Teachers' Federation (OSSTF), pointed for the need for **more supports and services to be offered within the public school system by school board-employed personnel**. tutoring to be offered within the public system if we do not want to see a widening of inequities as parents who can afford the cost seek private supports elsewhere.

Tony Pontes of CODE and Jeewan Chanicka of WRDSB highlighted a range of key points of intervention where additional academic supports,

particularly those supported by strong evidence, are critical: **Timely, evidenced-based early reading intervention; summer school expansion**, consistent with research showing that longer programs are required for lasting learning gains; and additional resources for grade nine, such as **credit recovery and credit completion programs**. Pontes and Kathryn Underwood both highlighted the critical educational importance of the early years and the need for supports for this group. Underwood noted that the childcare sector has been hard-hit by the pandemic. The discourse around childcare in the last two years has moved away from the hard-won **focus on children's learning** and development to a focus on childcare as primarily a support for labour force participation.

Some speakers expressed concerns about the notion of 'learning lag' or 'filling gaps'. To most, different forms of learning continued in homes and communities, despite how broader learning may go unrecognized if it is not aligned with the curriculum, should not go unnoticed. During group discussions, there was also reference to evidence that, for some groups of marginalized students, curricular learning may have increased in those supportive environments.

ENSURE SUPPORT FOR EXISTING TEACHERS AND LEADERS



The direct connection between the well-being of students and the well-being of educators and staff was widely acknowledged by different participants across the event.

The well-being of the education workforce was recognized as a priority in and of itself, particularly in light of significant reports of stress and burnout during the pandemic. It is also a prerequisite for effective teaching and learning, and attracting and retaining staff and leaders within the system.

Enhanced support to address students' academic and well-being needs — highlighted in sections two and three — will undoubtedly assist teachers, albeit *indirectly*. **Dedicated time to allow for planning, collaboration, and the re-engagement of students and families** was identified as critical *direct* support to further individual educators' and school systems' goals.

Nadine Trépanier-Bisson, Director of Professional Services at the Ontario Principals' Council (OPC), spoke to the need for time during the school day to move away from a top-down approach. For her, collaboration within school teams is essential to "move to a place where we do things we've never done before".

Additional opportunities to refocus professional development would empower educators to provide those aforementioned supports.

A renewed supply of teachers, early childhood educators and mental health professionals – with an emphasis on diversity – is a priority for a stronger education system

STRENGTHEN PIPELINES FOR NEW AND DIVERSE EDUCATION AND STUDENT SUPPORT PROFESSIONALS



The other critical issue relating to the education workforce is the question of supply.

Many participants — from both school board and union perspectives — **highlighted the teacher shortage** that has driven innovative arrangements during the pandemic, from extending the days retired teachers can work to allowing teacher candidates to be paid. A greater supply of teachers and early childhood educators was seen as an urgent recovery priority. Suggestions for expanding that supply included developing additional funded spaces in faculties of education or returning to an eight-month professional teacher training program.

Others emphasized the significance of improving diversity in the educator workforce, including leadership. This issue predates the pandemic and is integral to ensuring a more equitable system. Some participants highlighted the way current events, however, might accelerate what has historically been a low priority with limited accountability. For example, Karen Mundy pointed out that the previously mentioned youth corps — especially if recruitment efforts targeted individuals from disadvantaged communities — could contribute to an expanded pool of diverse teacher candidates in the long term and an increase in diverse adults in schools in the short term.

As noted above, several stakeholders cited the importance of mental health professionals in schools (e.g., social workers, psychologists, counsellors, and child and youth workers). Tracy Vaillancourt highlighted the urgency of ensuring that these critical personnel are also considered when we think of the training needs for our education system, noting, "**we won't be able to accomplish [our goals] with regards to mental health unless we have more capacity in this area.**" More spaces in post-secondary programs to ensure the accessibility of this training may be expensive but is an essential prerequisite to meeting the needs of children and youth.

TACKLE DIGITAL DIVIDES AFFECTING VULNERABLE LEARNERS AND FAMILIES



A number of participants highlighted ongoing digital divides.

Julia Candlish, the Director of Education of the Chiefs of Ontario (COO), addressed that continuing, acute **problems with broadband and connectivity disproportionately affect Indigenous communities as well as other rural areas**. The ongoing pressure to 'modernize' mandatory online learning priorities of the Ministry is based on an inaccurate assumption that all students have unproblematic access to connectivity and appropriate devices.



BROADBAND AND CONNECTIVITY ISSUES

PROBLEMATIC ACCESS TO APPROPRIATE DEVICES

LANGUAGE BARRIERS AND GAPS IN DIGITAL LITERACY

Mahin Ghasemiyani highlighted assumptions about parental capacity that underlay the switch to online learning; where that **capacity was missing, either from reasons of gaps in digital skills or language**, it was often much more difficult for children and families to stay connected during the pandemic — leading to a heightened need for efforts to reconnect. The disconnect between schools, families and communities that resulted from efforts to minimize transmission of the virus needs to be addressed specifically.

The future of online learning was, generally, not a major topic for discussion during the workshop. Some saw it as a way to provide access to education in small, isolated communities. Others, however, addressed concerns regarding how online learning can promote privatization and de-professionalization of the educational workforce.

Although there was no clear consensus on those issues, most participants acknowledged the **challenges associated with unplanned switching between modes and the notion of 'hybrid' learning**. Most participants agreed that *Simultaneously* teaching online and in-person is both educationally problematic for students and extremely challenging for teachers.

7

LAUNCH A RENEWED APPROACH TO EDUCATIONAL DATA AND EVIDENCE



Most participants agreed that there is a need for the process of educational re-imagining or recovery to be informed by data, evidence, and research.

It is critical to have data to track the impacts on student learning and organizational issues, such as staffing shortages, to effectively plan for recovery. At the same time, however, there were a range of views about what types of data should be collected, who should collect it, and how it should be used.

Scott Leatherdale, Professor of Public Health at University of Waterloo, called for a 'learning system' with key components: **population-level, longitudinal data — collected as student progress through the system from JK to 12 — that is linked to information about students' programs and opportunities.** This data should support efforts that ensure resources actually go where they are most needed, and to evaluate interventions in real time. He pointed to the example

of the COMPASS System project, a sample-based study that has been tracking health information from 75,000 students since 2012. Broadening this approach could include key educational indicators.

Lance McCready called for **data disaggregation** to ensure that we understand the impact of both disruptions and interventions of marginalized students. Jeewan Chanicka echoed that advice, noting the importance of ensuring that schools, districts, and provincial governments are accountable for equity goals.

There were, however, a number of concerns articulated about certain approaches to data collection. A few participants called for a **'pause' or halt on census-based testing by the Educational Quality and Accountability Office (EQAO).** Others were concerned that, if care was not taken, too much emphasis on 'gaps' would reproduce deficit narratives about students.

8

RECOVERY, REIMAGINING, AND REBUILDING MUST BE INFORMED BY ROBUST CONSULTATION AND COLLECTIVE WISDOM



Re-imagining schools is work that needs to be informed and co-developed by diverse participants, at many levels.

Julia Candlish, drawing on her years of experience as COO's Education Director, observed that both federal and provincial systems of education in Ontario are "riddled with colonial inequities that form gaps in the provision of meaningful education for First Nation learners." However, alongside essential questions of funding, there is "a lack of input on the uses of funding" to serve First Nations communities. At the local level, **relationship-building with families and communities is still an urgent priority.**

RELATIONSHIP-BUILDING WITH FAMILIES AND COMMUNITIES IS STILL AN URGENT PRIORITY.

Keith Baybayon of OSTA-AECO was one of several speakers who highlighted the **need for student voices and experiences to be at the centre of the planning process for recovery efforts.** He urged that the process of planning for recovery and rebuilding be informed by **open process reflecting the diversity of students and communities across Ontario.**

CONCLUSION



We are deeply grateful to the participants who so generously gave their time and work to help inform us all.

The workshop's focus on equity, education, and recovery reminded us that no plan will create meaningful change without the immersion of an equity framework and principles of Truth and Reconciliation, with students at its very core. This is not an opportunity to simply consider actionable steps towards recovery. Rather than treating equity as an afterthought, we have a responsibility to carry out this work while reminding ourselves that students are at the centre of what we do. In centring the needs of the most marginalized students, we recognize that what is necessary for some will be good for all.

Though difficult and, perhaps, frightening to some, it is necessary to have these discussions about challenging the status quo. bell hooks, in *Teaching to Transgress* described a class who was resistant to learn and, to quote, "... who did not want to learn new pedagogical processes, who did not want to be in a classroom that differed in any way from the norm. To these students, transgressing boundaries was frightening." As an education system, we are in a situation where transgressing boundaries is crucial to ensuring equitable educational recovery occurs in Ontario.

CLRIE's mission is "to be a leader in interdisciplinary research and knowledge mobilization related to education in a changing world." We are researchers, faculty members, school system leaders, grad students, administrators in post-secondary contexts, teachers — all united in our desire to stimulate educational research to share with others. We want to maintain a focus on how we can work disruptively and collaboratively going forward to ensure that this is not merely discussion but, rather, action with students at its core.

The workshop was designed to reflect our belief that better educational policy solutions arise when different voices have a chance to be heard, that there are many stakeholders and researchers who are very keen to help shape and inform the agenda around recovery in Ontario and beyond; and that multi-stakeholder processes are feasible and constructive. It may also usefully provide a benchmark by which we can assess actual recovery policies put in place by government.

We hope this report — a reflection of a very knowledgeable, action-oriented group of educational leaders and researchers from across Ontario — highlights key priorities for recovery and rebuilding in the education system, reflecting both areas of consensus and areas where there is not yet full agreement.

NOTES

[1] Kelly Gallagher-Mackay et al., "COVID-19 and Educational Disruption in Ontario: Emerging Evidence on Impacts" (Ontario: COVID-19 Scientific Advisory Table, 2021), <https://covid19-sciencetable.ca/sciencebrief/covid-19-and-education-disruption-in-ontario-emerging-evidence-on-impacts/>;

Tracy Vaillancourt, "Children and Schools during COVID-19 and beyond: Engagement and Connection through Opportunity" (Ottawa: Royal Society of Canada, 2021), https://rsc-src.ca/sites/default/files/C%26S%20PB_EN_0.pdf.

[2] People for Education, "Education Recovery and Renewal Plans Needed across Canada" (Toronto: People for Education, 2022), <https://peopleforeducation.ca/our-work/education-recovery-and-renewal-plans-missing-across-canada-2/>.

[3] Ministry of Education, "Ontario's Learning Recovery Action Plan Memorandum 2022:B02" (Government of Ontario, February 17, 2022).

