

Education Plan

Name of Student: _____

Name of Principal: _____

Firm/Organization: _____

Purpose

The Education Plan is designed to ensure that the Student receives the supervision, experience, and instruction necessary to develop the competencies set out in the Competency Framework for Entry to Practice (the “**Framework**”). It provides a structure for planning the articling term, identifying learning opportunities, and supporting regular communication and feedback between the Principal and the Student.

The Education Plan must be filed with the Law Society **before the commencement of the Articling Term. Although the Education Plan is completed and filed by the Principal**, principals are strongly encouraged to review it with the Student prior to filing. While the Education Plan is intended to promote adequate advance planning, the Law Society recognizes that students are articling in a dynamic environment and that strict adherence to the Education Plan may not always be possible. Adjustments may therefore be required as circumstances arise. The Law Society does not require notification of changes to the Education Plan as they occur, as any updates will be reported in the Student’s Mid Term Report.

Competency Framework

Before completing this Education Plan, the Principal must review the Framework. The Framework outlines the knowledge, skills, and professional behaviours expected of newly called lawyers in Newfoundland and Labrador as they transition to independent legal practice.

The Principal must ensure that the Student is provided with appropriate opportunities to develop all competencies set out in the Framework. The Principal must also ensure that any other lawyers who supervise the Student are familiar with the Framework and understand the importance of adhering to it.

Supervision of Student

While Students will often work under the supervision of other lawyers, it remains the Principal's responsibility to ensure that the Student receives the experience and instruction necessary to develop the competencies set out in the Framework. To meet this obligation, the Principal should maintain regular communication with all lawyers who will supervise the Student during the articling term.

Competencies the Principal Cannot Cover

List any competencies from the Framework for which you are unable to provide instruction:

Internal Supervising Lawyers

Identify the lawyers within your firm who will provide instruction for the competencies listed above, and indicate which competencies they will cover:

External Rotations (if required)

If external rotations took place, provide the firm(s) / organization(s), dates of external rotation(s), primary supervising lawyer(s), and competencies covered during rotation(s):

Designation of Mentor

The Law Society encourages the Principal to designate another practising member of the Law Society to act as a mentor for the Student. The Student should be encouraged to approach the mentor to discuss, in confidence, any problems or areas of concern relating to their articling experience. Ideally, the mentor will be a member of the same firm or organization as the Principal; however, the mentor may also be a practising member of the Law Society outside the firm or organization, if deemed appropriate.

The mentorship relationship is less formal than the articling relationship and is intended to provide the Student with an additional, confidential source of guidance and support. The mentor has no supervisory or reporting obligations to the Law Society. The Principal is not permitted to delegate any of their responsibilities to the mentor; all supervisory, instructional, and compliance

obligations remain with the Principal.

Name: _____

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Routine Tasks

It is recognized that the Student may perform some routine tasks, such as filing documents at court, making occasional deliveries, or assisting with clerical matters. However, as these tasks do not have a significant educational component, the Principal shall confirm that such tasks will **not comprise more than 10%** of the Student's overall workload.

Feedback and Performance Evaluation Plan

Providing timely, consistent, and constructive feedback is one of the most important responsibilities of a principal. Regular feedback helps students understand expectations, develop professional habits, and correct issues before they become barriers to progress. It also creates a transparent and supportive learning environment where students feel comfortable asking questions and taking on new challenges. To assist in planning the articling term, principals are asked to outline both their approach to day-to-day feedback and their plan for any formal performance evaluations.

Ongoing Feedback

Please describe how often you intend to provide regular feedback to the student throughout the articling term.

Frequency of feedback:

- ☐ Ad hoc as needed
- ☐ Daily check-ins
- ☐ Weekly check-ins
- ☐ Bi-weekly check-ins
- ☐ Other (please describe):

Primary methods of delivering feedback:

- ☐ In person
- ☐ Email
- ☐ Videoconference
- ☐ Phone
- ☐ Combination (please describe):

Formal Performance Evaluations

Please outline your plan for structured evaluations during the articling term.

Will you conduct formal performance reviews?

- ☐ Yes
- ☐ No

If yes, what is the planned schedule for the evaluations?

- ☐ Monthly
- ☐ Every 3 months
- ☐ Mid-term and end-of-term
- ☐ Other (please describe):

Format of evaluations:

- ☐ In person
- ☐ Written (email or document)
- ☐ Other (please describe):

Early Intervention and Reporting of Concerns

Timely identification and resolution of concerns is essential to a successful articling experience. The Principal should address performance or professionalism issues as early as possible, and work with the Student to develop clear steps for improvement. Where issues cannot be resolved between the Principal and the Student, the matter should be brought to the attention of the Education Committee at the earliest opportunity. Wherever possible, concerns should be raised with the Committee before any consideration is given to terminating the articling relationship, so that the Committee may assist in identifying options, facilitating communication, or mediating the situation.

Periods of Leave

Pursuant to Rule 6.08(2), a Student may, at the discretion of their Principal, take up to 20 days of leave during the articling term. Any additional leave of absence requires the approval of the Education Committee. Principals are strongly encouraged to discuss anticipated periods of leave with their Student and to plan for such leave in advance of the commencement of the articling term.

Have you discussed anticipated periods of leave with your Student prior to the commencement of the articling term?

☐ No

☐ Yes

If yes, does the Student intend to take any period of leave that requires approval of the Education Committee under Rule 6.08(2)(b)? (Note that this information is provided for planning purposes only and does not limit the Student's ability to request leave in the future.)

☐ No

☐ Yes (provide details below):

Principal Signature

Date