

Framework for Enhanced Student Learning

School District No. 27

November 2018

What is the Framework for Enhanced Student Learning?

The Framework for Enhanced Student Learning (FFESL) is a new vision by the Ministry of Education that replaces many past accountability documents (such as: Achievement Contracts, Superintendent's Reports on Student Achievement, District Literacy Plans, and School Planning Councils).

The goal of the Framework is to develop school district plans and school plans that are collaboratively developed by educational stakeholders in each district.

The collaborative work in which we are engaging during the development of the Framework for Enhanced Student Learning is our chance to determine what is important to our learners and create a framework that promotes continuous learning that is meaningful, sustainable and ensures each student reaches his/her potential.

The collaborative work in preparing the living Framework for Enhanced Student Learning is an opportunity to see the strengths that exist in all our students beyond just the academic and reflect on student success as inclusive of multiple domains including intellectual, human & social, and career development.

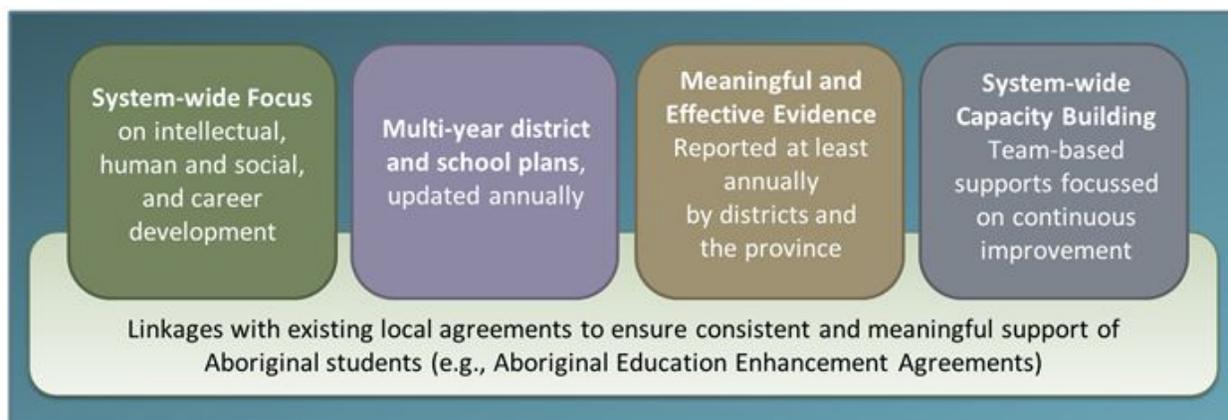
What are the Ministry's Guiding Principles for this document?

The following set of principles guided the development of the draft 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.

What are the Elements of the Ministry of Education Framework?

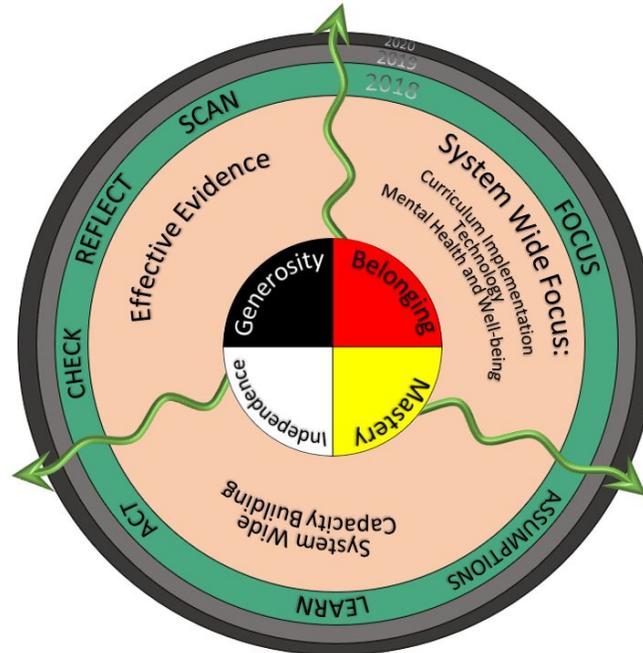


1. A system-wide focus on intellectual, human, and social, and career development. These goals broaden the focus of the previous framework to better reflect the whole learner and align with the provincial Mandate for the School System. School district and school plans are to be developed with careful 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.
3. 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.
4. 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.
5. 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's and school's plan and priorities for enhancing student learning.
6. System-wide capacity building through team-based supports focussed on continuous improvement. The Ministry of Education and its education partners will

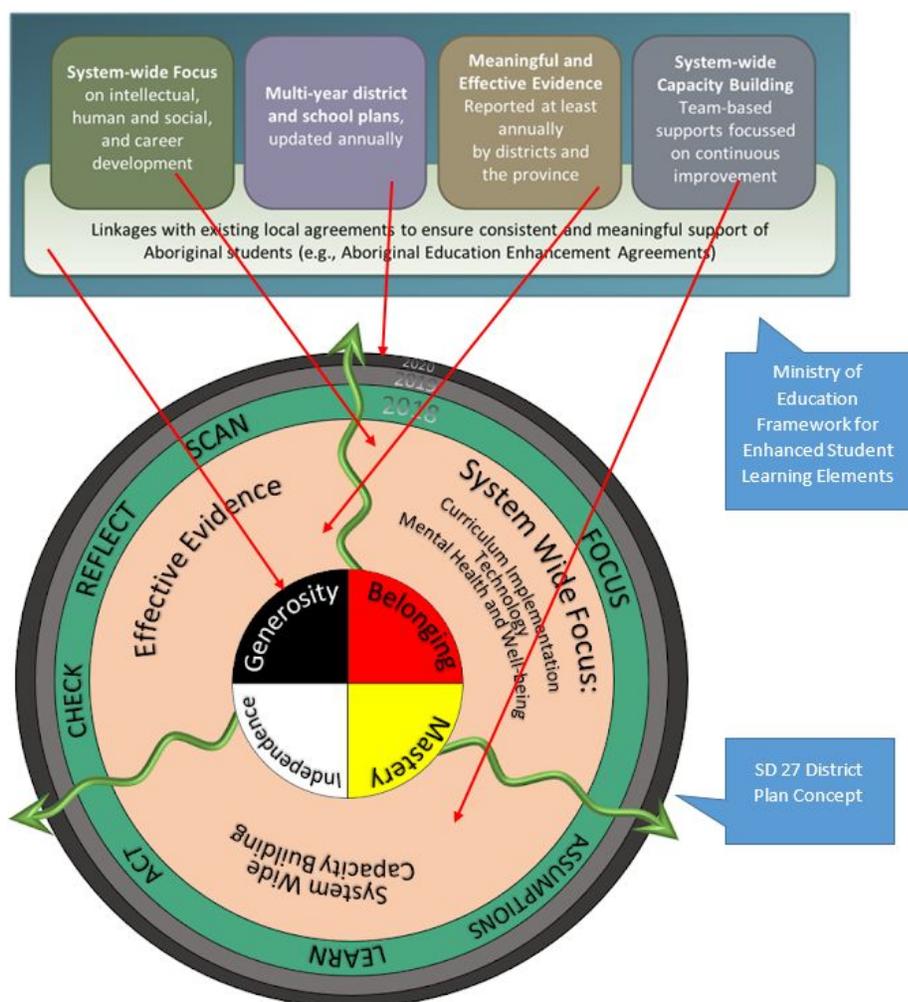
work together to utilize existing structures (e.g., partner chapters, non-instructional days) and build new team-based supports to act on provincial and local priorities for enhancing student learning (e.g., a provincial team to support Aboriginal learners).

7. Linkages with existing local agreements (e.g., Aboriginal Education Enhancement Agreements) to ensure consistent and meaningful support of Aboriginal students.

At the beginning of this process, we had many discussions about what the Framework for Enhanced Student Learning might be like for our school district, both visually and in content. We believed that giving our stakeholders a visual representation of the Framework to which they could then add content and ideas would be a good way to begin. This is the visual that we started with that we used to lead stakeholders through district processes for data collection and analysis.



The graphic below shows how the District graphic is connected to the Ministry of Education's Framework for Enhanced Student Learning elements.



What have we done so far in SD27?

District Strategic Plan

In 2016 the Board of Education adopted a four year [strategic plan](#). From this strategic plan, the Board of Education has identified some strategic priorities which will become part of the focus of the Framework for Enhanced Student Learning during the 2018-2019 school year:

Goal 1: Excellence in Education, Choice and Opportunity

Objective 2: Relevant Learning Opportunities

- **Action 1:** Our schools will engage students in authentic tasks that connect learning the real world.

- **Action 2:** Our schools will ensure that all students receive foundations in literacy and numeracy.
- **Action 3:** Our schools will use a curriculum that features a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning
- **Action 5:** Our students will be supported in learning skills and awareness to manage their mental and physical health

Goal 2: Clear and Transparent Communication:

Objective 1: Balance (Communication and relationships need continual attention and effort)

- **Action 3:** Our staff will communicate in a variety of ways to most effectively engage with students, their parents, and each other.

Objective 2: Get the Word Out

- **Action 2:** Our district will communicate with the public in ways that are most efficient and effective.
- **Action 3:** Our district will engage with students, staff, parents and the community on a regular basis so all stakeholders are able to contribute ideas, outline concerns, and feel a part of the decision-making process.

Goal 3: Sound and Efficient Fiscal Management

Objective 2: Accommodate increasing or decreasing enrolments

- **Action 1:** Our district will annually review school enrolments, staffing levels, and school capacity in order to provide optimal learning environments for students.

Goal 4: Embracing our District's Unique Factors

Objective 3: Diversity and Inclusion

- **Action 3:** Our district will focus on the needs of every individual and ensure the right conditions are in place for each person to achieve his or her full potential.
- **Action 2** (added 2018.03.13): Our district will show respect for and appreciation of differences in ethnicity, gender, age, national origin, disability, sexual orientation, education, and religion.

District-wide Curriculum Implementation Days

The year long process of developing the Framework for Enhanced Student Learning included information gathering and analysis during two Curriculum Implementation Days during the 2017/2018 school year. On the first of these days, participants consisting of teachers, support staff and principals, were asked to respond to a series of questions which were then analyzed to focus our efforts for future discussions. After an exhaustive analysis

of some 4000 responses from the day, the analysis lead us to three areas in which participants believed we should focus in the Framework for Enhanced Student Learning:

Curriculum Implementation

Technology

Mental Health and Well-Being

On the second Curriculum Implementation Day, participants focused on those three areas, and were tasked with creating three curious questions about each area to further focus future dreaming, discovery, designing and delivery of services to our students. The questions that were collected were then analyzed and distributed into the areas of Curriculum Implementation, Technology and Mental Health and Well-being.

The responses to the three areas were then presented to the District Curriculum Committee, District Technology Committee and the Support Services Department for further analysis and development of inquiry questions that would lead future directions in curriculum implementation, technology, and mental health and well-being.

Areas of Focus and Related Inquiry Questions

The three areas of focus identified for the SD 27 Framework for Enhanced Student Learning and the final inquiry questions are:

Curriculum Implementation

- To what extent will new collaborative systems within our schools enable staff to engage in innovative and inquiry based learning?
- To what extent will changing our format for communicating student learning create more student choice/voice and guide planning and delivery of curriculum in a way that includes all learners?
- How will having access to site based funds and decision making for relevant resources improve planning and application of the new curriculum?

Technology

- To what extent will the implementation of a district digital literacy and citizenship plan help our students be responsible digital leaders and learners in a 21st century world?
- To what extent will innovation coaches help support teachers in building their toolbox to implement 21st Century learning?
- To what extent can technology make student learning and reflection more visible (Choice and Voice)?
- To what extent can technology help make learning accessible for all students?

Mental Health and Well-being

- To what extent will the implementation of a district wide Mental Health Literacy program (awareness) help our students self-regulate and learn more effectively?
- To what extent will focusing on Trauma Informed practices district wide develop more awareness of self-care both in students and staff?
- How will supporting staff well-being impact student learning and well-being?

School Annual Plans Reflective of Areas of Focus

In recognition that complex issues in education can not be solved by a small number of people, the Framework for Enhanced Student Learning is a process through which many stakeholders can become engaged in solution making. It also recognizes that, when solving complex issues, it will take all of the stakeholders pulling in the same direction towards a “home grown” solution to be effective. The inquiry questions that have been generated by school staffs throughout our District are ones that will drive us forward over the next two to three years and “..promote continuous learning that is meaningful, sustainable and ensures each student reaches his/her potential.

In terms of the development of the Framework for Enhanced Student Learning there were two different levels of inquiry question development that occurred through our scanning processes to help us determine areas of focus, the first at a district level which included input from a wide range of stakeholders, and a second at the school level which led to school plans (Building Resilient Learner Plans). The first level led to the district-wide inquiry questions in the section above under Curriculum Implementation, Technology, and Mental Health and Well-being. The second led to individual school inquiries in their Building Resilient Learner Plans.

As part of each school’s Building Resilient Learner Plans (School Plans), educators embark on an inquiry designed to explore an area of real student need as surfaced by the school’s scanning exercise from their work on one of the 2018 Curriculum Implementation Days. In the interests of making our learning visible and sharing broadly what is going on in our schools, we compiled this image showing the inquiry focus at each site. You’ll notice similarities among some schools. There may be interest in connecting schools together in some way to share the learning that is going on.

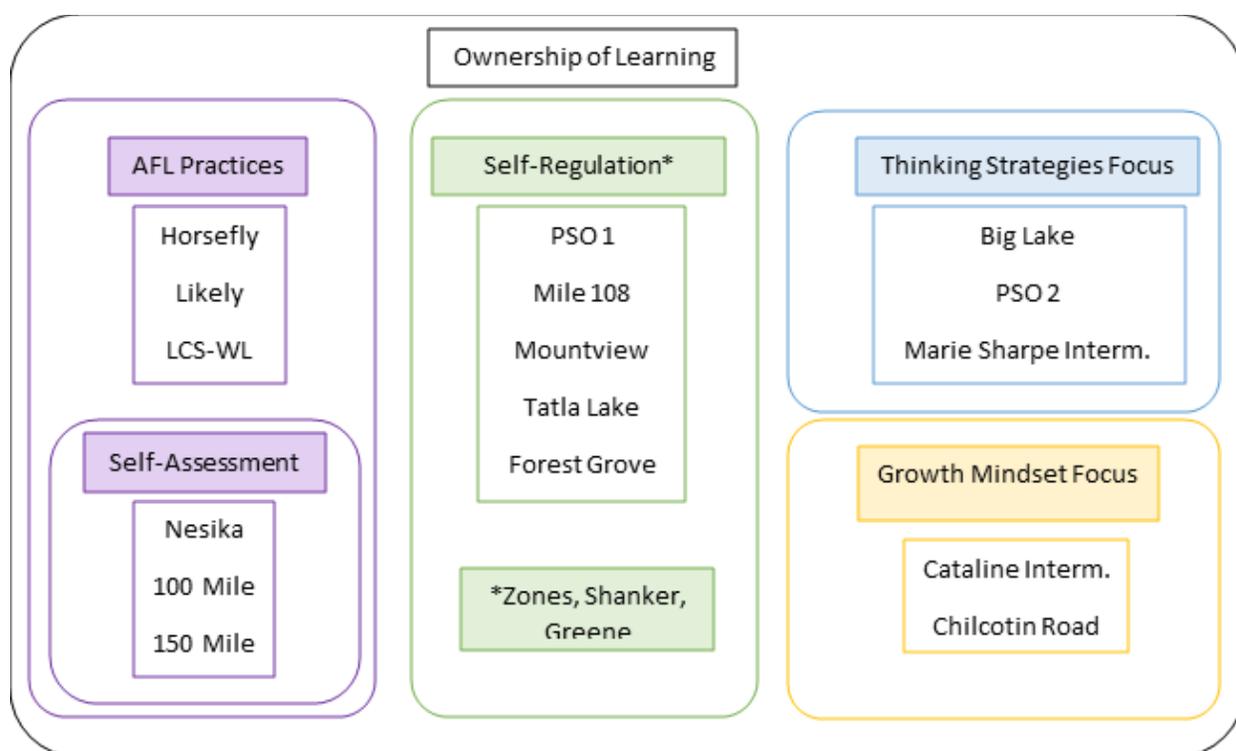
Also, attention was paid to the School District’s Strategic Plan Objectives for the 2018/2019 school year, and how those goals, objectives and actions were reflected in the Framework for Enhanced Student Learning process. The following section shows the areas of focus on student need being explored at each school, the connection between schools exploring

similar areas, the connection of school of school inquiries to the broader district inquiry focuses and the relationship of Strategic Plan objectives to school inquiries.

As you will see in the graphics below, a wide variety of inquiries in curriculum, technology and mental health and well-being have been developed for the 2018/2019 school year. This variety of inquiries, in part, satisfies School District Strategic Plan Goal 4, Objective 3, Action 3: *"Our district will focus on the needs of every individual and ensure the right conditions are in place for each person to achieve his or her full potential."*

School Inquiry Focus Areas

School inquiries cover a broad range of focus areas. The graphics below show the areas of focus of school inquiries, from their Building Resilient Learner Plans and their connection to District Strategic Plan objectives for the 2018/2019 school year.



This broad area of inquiries focuses on student ownership of learning. These inquiries touch upon a wide set of both teacher and student skills that will enable students to have better ownership of their learning and more independence in the schooling. Assessment for Learning (AFL) practices are a set of skills that teachers use to help students take ownership of their learning which include Learning Intentions for the lesson, Criteria for

assessment, Descriptive Feedback for students, Questioning techniques for students, self and peer assessment, and finally ownership of learning.

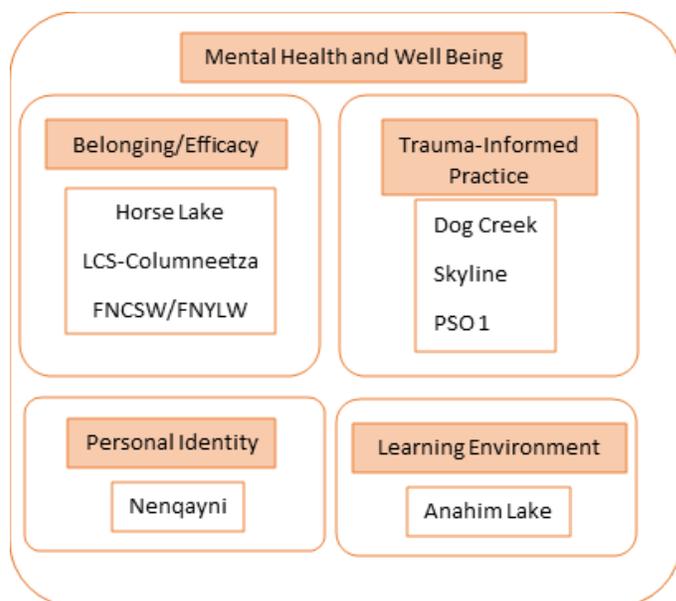
In the second area, self-regulation skills include methods for students to recognize their own feelings and state of being. Students will use these skills to regulate their emotions and state of behaviour so that they can place themselves in a better state of learning.

Thinking strategies, for the most part, focus on critical thinking skills. Growth Mindset work focuses on developing the concepts of continuous growth and improvement.

The area of Ownership of Learning is closely connected to two District Strategic Plan Goals.

Goal 1, Objective 2, Action 1: *"Our schools will engage students in authentic tasks that connect learning the real world."*

Goal 1, Objective 2, Action 3: *"Our schools will use a curriculum that features a concept-based approach to learning and a focus on the development of competencies, to foster deeper, more transferable learning."*

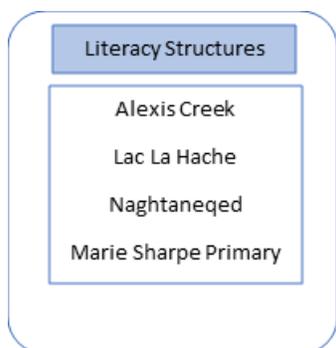


In conjunction with the areas of self-regulation touched upon above, schools are continuously focusing on better preparing students for learning. These include providing tools and experiences which grow the students' sense of belonging and personal identity, as well as their efficacy (ability to produce the desired outcome in your work). Many schools are exploring trauma-sensitive practices, building a positive, inviting culture for their school community.

These areas of focus are closely connected to District Strategic Plan:

Goal 1, Objective 2, Action 5: *"Our students will be supported in learning skills and awareness to manage their mental and physical health"*

In our discussions of belonging we considered a number of groups of students within our system that must feel a sense of belonging and that schools are setup and equipped to meet their needs. The following Strategic Plan goal addresses this area of Sense of Belonging: Goal 4, Objective 3, Action 2: (added 2018.03.13): *"Our district will show respect for and appreciation of differences in ethnicity, gender, age, national origin, disability, sexual orientation, education, and religion."*



Although all schools focus each year on literacy and numeracy skills, this group of schools are focusing specifically on literacy structures in their buildings because of unique situations that demand that pay special attention to this area. In these inquiries, schools are focusing on multi-grade structures and teaching methods, balanced literacy programs, specific instructional practices and many other aspects of literacy instruction.

This area is closely attached to a District Strategic Plan goal:

Goal 1, Objective 2, Action 2: *"Our schools will ensure that all students receive foundations in literacy and numeracy."*

Communication

One of the Goal areas of the District Strategic Plan is related to communication. The Framework for Enhanced Student Learning plays a role in communication in that it communicates the overall district and school plans for improvement of student success.

The area of communication is specifically connected to two District Strategic Plan Goals:

Goal 2, Objective 1, Action 3: *"Our staff will communicate in a variety of ways to most effectively engage with students, their parents, and each other."*

Goal 2, Objective 2, Action 2: *"Our district will communicate with the public in ways that are most efficient and effective."*

Connection of School Inquiries to District Inquiries in the areas of Curriculum Implementation, Technology and Mental Health and Well-Being

Areas of Focus	Number of Inquiries	Inquiry Question	Schools
Curriculum (11)	5	To what extent will new collaborative systems within our schools enable staff to engage in innovative and inquiry-based learning?	Horse Lake, Big Lake, Alexis Creek, Forest Grove, Naghtaneqed, Marie Sharpe, Cataline
	3	To what extent will changing our format for communicating student learning create more student choice/voice and guide planning and delivery of curriculum in a way that includes all learners?	LCS-WL, 100 Mile, 150 Mile
	1	How will having access to site-based funds and decision making for relevant resources improve planning and application of the new curriculum?	Lac La Hache
Technology (1)	0	To what extent will the implementation of a district digital literacy and citizenship plan help our students be responsible digital leaders and learners in a 21 st century world?	
	0	To what extent will innovation coaches help support teachers in building their toolbox to implement 21 st century learning?	
	1	To what extent can technology make student learning and reflection more visible (Choice and Voice)?	Nesika
	0	To what extent can technology help make learning accessible for all students?	
Mental Health-Well Being (13)	8	To what extent will the implementation of a district wide Mental Health Literacy program (awareness) help our students self-regulate and learn more effectively?	Chilcotin Rd., Horsefly, Mile 108, Mountview, PSO, Likely, Anahim Lk., Tatla Lk.
	2	To what extent will focusing on Trauma Informed practices district wide develop more awareness of self-care both in students and staff?	Dog Creek, Skyline
	3	How will supporting staff well-being impact student learning and well-being?	Horse Lake, LCS-Col., Nenqayni



The alignment of school inquiries in relation to the ten broad District inquiry questions shows that the main areas of focus district wide are Curriculum Implementation and Mental Health and Well-being. The areas of school focus were determined using the scanning process in the cycle of inquiry as shown in the initial graphic, and thus show the main areas of student need and the desire of teachers to focus their professional development and resource allocation to meet those needs. These areas of focus will assist the district in designing supports for those areas.

What's Next in SD27?

Now that school inquiries are set and district focus areas determined, it is time to focus our resources towards those inquiry areas. Over the next short period of time, opportunities for input on professional development, collaboration and resource allocation will be available. In our cycle of inquiry, as shown on the opening graphic, this will take us to the Learn and Act phases where the real work begins to fully support students in their learning.

The Framework for Enhanced Student Learning is a living document and as such will be adjusted and added to as the year progresses. Alerts will be placed on the District website about these changes so that you, as a participant in the process, can check in to see the progress. Thank you for taking time to keep informed of this process.