A Framework for
Enhancing Student Learning:
Improving K-12 Accountability in British Columbia

School and District Planning, June 14, 2016

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Overview

- Backdrop

- Foundational Ideas

- School Planning

  – Process and Support

  – One School's Story

- District Planning

History

- Pre 2001

  Accreditation & Accreditation Teams

- 2001 – 2015

  Accountability Framework

  School Growth Plans

- From 2016

  Enhancing Student Learning

  Appreciative Inquiry

Context: 2014-2015

A Provincial Advisory Group was formed in the fall of 2014 to inform the development of an improved K-12 Accountability Framework.

This group comprises representatives from the following provincial education partner groups:

BCSTA	FNESC	BCTF	Student Voice
BCSSA	BCPVPA	BCASBO	BCCPAC
BCCASE	Ministry of Education		RCY

BC's Framework for Enhancing Student Learning: The "How"

- An iterative process (share, discuss, refine)

- A transition year (working with partners in districts, development of personalized planning processes, refining framework as and where needed)

- Flexibility to continuously improve the framework as needed to enhance student learning

BC's Framework for Enhancing Student Learning: The "How"

- All education partners are responsible for student learning, each with unique responsibilities

- Focus on student learning, to ensure that each student achieves his or her potential

- Meaningful, impactful, flexible, realistic and sustainable

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School Planning

To generate a **cultural shift** regarding accountability—from **compliance** to genuine **cross-partner ownership** of student learning.

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Appreciative Inquiry

"The real methodology for system change begins and ends with ongoing conversations about important questions."

~Tony Wagner

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The "**how**"
is as important
as the "**what**".

Right Drivers vs Wrong Drivers

- Capacity Building
  (Professional Learning)

- Social Capital
  (the quality of the group)

- Instruction
  (C, I, A, SEL)

- 'Systemness'

- Accountability

- Human Capital
  (the talent of individuals)

- Technology

- Fragmented Strategies

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School Planning
'Meaningful, Flexible, Co-constructed'

School Planning Representative Committee:

- Teachers

- Educational Assistants

- Principals

- Executive

- Parents and Student Consultation

School Planning

'Meaningful, Flexible, Co-constructed'

- Step 1 – Define a quality school, and the role of a school plan

- Step 2 – Develop the elements, guiding beliefs, and key processes to school planning

- Step 3 – Identify school planning processes in alignment with shared values and beliefs

- Step 4 – Review, Refine, and Recommend calendar of events and supports for implementation

Guiding Questions

What makes a great school?

- What are the elements and features of a great school?

- What are some of the values and beliefs that guide the vision of a great school?

Guiding Questions

In order to create a meaningful school plan:

- What should be the role and purpose of a school plan and school planning process?

- What values and beliefs should guide the development of a school plan?

- What would an ideal school planning process and plan look like?

- What components and sections would an ideal school plan contain?

A School is
a Vibrant Learning Community

A Vibrant Learning Community is committed to:

- 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., SBRT, Collaboration Time, Staff Meetings)

- Ongoing and relevant communication of student learning

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Meaningful School Development

"School planning is a process not an event"

The School Planning Joint Working Group wishes to design a school planning process that reflects and honours the values, insights, and professional understandings and responsibilities of North Vancouver educators, while providing the opportunity for meaningful consultation with parents and students.

We believe School Planning needs to be a collaborative process that enhances and supports meaningful learning and development at the classroom, school and district levels.

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Meaningful School Development
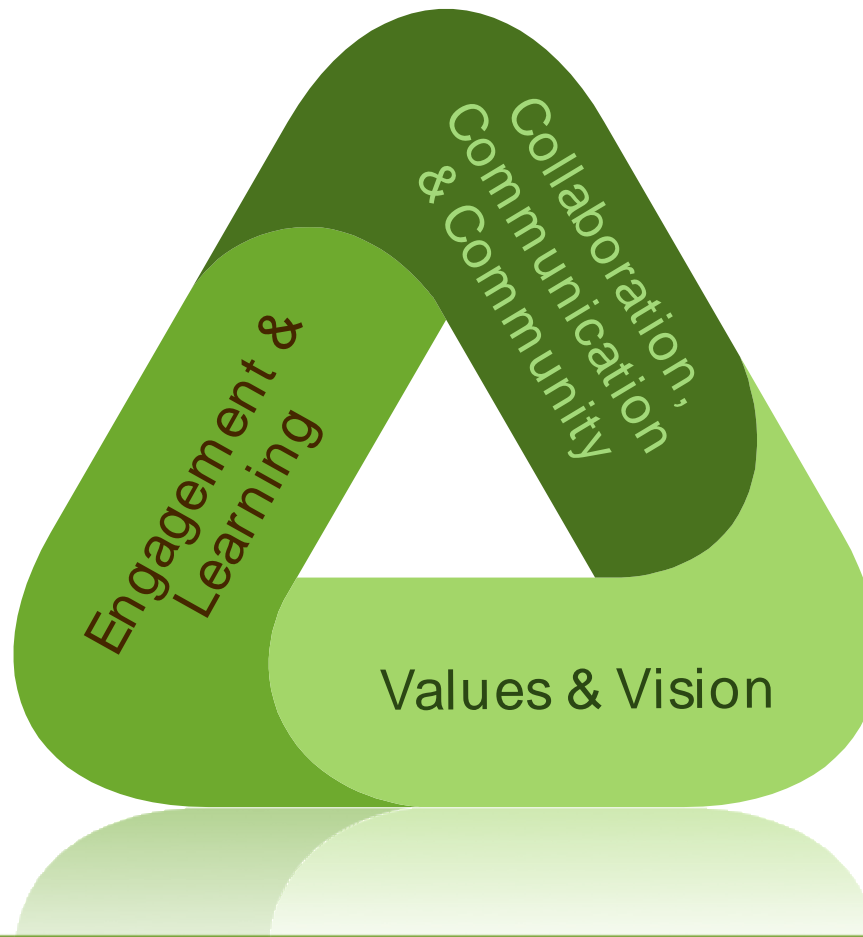
"School planning is a process not an event"

The key elements to the school planning process are:

- Shared Values and Vision

- Student Engagement and Learning

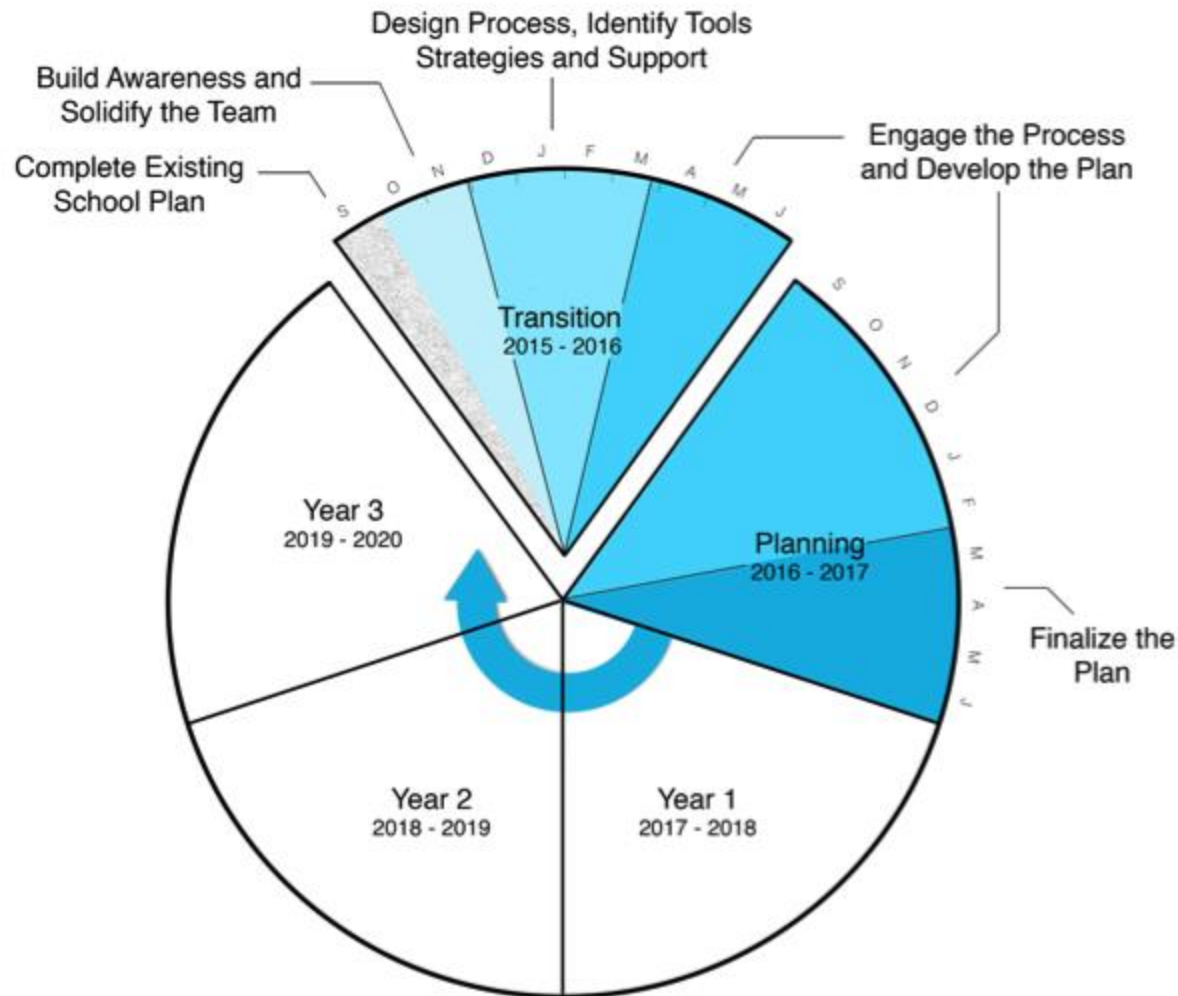- Collaboration, Communication and Community

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School Planning

'An Appreciative Inquiry Process'

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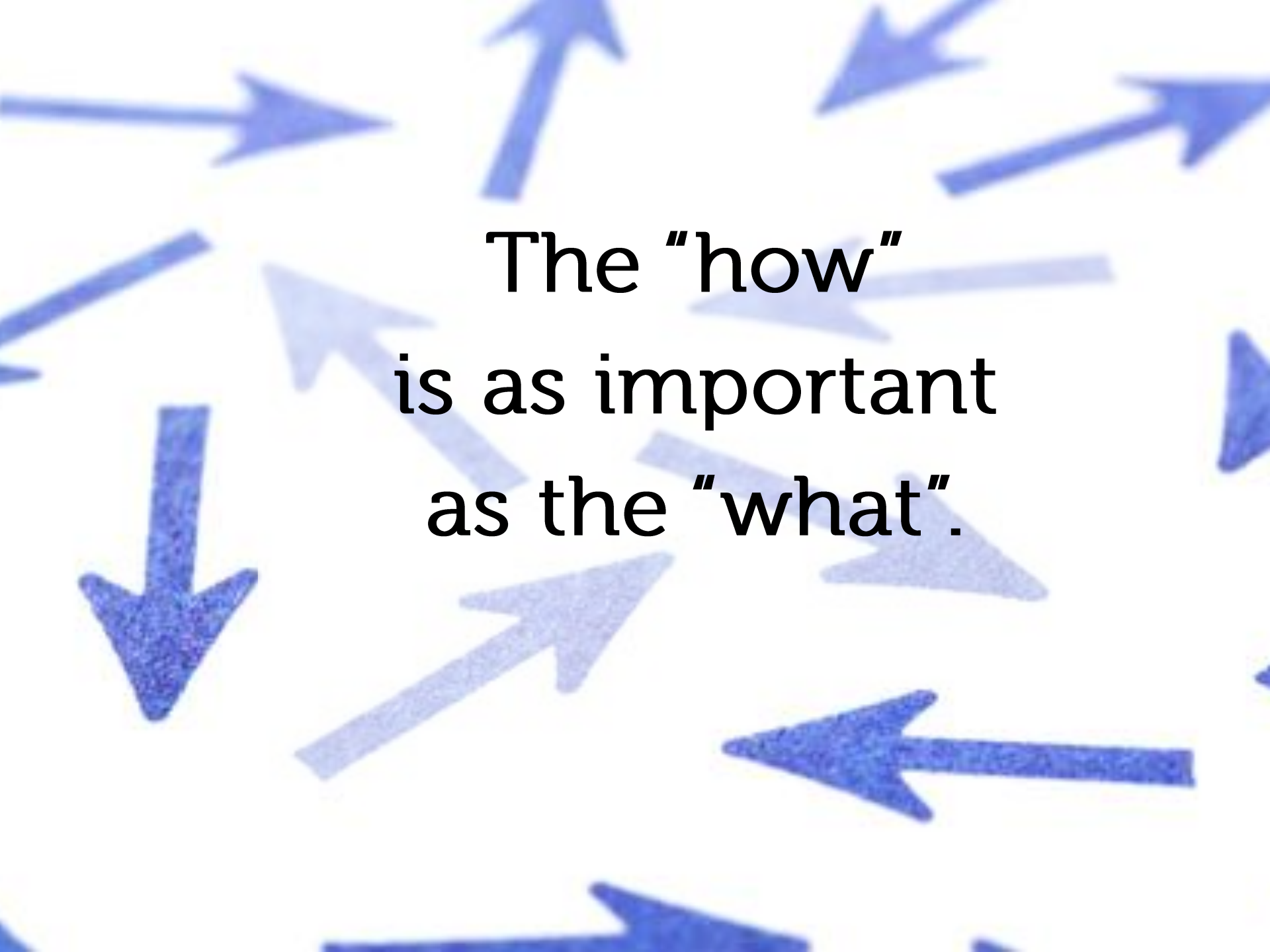
School Planning Cycle
A 5 Year Transition

Overview:

Implementation of
New School Planning Process
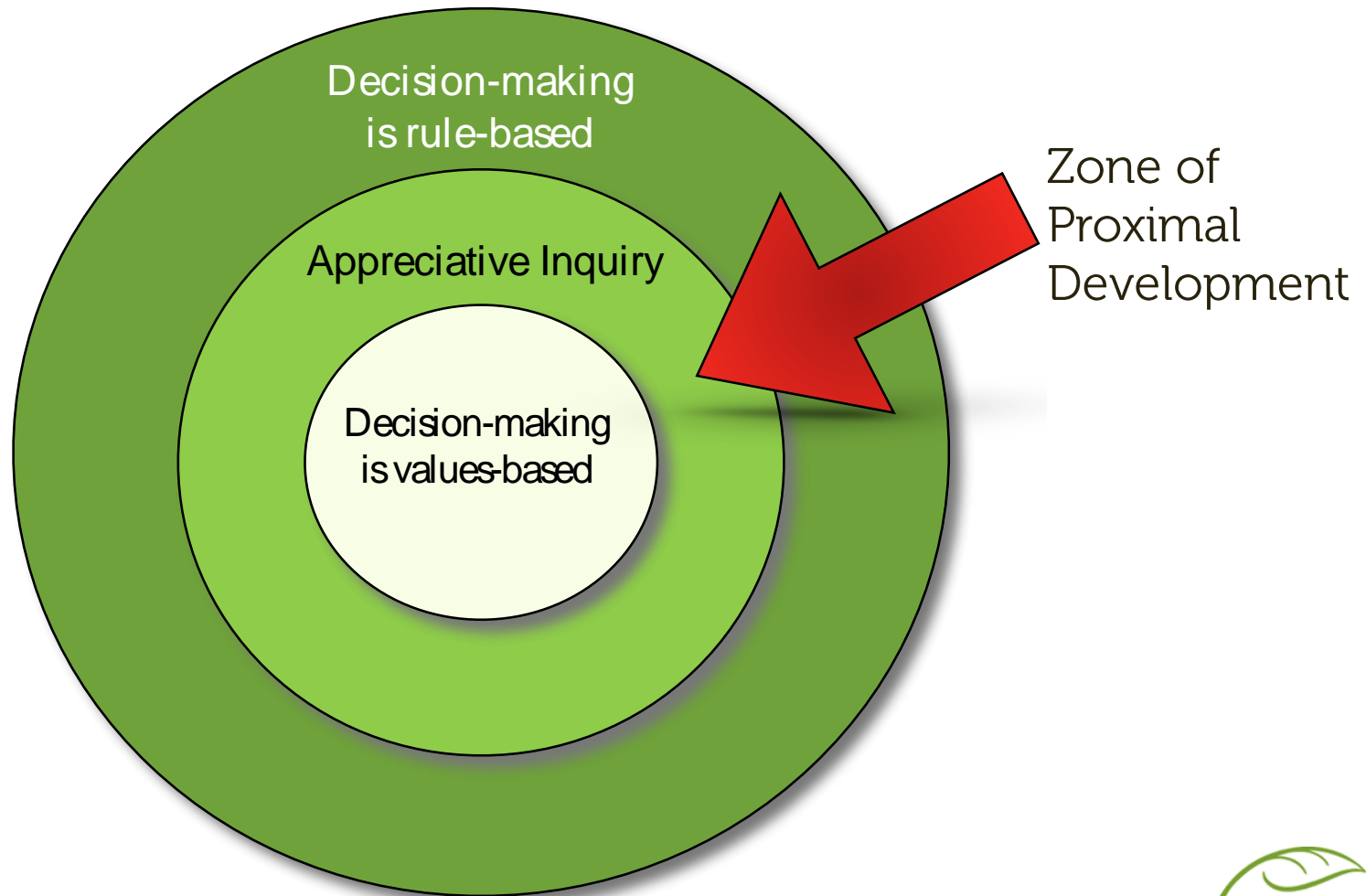
The "how"
is as important
as the "what".

"Development can not
be separated from its social
context."

~ Vygotsky

Organizational Development
The Reality of Change Movement

Decision-making
is rule-based

Appreciative Inquiry

Decision-making
is values-based

Zone of
Proximal
Development

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School planning
is a process
not an event

What are the elements of a great school?

Participatory Leadership:
A Continuum of Style

< Not participative				Highly participative >
Autocratic decision by leader	Leader proposes decision, listens to feedback, then decides	Team proposes decision, leader has final decision	Joint decision with team as equals	Full delegation of decision to team

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Staff Ideas
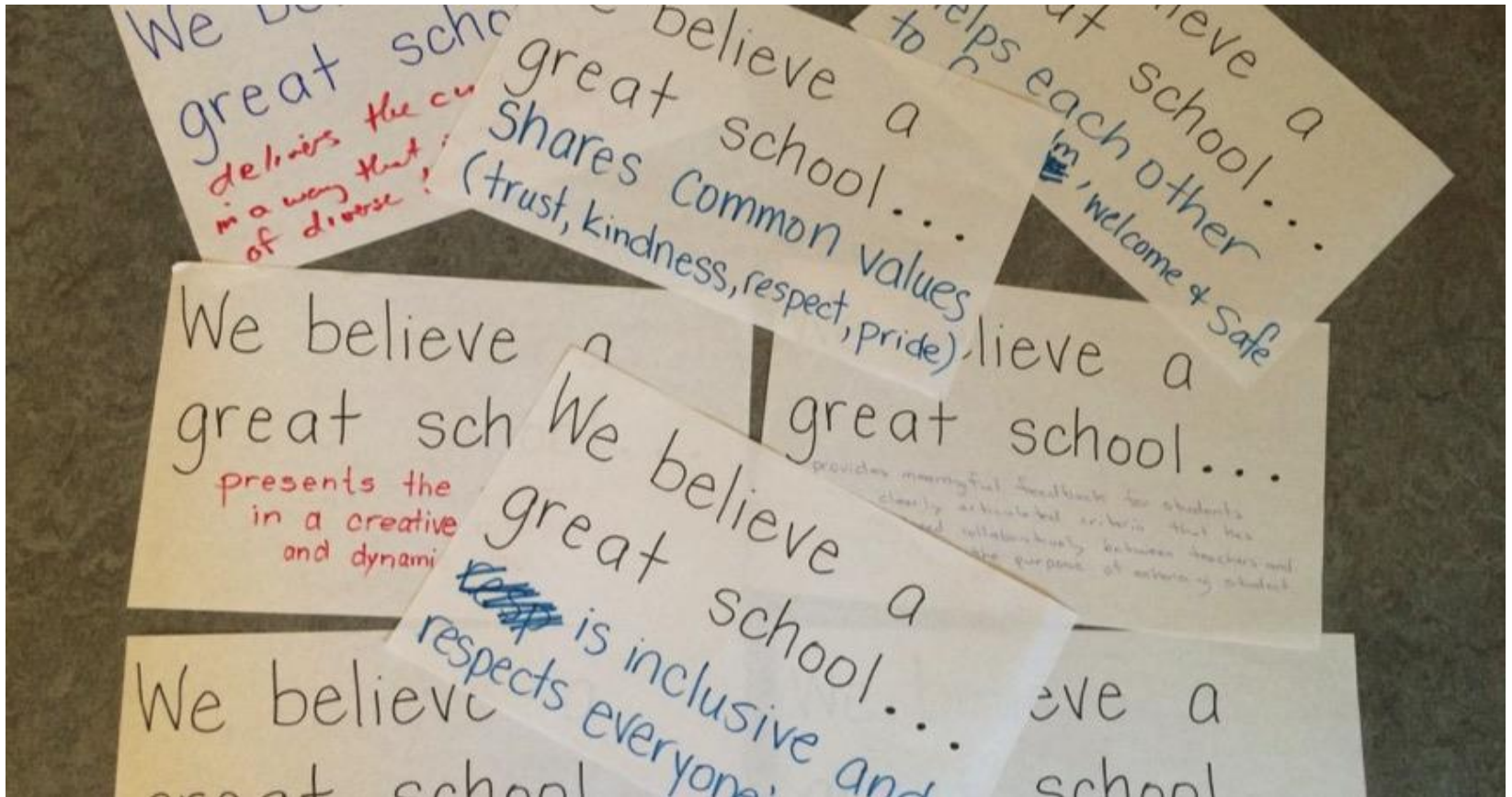
Alignment with the 4 Pillars

Guiding Beliefs

- all members of our learning community model and support our shared values of trust, collaboration, respect and responsibility

- the learning environment is calm and welcoming

- inclusion is practiced and we respect each other's differences

- meaningful assessment (as, of, for learning) and ongoing feedback is provided

- students are active participants in their own learning and understand themselves as learners
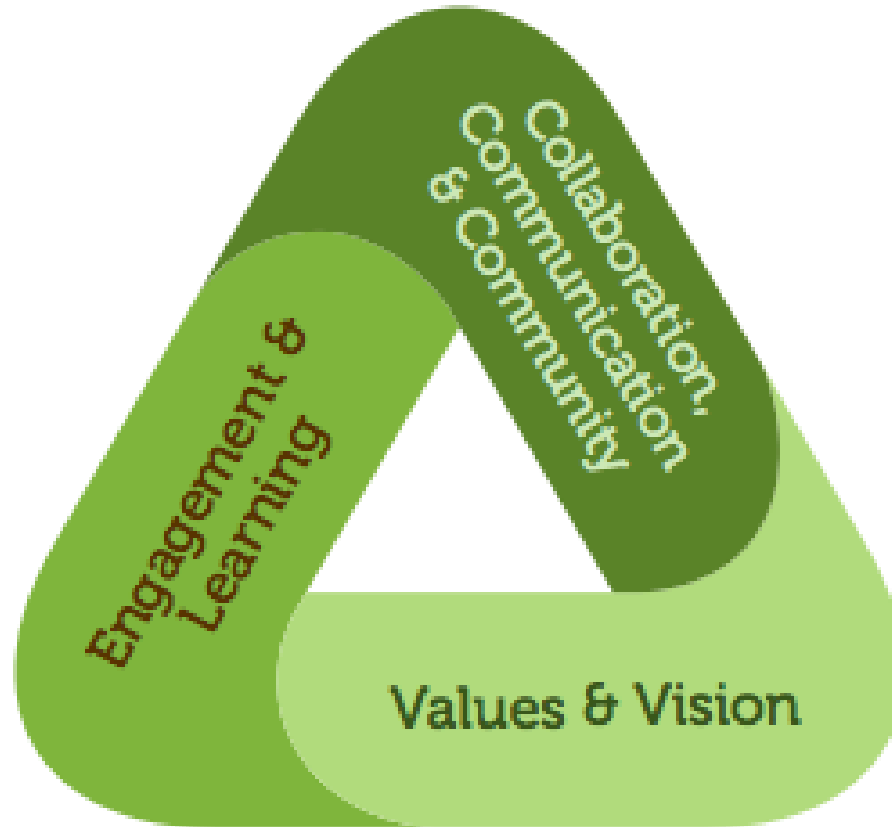
Participatory Leadership

Resources

School Based Resources

"What Makes a Great School"
Resource Website for Staff

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School Planning is a Process…

Nothing was ever invented and perfected at the same time.

Seymour Heights: A Vibrant Learning Community

- School Planning Core Team:

Teachers: Primary, Intermediate, Learning Service Teacher, EA, LSW, Administration, & Parent Liaison

- School Planning Process – *A timeline...*
- Sharing of our story

Fall-Winter 2014

November 2014

Staff Feedback

"What makes a great school"?

December 2014

Appreciative Inquiry

"What makes Seymour Heights a Great School"?

December 2014

PAC- standing item on monthly agenda. Admin report out on "Vision and Values"

Winter-Spring 2015

January

Collation of Data

Connection to the 4 Pillars of Educational Practice

February

Identification of Values

Authentically generated through appreciative inquiry

March

Draft of Vision

Staff & Community Feedback

Shared @ EA, PAC & Staff Meeting

April-June

Confirmation of Values, Vision- Identification of 5 guiding beliefs

Fall 2015

October

Review of process:
Where have we been?
Where are we going?
Chief Staff Rep. + Admin Share

November

School-based Pro-D

Whole School Participation

December

Identification of growth areas:

Inclusion & Assessment

Winter- Spring 2016

January- April

Ongoing data collection and information gathering

Core team meets

Process is shared on Seymour Heights website

April

Core Team:

Goal #1 with identified objectives, strategies to support & measure

Decision to focus on 1 goal

April

Draft goal #1 "Diversity is Honoured"

…

is shared with staff for feedback and revision

May

Draft of Goal # 1 is shared with parents for feedback

via a community board & feedback emailed to the core team

June

Plan is created for implementation in September 2016

SEYMOUR HEIGHTS ELEMENTARY SCHOOL PLANNING PROCESS

WHAT WE HAVE ALREADY ACCOMPLISHED:

–*Appreciative Inquiry:* Learning Community Feedback: What Makes a Great School – Staff looks at what we believe makes a great school

–*What Makes Seymour Heights a Great School* – Interviews, Staff meeting exploration, community feedback – What are our strengths?

–*Connection to Four Pillars:* Use of Collaboration time and Staff meetings to connect our beliefs with North Vancouver School District's Four Pillars (Curriculum, Instruction, Assessment, Social Emotional Learning)

–*Creation of Seymour Heights Values and Vision:* Seymour Heights Learning Community participates in a year long VISIONING process leading to a clear identification of **Seymour Heights Vision, Values and Guiding Beliefs** (attached)

–*Appreciative Inquiry: Guiding Beliefs* - Use of Professional Development Days – Inclusion of all staff and district staff - What are we already doing well? How can we enhance what we are already doing?

–*Identified areas of focus: 1 ASSESSMENT and 2 INCLUSION: TEACHING TO DIVERSITY*

–*School Planning Core Team* is created - Regular meeting times are established to explore the identified areas of focus

–*Meaningful consultation* with parent community: Identified areas of focus are shared with the parent community – feedback is requested through a short survey and a community feedback board

NEXT STEPS:

–*Goal Setting:* School Planning Core team to use data collected to establish *GOALS, OBJECTIVES* and *STRATEGIES*

Implementation of Plan – SEPTEMBER 2016

Sharing our Story

- Guiding Questions for the Team

1. What is your perspective on the School Planning Process at Seymour Heights?

2. How has this process impacted the following:
   - Your own practice?
   - The Learning Community and Culture?
   - Student Learning?

Where are we now?

THE PLAN

"Diversity is Honoured"
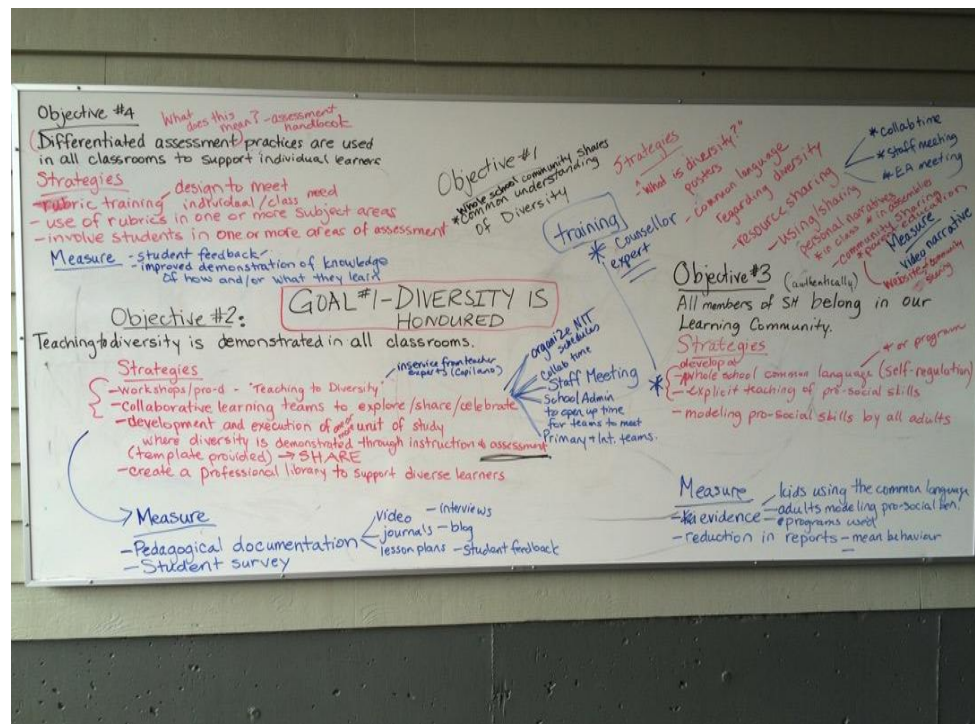
District Planning
'Meaningful, Flexible, Consultative'

To generate a **cultural shift** regarding accountability—from **compliance** to genuine **cross-partner ownership** of student learning.

District Planning
'Meaningful, Flexible, Consultative'

Help design a stakeholder engagement night

- – Identify key themes and guiding questions

- – Identify stakeholders and composition

- – Input on attributes of the engagement process

- – Review data collected via the engagement process and provide guidance to the design of the District's Framework for Enhancing Student Learning

District Planning
'Meaningful, Flexible, Consultative'

– December 3, 2015

– December 14, 2015

– January 12, 2016

– January 26, 2016

– Post/Wrap up - May 4, 2016

ADDITIONAL CONSIDERATIONS to include in District Planning Process...

- **COMMUNITY** = clearer in School Plan than in District Plan
  - MAKE DISTRICT PLAN FIT LEARNERS (not vice versa) EVERYONE is a LEARNER
- ★ **ALL VOICES INCLUDED** to ensure PRIORITIES, GOALS & ACTIONS are for ALL

BUILDING TRUST in the PROCESS
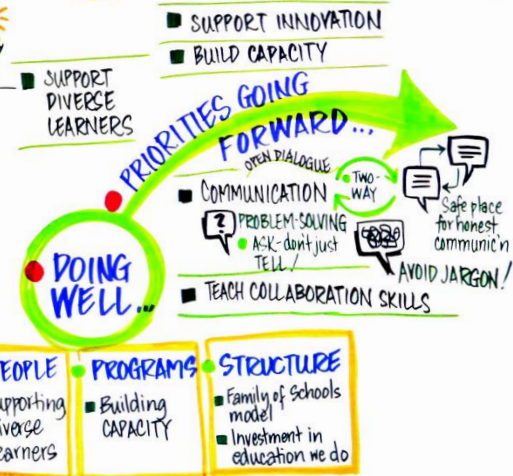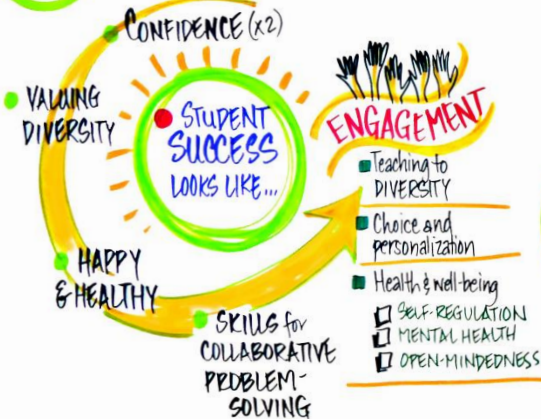
ALIGNMENT OF SCHOOL & DISTRICT PLANNING...

- CULTURE of TEAMWORK & COLLABORATION
- DIVERSITY & INCLUSION
- AUTHENTIC & GENUINE
- COMMUNICATION
  - Respectful
  - Two-way
- ENGAGEMENT at ALL LEVELS
- MINDFULNESS of COMMUNITY INCLUDING PARENTS!
- COLLECTIVE RESPONSIBILITY

★ **COLLABORATION & ENGAGEMENT**
  - District partner group committee structure

★ **PARENTS MUST BE PART of the DIALOGUE**

★ **STAKEHOLDERS SET & ARTICULATE GOALS**
  - And identify indicators of progress

★ **DISTRICT STRUCTURE** that REVIEWS SCHOOL PRIORITIES
  - And identifies overarching issues & areas to improve.
  - Give input on future direction & budget priorities

STAKEHOLDER FEEDBACK

★ **CONSULTATION ≠ AGREEMENT!** IMPORTANT to ARTICULATE THIS at OUTSET!

CONFIDENCE (x2)
VALUING DIVERSITY
Student SUCCESS LOOKS LIKE...
HAPPY & HEALTHY
SKILLS for COLLABORATIVE PROBLEM-SOLVING

ENGAGEMENT
- Teaching to DIVERSITY
- Choice and personalization
- Health & well-being
  - SELF-REGULATION
  - MENTAL HEALTH
  - OPEN-MINDEDNESS

RESPECT, HONOUR, INVOLVE
BUILDS STRONGER COMMUNIC'N
How PARTNERS SHOULD WORK TOGETHER
MORE TRUST
ALL VOICES HEARD
AUTHENTIC, GENUINE

- VALUE
- RECOGNIZE
- CAPITALIZE ON EACH OTHER'S STRENGTHS

SUPPORT DIVERSE LEARNERS

UNDERSTANDING TODAY'S TEACHING & LEARNING

DIVERSITY in the CLASSROOM

RESPECTFUL COMMUNICATION TRUST & CARE
ON ALL LEVELS
OPEN, HONEST DIALOGUE

SUPPORT INNOVATION
BUILD CAPACITY

PRIORITIES GOING FORWARD...
OPEN DIALOGUE
- COMMUNICATION TWO-WAY
  - PROBLEM-SOLVING ASK - don't just TELL
  - Safe place for honest communic'n
  - AVOID JARGON!
- TEACH COLLABORATION SKILLS

DOING WELL...

PEOPLE
- Supporting diverse learners

PROGRAMS
- Building CAPACITY

STRUCTURE
- Family of schools model
- Investment in education we do

DOCUMENTED AT MEETING of MAY 4, 2016

Going Forward

- Recommendation of bi-annual Enhancing Student Learning Committee review meetings

- Stakeholder Goal and Action Planning

Drawing Connections

- School
  - Attributes of
  - Planning Process
  - Team

- District
  - Attributes of
  - Planning Process
  - Team

Drawing Connections

- Strategic Vision

- Budget Themes

- School Planning to Enhance Student Learning

- District Planning to Enhance Student Learning

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District Planning
'Meaningful, Flexible, Consultative'

Representative Committee:

- Student Consultation

- Parents

- Teachers

- Educational Assistants

- Principals

- Executive

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