

# ENHANCING STUDENT LEARNING FRAMEWORK

February 5, 2016

On December 7, 2015 students, teachers, school administrators and district staff from the Thompson Okanagan school districts met to discuss ways to implement BC's Framework for Enhancing Student Learning.

Each district met prior to the meeting to discuss their current process and possible ways to improve. During the morning session each district team shared their current process and some examples of effective practice (see attachments).

In the afternoon participants shared in smaller focus groups, and discussed two questions:

1. What are the important considerations in developing effective school plans?
2. What are the important considerations in developing effective district plans?

## Key recommendations for school planning

**Yellow:** School culture, reflects school differences, built on trust, focus on student needs

**Blue:** Meaningful collaboration with ALL community stakeholders

**Purple:** Flexibility in time lines, time needed to follow process, resources needed

**Green:** Focus on student needs as learners in the system

**Red:** Strength based, focus on inquiry, passions and sound research

## Key recommendations for district planning

**Yellow:** Reflects diverse school cultures and plans which are flexible

**Blue:** Meaningful collaboration with ALL community stakeholders

**Purple:** Process requires time, resources, structures and opportunities to share

**Green:** Connectivity between school that is based on common student and school evidence of learning

**Red:** Risk taking

**Grey:** Mindset and beliefs around learning

## What are the important considerations in developing effective school plans?

### Colour Indicators

**Yellow:** School culture, reflects school differences, built on trust, focus on student needs

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Reflects school community using maximum of 3 goals	Revisions based on data, alignment, and buy in of stakeholders	Involves ALL stakeholders; parents, teachers, admin., students, trustees, EA's etc.	Collaborative with time needed for planning to help support goals and assess effectiveness	Long term commitment to the vision	Qualitative & Quantitative balance in reporting, technology and resources needed
Tell the story..visually with no text-from the heart	Larger schools need a theme that all inquiries fit into-follow passions of the staff	ALL stakeholders... Voice of students is needed. How do we engage parents?	Provide structures, opportunities, resources and time to support inquiry		
Ownership is authentic at all levels-student, teacher & admin.- flattened hierarchy	Based on a culture of established trust. Permission to make mistakes and take risks	Communicate to ALL stakeholders Support, time, resource	Flexible-a living document and part of a cyclic process of review	Everyone understands the "WHY" clarity of vision and purpose	Connected to improving student (each child) learning based on research
Needs to be reflective of the school culture and should reflect the pursuit of people's passions	Authentic and timely involvement of students and families-each student considered	Re-engage teachers in school planning	Start with questions, not necessarily ending in June-fluid timelines	Evidence that includes the stories of student experience	Plans are based on strengths versus needs based or only data
Created within a climate of trust	Inclusive, holistic, reflective, meaningful based on student learning needs	Quantitative and qualitative evidence of learning monitored and communicated to reflect the		Student and educators are agencies of their learning	Strength based driven by curiosity to help each learner maximize their potential

		learning journey-look at trends of success			
Student/learner focused in student friendly language	Manageable goals-lazer focused on student needs and relevant	Broad based involvement-understood by all	Extend over multiple school years-reflect-living document	Drill down on evidence to surface issues and have evidence information leading to rich conversations	Connected to pedagogy with an inquiry focus-grounded in research
Challenging each students strengths and understanding everyone's learning differences	Asking students their opinion and actually listening to them.	Involving parents and better communication between students and teachers and build on those relationships		More assemblies of administration telling students why, not just what	

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Should the district goals/inquiry evolve organically from what is going on in schools?	Meaningful collaboration between all levels	Effective district plans provide structures, opportunities, resources and time to support inquiry for effective school plans			
	Less autocratic-not assembly line-model invitation not a prescription	More prep time  More open, instinct timelines teamwork and input Spiral not linear-living documents-not dry-static	Quantitative data-Gaps between elementary and secondary		
Vertical integration of school plans K-12 and beyond	Involve conversations between senior leadership and the school plans that are respectful of school contexts	Empower all stake holders to develop leadership potential	Pay attention to the process- there is power in the process- it can result in changes that improve practice in all areas  Spend time transitioning instruction	Connect school planning and professional growth with district plans- flexible timelines for completing plans-it is not an event, it is a developmental process	Share progress and successes and challenges

			across K-12		
Plans from schools inform and affect district plans	District needs a clear mission and vision that is flexible to honour differences	Process needs to gather input from students, parents, community partners, post secondary, employers etc.	Reflective of teacher and principal input	Locally relevant	Student stories as evidence of their success after they left the system. "How are they doing now?"
Use global information from each school-strength based not deficit model	Built together from the ground up with students, teachers, families, parents, community members and district staff	A co-ordinated process or framework for site based improvements	Broad goal so all schools can access it and maintain autonomy which allows for creativity	Used to build a common language	Reflects shared values and beliefs about student and adult learning
Reflective of individual school differences and needs	Brings coherence between schools and across the district	Balanced with meaningful student and school evidence of learning that inspires public confidence			
Communication between students from different schools	Understanding that each school will be different because of student body and staffs	High school students having a middle or elementary buddy who they talk to about what high school is like.	Student advisory councils meeting with other school councils	"What can I do to pass, not to learn?" This line needs to shift to learning rather than just passing.	

**Summary:**

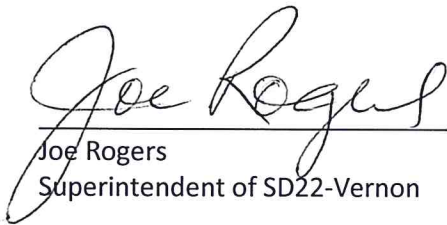
Many districts have recently developed or reaffirmed District Strategic Plans through a comprehensive process that involved all school and community groups.

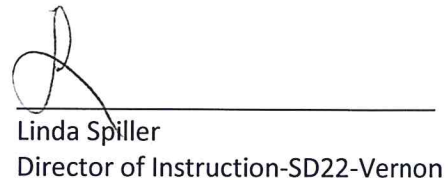
The key recommendations, in priority from our meeting are:

1. Meaningful collaboration with all school and community groups including students is needed
2. Flexibility is needed to establish individual district procedures and processes for developing school and district plans.
3. Different time frames are needed in districts to create a meaningful and effective system to enhance student learning.
4. Plans should encourage innovation and risk taking, based on the needs of the learner.
5. Students' views and input are important to; give voice to varying school cultures, share school initiatives within districts and to create meaningful learning for all, thus building trusting relationships within the system.

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Respectfully submitted on behalf of the Thompson-Okanagan Chapter

  
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