1. BACKGROUND/CONTEXT

As part of the Ministry of Education’s *Achieving Excellence a Renewed Vision for Education in Ontario* (April 2014), the ministry identified four goals for education: Achieving Excellence; Ensuring Equity; Promoting Well-Being; and, Enhancing Public Confidence.

As articulated in the Renewed Vision, to assess progress towards the goal of “Promoting Well-Being”, Ontario will:

- Work with our partners to identify the factors that support learner well-being and then adopt ways to measure them.

The Ministry of Education released Ontario’s Well-Being Strategy for Education: Discussion Document (May 2016) in order to focus its efforts internally and to engage with its education partners in how they can support efforts related to well-being. Within the discussion document, the ministry offered a working definition of well-being from an education perspective:

*Well-being is a positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met.*

*It is supported through equity and respect for our diverse identities and strengths.*

*Well-being in early years and school settings is about helping children and students become resilient, so that they can make positive and healthy choices to support learning and achievement both now and in the future.*

(Adapted from the 2013 School Effectiveness Framework)

**The Ministry of Education’s role in Promoting Well-Being:**

The Ministry of Education has a unique role to play among provincial partners because it supports the significant stages of a child’s formative years and can continue to provide support into adulthood. When schools provide a safe environment, students report a more positive view of their emotional and physical safety and well-being.

Within Ontario’s early years and education systems, promoting well-being is about fostering learning environments that contribute to learners’ positive sense of self/spirit through a holistic focus on their cognitive, emotional, social and physical development.

In doing so, the systems will help develop the competencies required to enable Ontario’s learners to acquire the knowledge, skills, and perspectives to become personally successful, economically productive, and actively engaged citizens.
This will be achieved by providing authentic and effective learning opportunities, based on learners’ individual needs, through healthy, safe, accepting, caring and inclusive learning environments; applying the perspectives of Indigenous and Francophone communities.

2. COMMITTEE COMPOSITION

The advisory committee will consist of 25-30 members, including two co-chairs appointed by the ministry, who bring academic and/or practical expertise in areas such as the arts, human capital development, health/physical well-being, school mental health, psychiatry and behavioural neuroscience, measurement and assessment, supporting newcomers and children/youth in care, Indigenous and Francophone perspectives and will include youth membership.

3. PURPOSE

The Well-Being Advisory Committee will provide expertise and advice on the development and implementation of a Provincial Student (K-12) Well-Being Framework. This will include the following elements:

- a discussion and review of the ministry’s working draft of the well-being definition, working towards developing a common understanding and definition of well-being within the context of Ontario’s education system
- a strategy for determining measures/indicators of student (K-12) well-being
- a strategy to implement measures/indicators of well-being in Ontario’s schools, including collection processes

In doing this work, the committee will bear in mind the need for:

- building upon what is currently underway and working across the province;
- alignment and collaboration across key policy/program areas including within the ministry and more broadly with other ministries;
- diverse perspectives and addressing the needs of underserved students;
- alignment to work done by key external sectors or community partners;
- identifying strategies to share knowledge or guidance across the education sector and an evaluation of the implementation of the well-being measures/indicators;
- valuing lived experience related to student well-being.
5. TERM

Two-year term from September 2016 to September 2018.

The advisory committee will meet approximately four times per year. Additional meetings may be held at the request of the advisory committee or as needed by the ministry.

6. MEETINGS

The meetings of the Well-Being Advisory Committee will be conducted in person in Toronto, and members will have the option to participate via teleconference. The meetings will be conducted in English. Material and information provided at committee meetings are to be treated as confidential and not for circulation or public release, unless otherwise stipulated by ministry staff.

The meetings will include ministry representatives from key policy/program areas.

7. SUPPORT

All advisory committee members will be compensated for related travel expenses within Ontario Public Service (OPS) travel guidelines.

The Ministry of Education will provide administrative support, including the scheduling of meetings, preparation and distribution of meeting materials, as well as following up on directions and commitments arising from the meetings.

The Assistant Deputy Minister sponsor for the advisory committee:

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8. COMMUNICATIONS

Any communications, including media contact, will be approved and coordinated by the following contacts at the Ministry of Education:

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