Strategic Plan

Students run to learn here!
Thank you for your interest in our strategic plan, and our Pathways to Learning! This document reflects a collective determination to ensure that our schools are responding to the changing needs of their students. However, it is more than a document: these principles will guide key decisions, including budgeting, staffing, and staff training. They are intended to inspire and guide great learning, and you can hold us accountable for that.

It is important to note that the Board’s role in this initiative is less significant than that of our students, parents and staff. Indeed, the ideas represented in these plans are YOUR ideas - the result of extensive consultation with thousands of stakeholders over a ten month period. We are excited about these changes, and invite you to ask our staff or students about the learning that is taking place in and around our schools. The work we are doing is founded on the strengths of the present and the great ideas for the future. We have every confidence that as this plan is implemented, more and more of our students will run to learn here!

Rick Price
Board Chair, 2013
### Our Mission

We are committed to engaging all students with personally relevant and flexible learning, empowering them to acquire the competencies vital for success in their future.

### Our Values

<table>
<thead>
<tr>
<th>Values</th>
<th>Description</th>
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<tbody>
<tr>
<td>Learning</td>
<td>Placing learning at the core of all we do.</td>
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<tr>
<td>Excellence</td>
<td>Believing that excellence is within everyone’s reach.</td>
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<tr>
<td>Integrity</td>
<td>Having the integrity to be honest and ethical.</td>
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<tr>
<td>Equity</td>
<td>Creating conditions for equal access to opportunities and successes.</td>
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<tr>
<td>Connections</td>
<td>Honouring connections to each other, our communities and our environment.</td>
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### Our Guiding Principles

<table>
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<tr>
<th>Principles</th>
<th>Description</th>
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<tbody>
<tr>
<td>Health and Wellness</td>
<td>Take care of each other and our environment.</td>
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<tr>
<td>Purpose and Focus</td>
<td>Create understanding and common direction.</td>
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<tr>
<td>Engagement</td>
<td>Authentically involve each other in learning and decision making processes.</td>
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<td>Collaboration</td>
<td>Develop relationships and processes to honour different and diverse perspectives.</td>
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<tr>
<td>Innovation</td>
<td>Encourage curiosity and embrace new opportunities.</td>
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Our Common Goal for Educational Excellence

We will create safe, purposeful and powerful learning environments in order that all students can think critically, create, collaborate, contribute and learn.
Understanding the Student Competencies within our Common Goal

Knowing precisely what a student will need to be successful in the future will always be a mystery. However, we do know there are key competencies that will prepare any person to respond and adjust with flexibility and confidence during life’s journey. In order to support our students with this development, our district is encouraging a focus on higher order skills through a healthy, balanced approach. We are using the Aboriginal symbol of the Medicine Wheel to represent this balance. Beside each identified competency is a word describing the relative importance of place within the Medicine Wheel – Self, Physical, Intellectual, Spiritual, and Emotional. As well, you will see that each of the student competencies has been further challenged through the work of globally recognized learning expert Howard Gardner and his Five Minds for the Future (2009), which describes the Disciplined, Creative, Synthesizing, Ethical, and Respectful Minds. These two broad, overarching views of a complete learner served to guide our team’s work in leading through the common goals of our school district.

All of our students will collect evidence over time to demonstrate they are able to:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Learn</th>
<th>Create and Innovate</th>
<th>Think Critically</th>
<th>Contribute</th>
<th>Collaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Core skills - communication, literacy, numeracy, readiness</td>
<td>• Making something new</td>
<td>• Decision making</td>
<td>• Local and global citizenship</td>
<td>• Interpersonal skills</td>
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<td></td>
<td>• Personal responsibility, health, habits of mind – self regulation, intrapersonal skills</td>
<td>• Technical, artistic and digital skills</td>
<td>• Problem solving</td>
<td>• Social responsibility, character development, leadership</td>
<td>• Being respectful of others’ opinions, flexible</td>
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<td></td>
<td>• Resiliency, adaptability, intuitiveness, confidence</td>
<td>• Curiosity, Imagination</td>
<td>• Synthesizing, analysing, connecting, deep thinking</td>
<td>• Environmental responsibility</td>
<td>• Working cooperatively</td>
</tr>
<tr>
<td></td>
<td>Self/Disciplined Mind</td>
<td>Physical/Creative Mind</td>
<td>Intellectual/Synthesizing Mind</td>
<td>Spiritual/Ethical Mind</td>
<td>Emotional/Respectful Mind</td>
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Pathways to Learning: Strategies

Our Pathways to Learning describe the pedagogical or instructional STRATEGIES that will lead to higher order skill development for our students. Through these approaches, students will be able to explore, discover and develop themselves as complete learners. By leading along each of these pathways, our teachers can place an emphasis on students demonstrating all of the competencies, as seen through a balanced perspective.

Assessment
is a pathway to understand student learning. It is knowing where they are, where they were, and what next steps they should take in their learning. By utilizing assessment for, of and as learning students use criteria, rubrics, exemplars, self and peer assessment, descriptive feedback, personal learning targets, reflection, and collect samples of their work to drive their learning forward.

Collaboration
is a pathway that leads to groups of students working together toward a common goal. It inspires the creation of new knowledge and respect for different ideas. Students learn to understand each other and monitor themselves.

Engagement
is a pathway leading to the active involvement of all students. Cooperative structures and strategies allow students to access prior knowledge and deepen understanding. Students are always actively involved toward a specific end product or goal. Learning is differentiated to reach each learner at his/her own place.

Play and Exploration
are pathways that support student curiosity and risk taking. Hands-on and inquiry based approaches lead to the development of individual student creativity and the innovation of something new: an idea, an interpretation, or a product.

Purpose and Authenticity
are pathways for students to engage in meaningful and personally relevant learning. Students use interdisciplinary approaches and ‘voice and choice’ to make connections to their own reality and to a broader perspective. Community partnerships and projects support learners in applying their learning through real world problems.

Technology
is a pathway for students to access, use, communicate and produce information. It also allows students to archive, track, and present out their learning over time.
Pathways to Learning: Structures

Inherent in a new approach to teaching and learning, are STRUCTURES which create inclusive, powerful, and enriching environments to enhance higher level learning. We will continue to explore new spaces, new formations of groups, and flexible scheduling for students and teachers. ‘Collaborative Models of Support’ will bring teachers together for purposeful dialogue using data to plan invisible interventions within the classroom.

As well, at the District level, we will engage our community partners in corridor wide structures.

Aboriginal Education Programs as established through the Enhancement Agreement will provide all students with opportunities for increased understandings and learning about Aboriginal culture and language.

Career Programs will be enhanced in order to support students by providing opportunities in Trades and Apprenticeships, Dual Credit Programs, and Work Experience placements.

Community Literacy Programs will continue to be established through our community literacy tables providing programming for pre-school children and adult learners across our district.

District Student Leadership opportunities will provide broader context for student voice, input, and service.

Early Learning Programs will continue to be developed to help improve vulnerability rates and assist our students through transitions from pre-school to school. As well, these programs will provide parent and family support through the early years.

Building Capacity Through Professional Learning

We have created shared leadership and collaborative systems for advancing adult learning across our district. A team of teachers identified as the

Instructional Leadership Team (ILT) will support staff through a balance of adult professional learning approaches. These include:

Site based, job embedded systems:
- Learning Teams of Teachers
- Collaborative Models of Support
- Observations: Learning Rounds
- Learning Practice Communities

Learning Teams of teachers will be able to observe each other, collaborate, support and be invigorated by learning together. ‘Learning Rounds’ will create opportunities for teacher observations, engagement, and reflection. A system of Collaborative Models of Support will enhance student learning and invisible interventions for students while also creating job embedded learning for teachers.

Expert Infusion Opportunities
Our educators will be able to attend leading edge learning with change leadership experts. As much as practicable, we will bring these learning opportunities to the district for wider reaching impact.

Inquiry Projects
Groups of teachers on Learning Teams will continue to be supported to engage in inquiry projects together for personal areas of interest related to their own students or school.

SD48 Summer Symposiums
Symposiums that bring Learning Teams together for specific, purposeful learning will be created annually within our district.

District Implementation Day
One day each year will be focused on whole district learning for all staff.

In-service Learning
Ongoing in-service opportunities will be provided for ‘just in time’ learning.

Leadership Learning Network
District senior staff and principals/vice principals will continue to participate in a local series of learning sessions to deepen collective understanding and commitment to supporting teachers and staff through change efforts.
Students run to learn here!