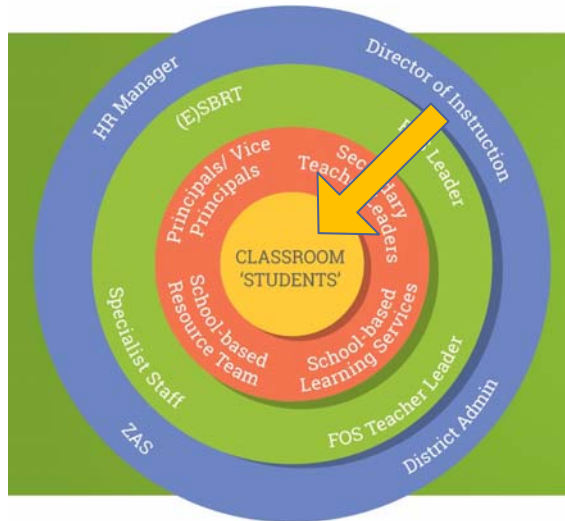


Focus on enhancing student learning



Where we were....



"A wrong driver is a deliberate policy force that has little chance of achieving the desired result, while a 'right driver' is one that ends up achieving better measurable results for students."

~ Michael Fullan

What makes a great school?



North Vancouver School District
the natural place to learn™

SEPTEMBER 2015 SCHOOL PLANNING DISCUSSION PAPER

School planning is a process, not an event

Introduction: Setting the Stage

Schools are foundational to creating society and the shared values that bind us together. A great school is often described as a community of learners including students, teachers, support staff, parents, and community members. Engaging the community of learners in recognizing the many quality attributes of the school while highlighting future directions and areas for focus is the essence behind school planning.

Historically, in British Columbia, school planning has taken a couple of different forms. Pre 2002, the school accreditation process that included an external team assessing the work of the school was the primary method to enable school planning. From 2002 to 2015, each school community was asked to develop a school growth plan. Unfortunately, the school growth plan movement was not designed in a collaborative manner as solely achievement oriented, and as such did not engage community members from the full community of learners.

Moving forward, NVSD has embarked on a process to define and develop a more authentic school planning process that reflects the values of individual communities while maintaining a commitment to the Mandate for Public Schooling.

Design Process

From March 2015 to July 2015, in consultation with representative School Planning Councils and student leaders, a team of educators that included Teachers, Educational Assistants, School Principals, and Directors worked together to define the role, purpose, and direction of the school planning process. The working group developed shared understandings and recommendations as the initial foundation to meaningful school planning. The process should enable the development of a "vibrant community of learners."

- A focus on student engagement and learning
- A culture of teamwork and collaboration
- Respect for adult and student diversity
- A strong sense of community and collective responsibility
- Strong Systemic Structures (e.g., SIBT, Collaboration Time, Staff Meetings)
- Ongoing and relevant communication of student learning

6 Attributes of a Vibrant Learning Community



An Appreciative Inquiry Process



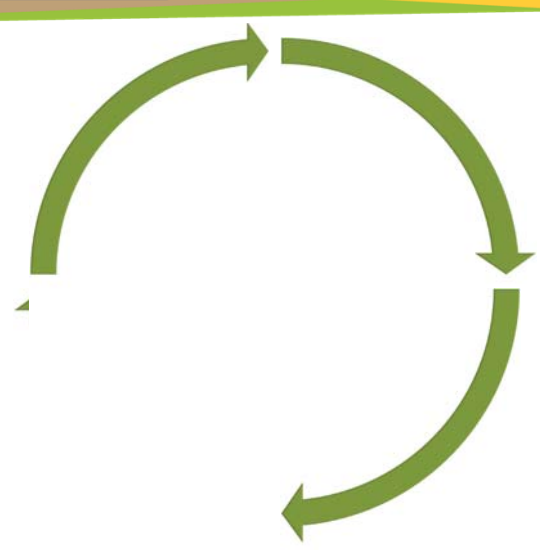
Values & Vision

School planning is a collaborative process whereby we identify the strengths of our school and areas for further development for our students and ourselves. School planning enhances and supports meaningful learning and development at the classroom, school and district levels.

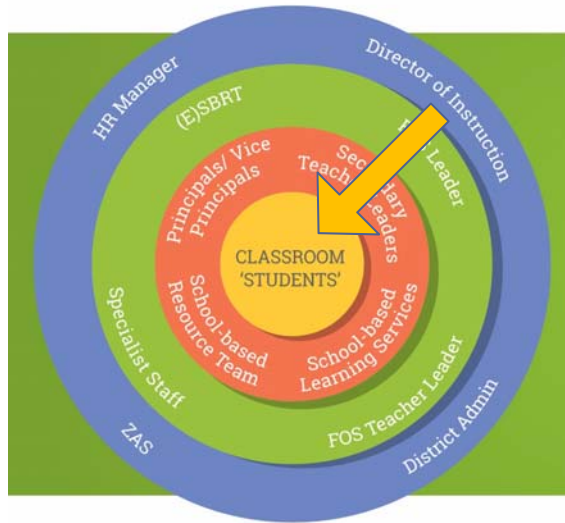
To this end, the working group identified the following three essential elements to school planning. These essential elements form the focused outcomes and provide clarity of focus.

- Values and Vision**
 - Begins with an understanding of classroom and school strengths
 - Reflects and builds on the shared values of the district, school, and community
 - Supports a school wide focus on diversity, student engagement and learning
 - Highlights and values current practice while identifying areas for focused development
 - Reflects school wide commitment to continuous improvement and life long learning
- Engagement and Learning**
 - Encompasses the core goals of public schooling: intellectual, human and social, and career development
 - Provides a clear focus on the development of educational practice:
 - Curriculum Design
 - Instructional Differentiation
 - Assessment For, As and Of Learning
 - Social Emotional Learning
 - Plans for Student Diversity with particular consideration of students of Aboriginal ancestry, children in care and
- Collaboration, Communication and Community**
 - Values a collaborative process that involves educational partners in frank, rich and respectful dialogue
 - Considers connections with school, community, Family of Schools and district Professional Learning Opportunities
 - Includes priorities, goals, actions, and progress monitoring
 - Enables a multi-year school plan, published as a living document that is reviewed, refined and reported on

Where we are now...



Focus on enhancing student learning



District Priorities



Modernizing Curriculum

Complex Learners

Aboriginal Education

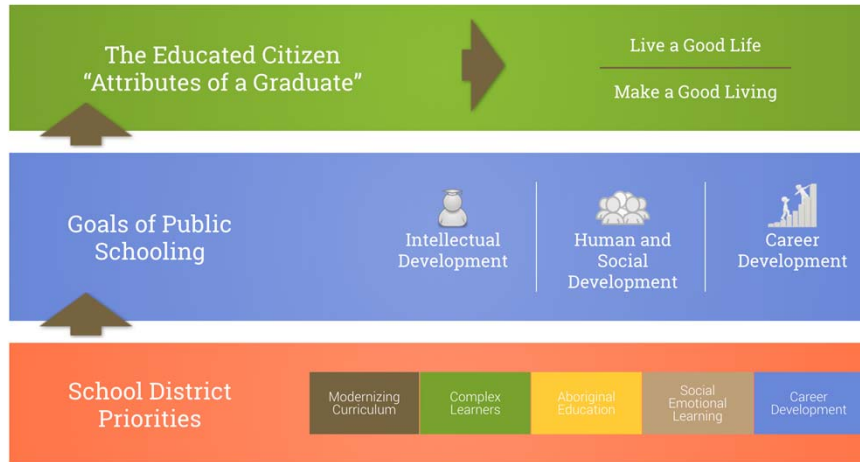
Social Emotional Learning

Career Development

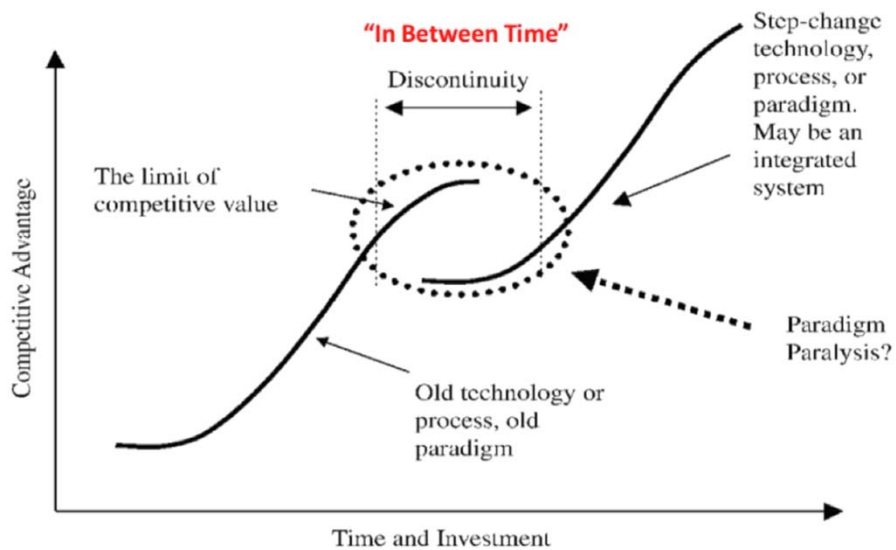
District Planning



The Plan on a Page



Overlapping S Curves





District Priorities



Learning content or information constitutes only one part of learning in school; students need to have significant opportunities to develop and practice intellectual skills / thinking processes, motor skills, attitudes and values

Modernizing
Curriculum

Complex
Learners

Aboriginal
Education

Social
Emotional
Learning

Career
Development

2018 - 2019 ...



Assessing the Vibrant Learning Community in the Carson Graham Family of Schools

A meaningful [school plan](#) is a living document that articulates priorities shared by the district, school & community for enhancing student learning. It highlights areas of strength & identifies areas for further development. School planning is part of the ongoing process that will ensure Carson Graham FOS continues to be a vibrant learning community for all students, staff & community. Please consider the following [8 attributes](#) as part of your planning process. Where is your school in relation to each? Why do you say that? Where do we need to focus supports moving into 2019-2020?

North Vancouver School District priority areas are:

- Modernizing the Curriculum
- Complex Learners
- Indigenous Education
- Social Emotional Learning
- Career Development



It is not expected that your plan explicitly addresses each of the above areas in detail. But, how might your school plan goals be structured to give consideration to organization of supports and instruction for all students (universal, targeted and intensive)?

A focus on student engagement and learning

1	2	3	4	5	6	7	8	9	10
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collaboration

5	6	7	8	9	10
---	---	---	---	---	----

student diversity

5	6	7	8	9	10
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and collective responsibility

1	2	3	4	5	6	7	8	9	10
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Modernizing the Curriculum

How do your school plan goals encourage learner engagement, student efficacy and differentiation within the modernized curriculum?

Complex Learners

Are your school plan goals conceptualized in ways that incorporate consideration of students who have complex needs?

Indigenous Education

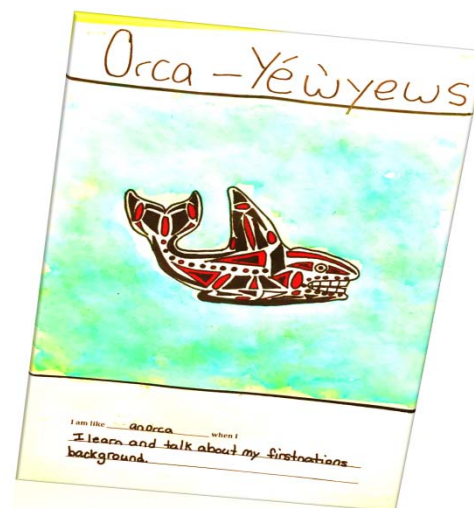
How is your school plan developing the [3 Pathways](#) to Indigenous Education: student, staff and community?
How are you incorporating First Peoples' Principles? Are you connecting the Core Competencies?

Enhanced Student Learning

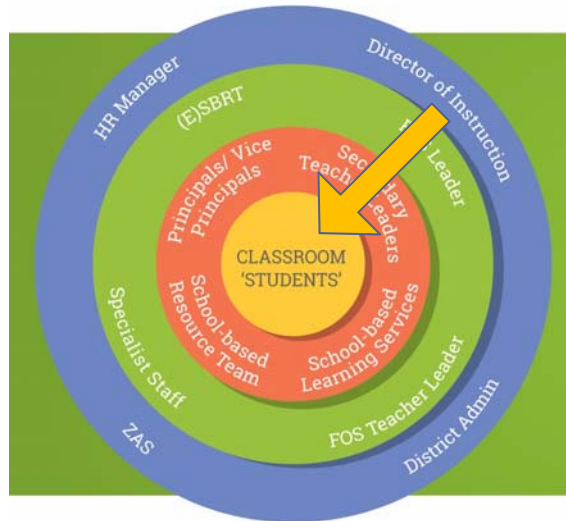


"...all indicators are flawed, whether qualitative or quantitative. What matters is not finding the perfect indicator, but settling upon a consistent and intelligent method of assessing your output results."

~ Jim Collins



Where are we going?



Where are we going?



A vibrant learning community involves the courage to be imperfect and a willingness to embrace those points of tension that commonly surface when individuals approach their work with passion, commitment and innovation.

Triple Self-Portrait by Norman Rockwell