

School District No. 67 (Okanagan Skaha) - A Framework for Enhancing Student Learning

During the 2015-16 school year, the Ministry of Education and its education partners have worked together to improve school district and school planning and reporting requirements for Boards of Education. This work has led to the creation of *BC's Framework of Enhancing Student Learning*, which reflects a commitment by education partners to work together to continuously improve student learning for each student and to address long-standing differences in performance amongst particular groups of students, most notably students of Aboriginal descent, children in care and students with special needs.

Guiding Principles

The following set of principles guided the development of *B.C.'s Framework for Enhancing Student Learning*, and will be used as an ongoing reference point in its implementation and continuous improvement.

The Framework for Enhancing Student Learning:

1. Is grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities
2. Creates a system-wide focus on student learning, to ensure each student in BC achieves his or her full potential
3. Is meaningful, impactful, flexible, realistic, and sustainable
4. Addresses differences in performance among particular groups of students, most notably Aboriginal students, children in care, and students with special needs
5. Is strength-, support-, evidence-, and results-based
6. Reflects system-wide commitment to continuous improvement and life-long learning
7. Continues to build public confidence in BC's education system.

Elements of the Framework

The framework includes the following elements:

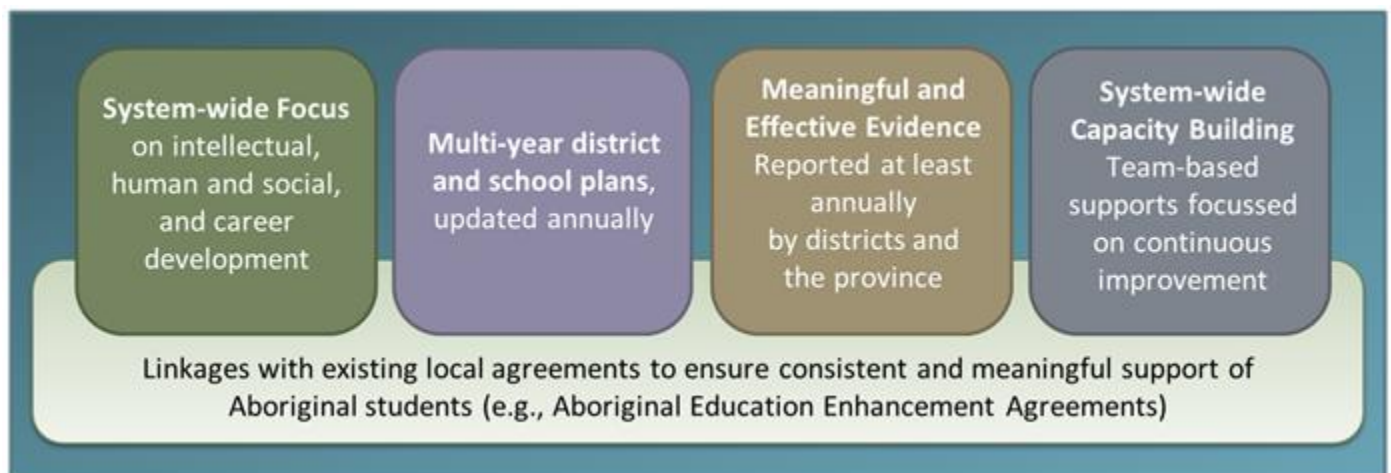
1. A **system-wide focus** on intellectual, human, and social, and career development. These goals broaden the focus of the previous framework to better reflect the whole learner and align with the provincial Mandate for the School System. School district and school plans are to be developed with careful consideration of these goals and the local context.

2. **Meaningful and effective planning for continuous improvement.** Under this Framework, school districts and schools will be expected to continue to develop multi-year district and school plans, but in a manner that is more relevant to local contexts and needs. School districts will now be required to produce only one district plan, instead of multiple plans.

Plans will be expected to reflect local efforts to support each student and specific groups of students, including Aboriginal students, children in care, and students with special needs.

The plans will be public reports to and for their local community. Boards must develop and publicly communicate a process for developing, reviewing, refining, and approving school district and school plans, and, in the spirit of collaboration, for including local education partners in this process.

3. **Effective communication of evidence,** reported at least annually, by districts and the province. The province and districts will report at least annually on overall results, as well as results for Aboriginal students, children in care, and students with special needs. Evidence should be meaningful and inform the school district and school plans and priorities for enhancing student learning.
4. **System-wide capacity building** through team-based supports focused on continuous improvement. The Ministry of Education and its education partners will work together to utilize existing structures (e.g., partner chapters, non-instructional days) and build new team-based supports to act on provincial and local priorities for enhancing student learning (e.g., a provincial team to support Aboriginal learners).
5. **Linkages with existing local agreements** (e.g., Aboriginal Education Enhancement Agreements) to ensure consistent and meaningful support of Aboriginal students.

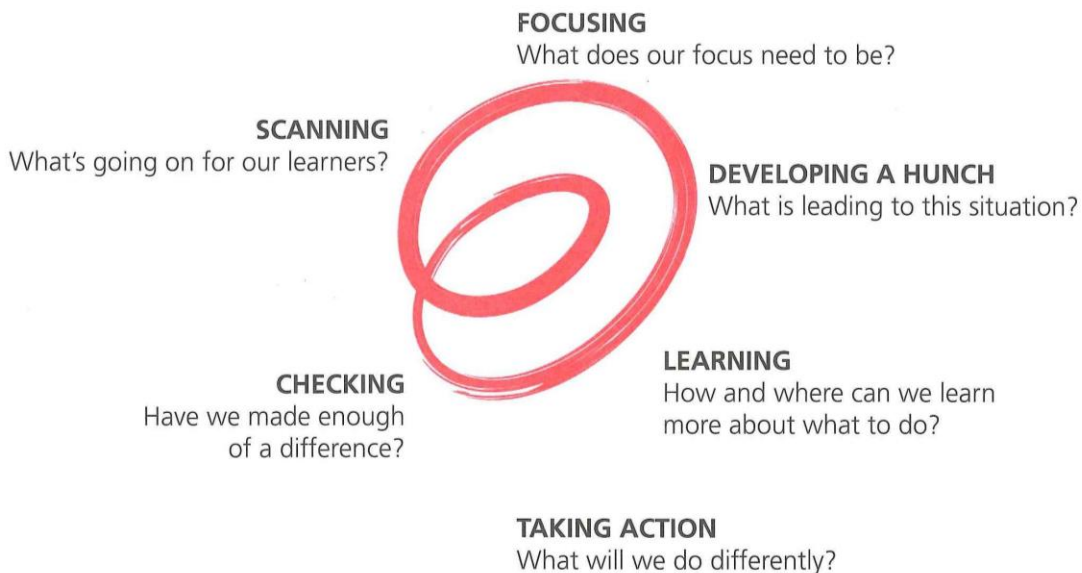


District and School Plans

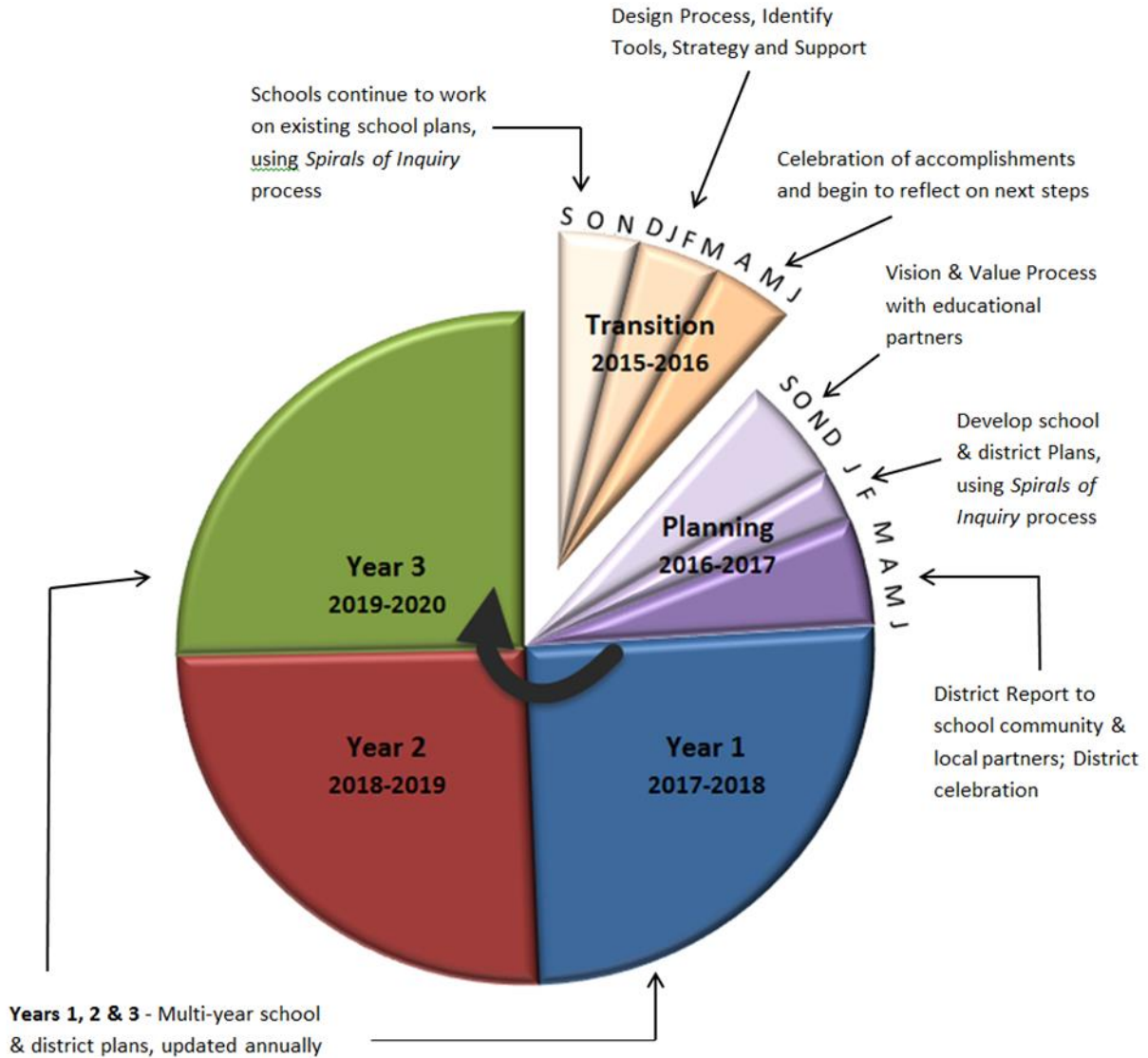
Each school year, the Board of Education has a responsibility to make public both the school district and school plans for enhancing student learning. The *Spirals of Inquiry* approach (J. Halbert and L. Kaser, 8th ed., 2015) will be used as the framework for both district and school plans, supporting the attainment of the district’s vision for student success. The *Spirals of Inquiry* is an inquiry-oriented approach to professional learning, leading to innovative practices. “Innovation is about recognizing that old approaches are not working for all learners, identifying what the key needs of our current learners are, and then creating new strategies based on knowledge about what does work” (Spirals of Inquiry; For equity and quality, J. Halbert and L. Kaser, 8th ed., 2015, p. 9). Inquiry requires educators to actively scan their classroom(s) and school(s), generate questions as to what will make the greatest positive difference for student success, try new approaches, observe and collect evidence, synthesize information from a variety of sources, draw conclusions and generate new questions. There is always more to learn by inquiring into what makes the most difference for our learners.

The Spirals of Inquiry

**What’s going on for our learners?
How do we know?
Why does this matter?**



Five Year District & School Planning Transition Cycle



Transition Year: 2015-2016:

The 2015-16 school year was a year of transition for the Ministry of Education and its education partners with the intention of improving school district and school planning and reporting requirements for Boards of Education. The requirement for districts in 2015-2016 was to develop and communicate a local process for developing multi-year district and school plans, which are to be updated annually. During this school year, the district continued to work on its current district goals and schools continued to work on their existing school plans. Work with J.

Halbert and L. Kaser commenced to refine the design process of both the district and school plans, which utilized the *Spirals of Inquiry* framework. The main focus for the district during this year of transition was to continue working on existing plans while building capacity around the use of the inquiry-based process.

Planning: 2016-2017

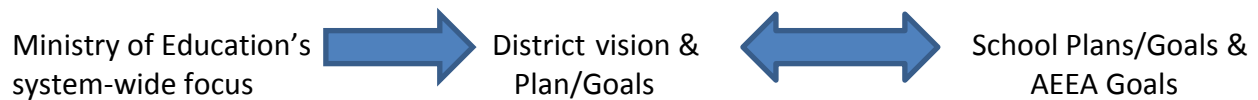
In the fall of 2016 the district will initiate a vision and value process to re-visit and refine the district's vision. A vision reflects the district's "sense of purpose" that guides the work of all people in the organization. With the implementation of new curriculum for K through to Grade 12, this is an opportune time to revise, clarify and communicate the vision and values of the district. All educational partners play a role in building a shared purpose, creating a collective sense of what is important and why the work matters. As such, trustees, principals, teachers, parents, students and community partners will be invited to participate in the process, which will include focus group meetings, larger group meetings and the use of social media.

Once the vision and value process is complete, both the district and schools will develop their multi-year plans in consultation with their educational partners. In the spring of 2010 we examined the 2008-09 cohort of students to investigate the characteristics of those students who did not complete school within the six year school completion window, and based on this information, structures and interventions were put in place to support learners at risk of not completing school. This upcoming year, 2016-17, a new cohort of students (2014-15) will be examined; this cohort evidence will inform both district and school plans.

That's not to suggest that each of the characteristics is a *cause* for non-completion; they are simply common characteristics that were consistent among our non-completing students. By doing so we can support *each and every* student by understanding who they are, what's impeding their progress, what intervention is needed to support the students' progress and how we as a system can prevent those challenges with other students.

In the spring, the newly developed multi-year school plans will be reviewed by the Superintendent or designate, shared at the District Celebration, presented to the Board of Education for approval at the public board meeting in June and communicated to each school community. The focus of the District Celebration is for schools to report out as to where they are in their inquiry process and to share next steps. As well, presentation of the Aboriginal Education Enhancement Agreement (AEEA) Report will be shared with educational partners at the meeting in June. All educational partners will be invited to the District Celebration. In addition, PAC's and DPAC's will be provided an update on the reports at their year-end meeting. All plans are posted to district and school websites. The goals in school plans and AEEA will align with the district vision and plan, which will support the Ministry of Education's system-wide focus on intellectual, human, and social, and career development.

Alignment: Ministry, District and Schools



Years 1, 2 and 3: Multi-year Plans Updated Annually

In School District No. 67 (Okanagan Skaha), the multi-year district and school plans will be updated on an annual basis as per the following timelines:

- **September** – Presentation of the district plan to educational partners. School staffs will revisit school plans and confirm their action plan for next steps. These plans will be presented and reviewed as appropriate with PAC and DPAC; any revisions or updates to plans will be communicated to parents of students in the school district and school.
- **October thru March/April** – Schools and the district continue to work on goals (inquiry process) of school plans, district plans and the Aboriginal Educational Enhancement Agreement.
- **April/May** – Schools and the district analyze the evidence and review achievements.
- **May** – Schools and the district share stories and challenges that bring their plans to life and celebrate their accomplishments with educational partners at the District Celebration of Student Success. As well, both schools and the district reflect on their work and begin to plan next steps, which will be revisited and confirmed in September of the next school year.

During Year 1 (2016-17), work with J. Halbert and L. Kaser will continue with school teams to further build capacity around the use of the *Spirals of Inquiry* framework.

Educational Partner Consultation:

Prior to approving plans or adopting annual updates plans will be made available for review by district partners at stakeholder group meetings, including:

- DPAC and PAC meetings
- Aboriginal Education Council and Aboriginal Partnerships meetings
- Education Committee and Board meetings

After plans have been adopted and approved they will be communicated to all educational partners by:

- Presenting plans at stakeholder group meetings
- Posting plans to district and school websites