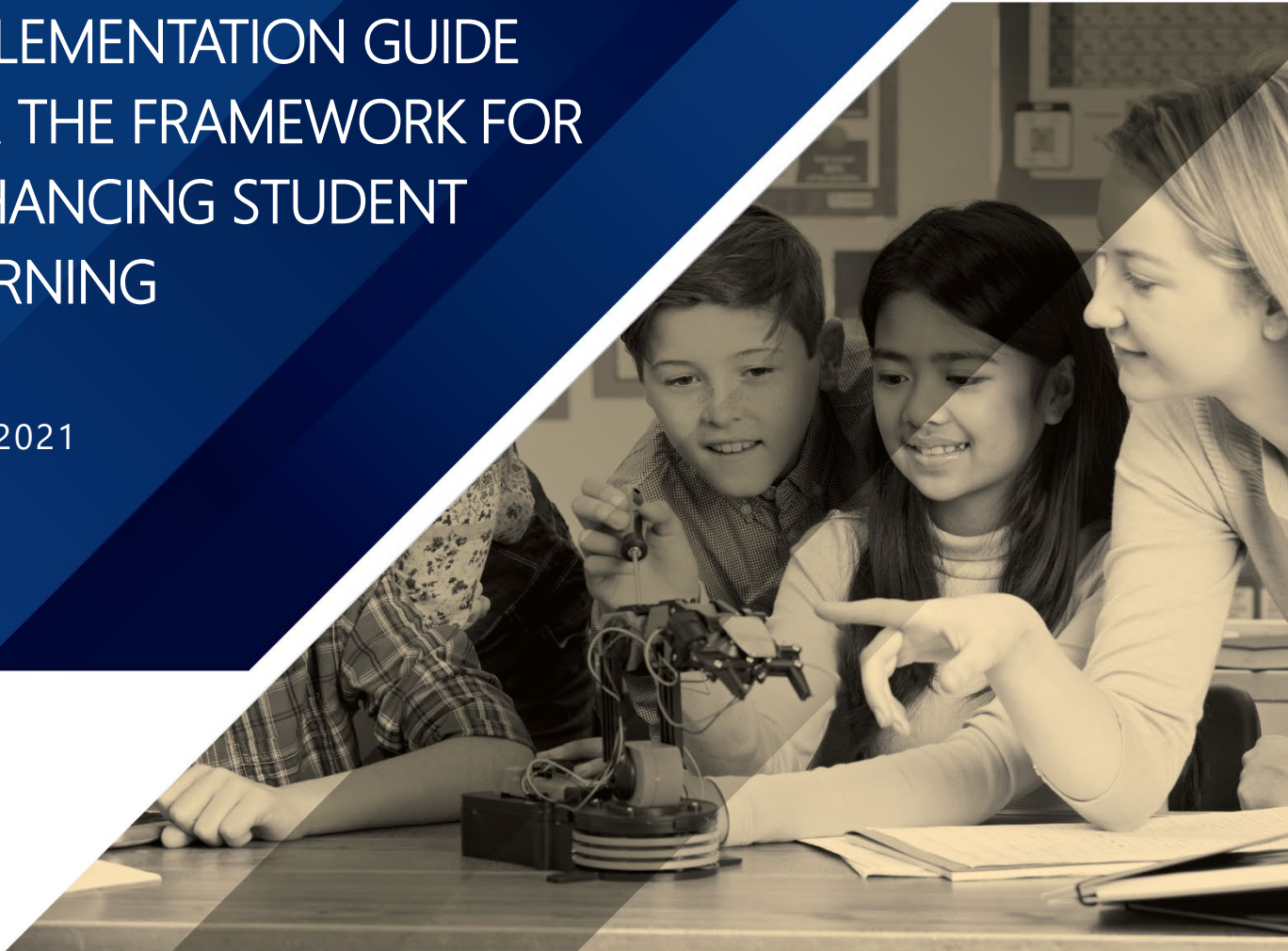FRAMEWORK
FOR ENHANCING
STUDENT LEARNING

IMPLEMENTATION GUIDE FOR THE FRAMEWORK FOR ENHANCING STUDENT LEARNING

MAY 2021

BRITISH COLUMBIA | Ministry of Education

FRAMEWORK FOR ENHANCING STUDENT LEARNING

A shared commitment to improve student success and equity of learning outcomes for every student in public education in British Columbia
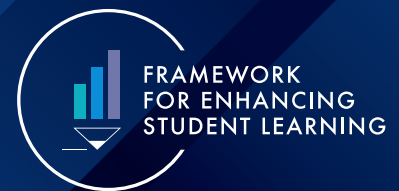
Ministry of Education Government of British Columbia
Implementation Guide for the Framework for Enhancing Student Learning
May 2021

The *Framework for Enhancing Student Learning* (hereafter, the *Framework*) formalizes the planning and reporting expectations for school districts in order to enhance student learning and success. The *Framework* reflects a public commitment by Indigenous rightsholders and Indigenous peoples, education partners and communities to work together to continuously improve student learning in relation to intellectual, human and social, and career development. The Framework requires alignment of provincial K-12 accountability and evidence-informed practices that enhance student learning, inclusivity and equity of outcomes.

The Framework was led by the Ministry of Education and developed through authentic engagement with provincial education partners, Indigenous rightsholders, Indigenous peoples and in particular:

- BC School Trustees Association
- BC School Superintendents Association
- BC Principals' and Vice Principals' Association
- BC Association of School Business Officials
- BC Teachers' Federation
- BC Confederation of Parent Advisory Councils

- First Nations Education Steering Committee
- Métis Nation British Columbia
- Canadian Union of Public Employees
- BC Student Voice
- BC Council of Administrators of Special Education
- Office of BC's Representative for Children and Youth

The Ministry would also like to acknowledge the participation of the nine districts in the early implementation pilot for the Framework for Enhancing Student Learning Policy during the 2019-2020 school year. Their contributions to the policy development and implementation planning was helpful in creating the final policy and this guide. The nine pilot districts are**:**

- SD6 Rocky Mountain
- SD27 Cariboo-Chilcotin
- SD38 Richmond
- SD42 Maple Ridge-Pitt Meadows
- SD60 Peace River North

- SD64 Gulf Islands
- SD68 Nanaimo-Ladysmith
- SD73 Kamloops-Thompson
- SD79 Cowichan Valley

This implementation Guide for the Framework for Enhancing Student Learning was developed to support Boards of Education to fulfil the responsibilities as outlined in the Framework for Enhancing Student Learning Policy and Enhancing Student Learning Reporting Order.

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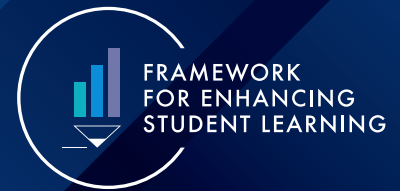
The planning and reporting processes that school districts use to improve educational outcomes are integral to public assurance and accountability. This implementation guide is intended to share research-informed strategies and promising practices collected from the sector to build capacity. As part of a continuous improvement review cycle, the Ministry will update this document annually to include adapted strategies collected from the sector.

This document provides the policy requirements and guidelines for:

☑ The development of district strategic plans

☑ The alignment of district annual operational plans

☑ The creation of the Enhancing Student Learning Report

Throughout the document, these ICONS will indicate both required and helpful information.

REQUIRED

HELPFUL INFO
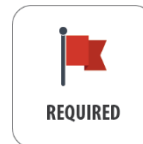
Also included are promising practices from the sector through short Sector Talks, informative learning bursts to complement the components of effective strategic planning and reporting. These Sector Talks will continue to be co-created and incorporated into the guide as they become available.

For more information, e-mail EDUC.Framework@gov.bc.ca

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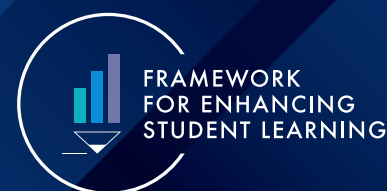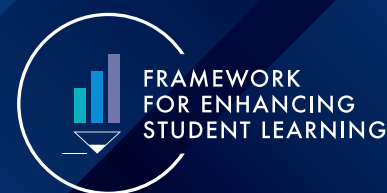
FRAMEWORK FOR ENHANCING STUDENT LEARNING

SECTION A: BACKGROUND

POLICY VISION

British Columbia's education system continues to evolve as evidence of progress is used to inform practice, discover the best ways to support continuous improvement and build public trust and confidence in the quality and inclusivity of education provided. Over the past several years, provincial education partners and Indigenous rightsholders have been engaged with the development of a *Framework for Enhancing Student Learning* within the context of system improvement. Through this work, our current approach to continuous improvement has been broadened to encompass alignment of efforts and measures based on common values and a shared commitment to improve student success, equity and inclusivity of outcomes for all students with a particular focus on Indigenous students, children and youth in care and students with disabilities or diverse abilities.

The *Framework for Enhancing Student Learning* provides the system-wide planning and processes structure to improve student outcomes and ensure continuous improvement throughout the provincial public education system. It is a collective approach that recognizes and fosters diversity, acknowledges and respects Indigenous ways of knowing, relies on evidence-informed decision making, and is responsive to the various needs of students while respecting local autonomy to deliver educational programs.

BC's *Framework for Enhancing Student Learning* has been developed collaboratively with education partners and Indigenous rightsholders. *The Framework* outlines the following key components to ensure continuous improvement of educational outcomes for all students:

2| System-wide Focus

3| Multi-year District and School Plans

4| Planning Based on Meaningful Evidence

5| System-wide Capacity Building

6| Student, Family and Community Agency

LEGISLATIVE AUTHORITIES AND COMMITMENTS

Provincial, district, and school educational planning and outcomes should align with legislation, policy, declarations, agreements and reports including but not limited to the following (See Appendix J for Legislation List):

1| *School Act* ss. 8.3, 65 (1.1), and 81 and 168 (2) (t)

2| Statement of Education Policy Order (Mandate for the School System)

    a. Goals of Education

    b. Educated Citizen (OIC 1280/89)

    c. Policy for Student Success

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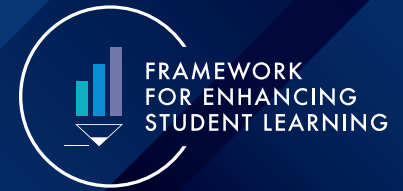
3| Organization for Economic Co-operation & Development (OCED) Learning Framework 2030 Position Paper

4| BC Tripartite Education Agreement - BCTEA

5| Métis Nation Relationship Accord II

6| Office of the Auditor General of BC 2015 report - Audit of the Education of Aboriginal Students in the BC Public School System report

7| Representative for Children and Youth (RCY) 2017 report - Room for Improvement: Toward better educational outcomes for children in care

8| Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples

9| BC's *Declaration on the Rights of Indigenous Peoples Act* (DRIPA)

10| United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

11| Truth and Reconciliation Commission Calls to Action

12| Protocol Agreement between the Ministry of Children and Family Development and the Ministry of Education to guide information sharing between social workers and caregivers, and school personnel regarding children and youth in care (CYIC) under the *Child, Family and Community Service Act* (CRCSA) - A Guide to Sharing Information about Children and Youth in Care

13| Relevant Ministry Policies, e.g.:

a. Career Development

b. Career-Life Connections and WorkSafeBC Coverage

c. CommunityLINK (Inclusive Education)

d. Compliance Program

e. Diversity in BC Schools

f. English Language Learning Students

g. Financial Management Policy (upcoming)

h. Graduation Requirements

i. K-12 Funding – General

j. K-12 Funding – Special Needs

k. K-12 Funding – English Language Learning (ELL)

l. K-12 Funding – Indigenous Education (Indigenous Education Targeted Funding Policy)

m. K-12 Funding – Newcomer Refugees

n. Large Scale Assessment

o. Online Learning (upcoming)

p. Protection of Personal Information when Reporting on Small Populations (Masking Policy)

q. Safe and Caring School Communities (ERASE and SafeSchools)

r. Special Education

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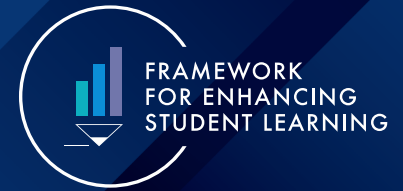
BUILDING CAPACITY

The Ministry of Education, rightsholders and provincial education partners are committed to ongoing work together to review and continuously improve the *Framework for Enhancing Student Learning,* as well as its related guidelines and supports. This is an opportunity to build and enhance existing planning and reporting practices, to monitor the implementation of the *Framework* and guidelines, and to make improvements informed by sector-based experiences, practices and Indigenous ways of knowing.

The Advisory Committee for Enhancing Student Learning, school districts, education partners and Indigenous rightsholders will continue to suggest improvements to the *Framework* implementation processes and requirements.

Networking, professional learning opportunities and other activities related to the implementation of the *Framework* will be communicated through *The Source* located on the Ministry Reporting SharePoint for School Districts site. As they become available, sample planning resources for school districts will also be posted. Examples of promising practices for planning, use of evidence and capacity-building to enhance student learning will be continuously collected and posted.

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SECTION B: BUILDING COHERENCE

The planning and reporting processes that school districts are expected to use should reflect the goals and objectives of the Ministry Service Plan, align with the Framework for Enhancing Student Learning Policy and reflect the Building Coherence in Planning for Student Success diagram (see Appendix E).

Policy for Student Success aims to align the system's vision, the legislated mandate, and the work of all boards of education and independent school authorities to further student success.

Educated Citizen
Mandate of BC'S K–12 EDUCATION SYSTEM is to develop the Educated Citizen defined in terms of intellectual, human and social, and career development.

POLICY FOR STUDENT SUCCESS

EDUCATED CITIZEN

POLICY FOR STUDENT SUCCESS

OPERATIONALIZED BY THE K-12 EDUCATION SECTOR

SCHOOLS

SCHOOL PLANS
ANNUAL CYCLE

Schools' goals, objectives and strategies are in alignment with district's plan to achieve the Educated Citizen.

DISTRICT PLANNING

DISTRICT STRATEGIC PLAN
3 TO 5 YEAR CYCLE

District's goals, objectives and strategies are in alignment with the Ministry Service Plan to achieve the Educated Citizen.

MINISTRY

MINISTRY SERVICE PLAN
3 YEAR CYCLE

BC's Education system goals, objectives and strategies to achieve the Educated Citizen in the Province.

DISTRICT REPORTING

ENHANCING STUDENT LEARNING REPORT
ANNUAL CYCLE

Complementary to the district strategic plan, the report summarizes students' educational outcomes (intellectual, human and social, and career development) and outlines the board's approach to continuous improvement.

MINISTRY REPORTING

MINISTRY SERVICE PLAN REPORT
ANNUAL CYCLE

The report demonstrates how business outcomes compare to the goals in the service plan.

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MINISTRY SERVICE PLAN GOALS AND OBJECTIVES (see Appendix C)

|	
GOAL #1 All Students Become Educated Citizens	Ministry Service Plan Objectives: ☑ Support Student-Centred Learning and Improve Equity of Outcomes ☑ Establish and Maintain High and Measurable Standards ☑ Enhance Student Preparedness for Their Future
GOAL # 2 Learning Environments Foster Healthy and Effective Learning	**Ministry Service Plan Objectives:** ☑ Implement High Yield Strategies to Support Student Growth and Achievement ☑ Support Student and Staff Well-Being

GUIDING PRINCIPLES

The Framework for Enhancing Student Learning:

1| creates a system-wide focus on individual student learning to ensure all students in BC achieve their full potential;

2| continues to build public trust and confidence in BC's education system by ensuring that all students are provided a high quality learning experience;

3| provides a structure to ensure that what is measured and reported is consistent with the focus on student success and in keeping with the goals of education in the province of British Columbia;

4| ensures capacity building and a system-wide commitment to continuous improvement and life-long learning;

5| recognizes that all education partners and Indigenous peoples and Indigenous rightsholders, each with unique contributions, share responsibility for student learning;

6| recognizes the individual learning needs of students and fosters equitable and inclusive learning environments;

7| focuses on intellectual, career, human and social development; including exploration of one's identity;

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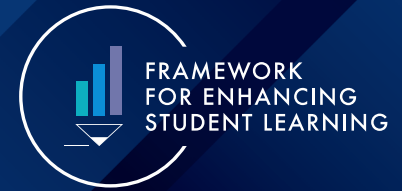
8| facilitates communication and ongoing authentic engagement of Indigenous peoples and Indigenous rightsholders in respectful collaborative action;

9| facilitates communication and ongoing authentic engagement of education partners in respectful collaborative action;

10| reflects local contexts, enabling innovative and flexible responses in classrooms, schools and districts with necessary supports from government;

11| supports growth and achievement among particular groups of students, most notably Indigenous students, children and youth in care, and students with disabilities and diverse abilities;

12| consistently uses evidence from a variety of sources to ensure responsive and transparent decision-making; and

13| commits to demonstrating fiscal responsibility and effective stewardship of resources in supporting system and student outcomes.

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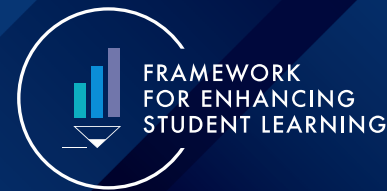
SECTION C: COLLECTIVE COMMITMENTS

While respecting local autonomy to deliver educational programs and ensuring continuous improvement, the system requires a collective approach that recognizes diversity in British Columbia; relies on evidence-informed decision making; and is responsive to the needs of students (see Appendix A).

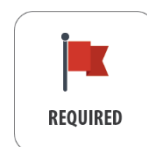### As per the Framework for Enhancing Student Learning Policy:

THE MINISTRY OF EDUCATION WILL:

☑ Provide provincial oversight of policy including:

🚩 **REQUIRED**

   o   conduct a review program to ensure boards of education continuously improve educational outcomes;

   o   publish educational outcomes and measures for each school district each year. Results will be provided for all students and separately for each of the following student populations: Indigenous students, children and youth in care, and students with disabilities or diverse abilities. The provision of student results is subject to the *Freedom of Information and Protection of Privacy Act* (FOIPPA) and the Ministry's Protection of Personal Information when Reporting on Small Populations policy; data for small student groups may be masked to protect student privacy;

   o   **collaborate with** Indigenous peoples and key education stakeholders throughout the process; and

   o   work with boards to build capacity along a continuum of supports including communicate, facilitate, cooperate and direct using provincial and local information.
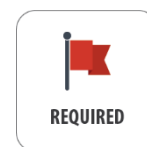
BOARDS OF EDUCATION WILL:

☑ Develop and implement a multi-year district strategic plan and individual school plans and will publish these annually on or before September 30;

🚩 **REQUIRED**

☑ Use the district strategic and individual school plans to align all district annual operational plans, including but not limited to financial, human resources, Information Technology, engagement and communications and long-range facilities plans, with the educational objectives from the district strategic plan; and

☑ Participate in a continuous improvement review program, including:

   o   reviewing the alignment of the school district strategic plan and the results of the educational outcomes for the school district to address student outcome deficiencies and inequities;
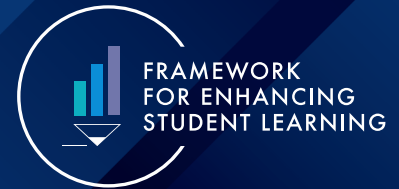
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o   acting on findings coming out of the continuous improvement review; and

o   collaborating with Indigenous peoples and key education stakeholders throughout the process.

Boards will submit an annual report to the Minister in accordance with the requirements in the Enhancing Student Learning Reporting Order (see Appendix B).

TO SUPPORT THE OUTCOMES OF THE FRAMEWORK FOR ENHANCING STUDENT LEARNING POLICY, STUDENTS, PARENTS/GUARDIANS, EDUCATION PARTNERS, INDIGENOUS RIGHTSHOLDERS AND INDIGENOUS PEOPLES ARE ENCOURAGED TO:

☑ Provide guidance to implement the Framework for Enhancing Student Learning Policy;

☑ Provide guidance on accountability, implementation and capacity building in the education sector;

☑ Continue to approach issues collaboratively with an objective, open and collegial intent to problem solving, advising, and decision making;

☑ Support opportunities for enhancing student learning through greater equity; and

☑ Recognize different perspectives and experiences.

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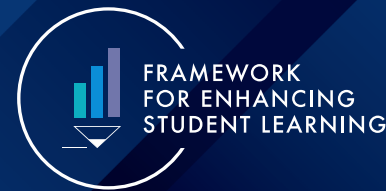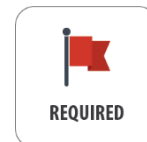
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SECTION D: PLANNING FOR IMPROVEMENT

Develop and implement a multi-year district strategic plan and individual school plans	REQUIRED

School districts and public schools are expected to develop multi-year plans for enhancing student learning and to update these plans annually at a time determined by each school district. These plans are public reports and should be accessible to all local communities.

Boards will develop and publicly communicate their process for strategically engaging Indigenous peoples, Indigenous rightsholders, and local education partners including Indigenous Education Councils and District Parent Advisory Councils to develop, implement, monitor, evaluate and align school district plans. Educational outcomes for Indigenous students, children and youth in care and students with disabilities or diverse abilities vary significantly, and numerous factors contribute to the level of educational success they experience. **Additional efforts are necessary to improve educational outcomes for these students. For example, to ensure consistent and relevant support for Indigenous students, school district plans under this *Framework* would reflect commitments in existing agreements with local First Nations, Métis Chartered communities and Indigenous communities, including Aboriginal Education Enhancement Agreements, Equity Action Plans and Local Education Agreements. Boards will jointly determine with Indigenous Education Councils any educational strategies that are focused on Indigenous students and reflected in strategic plans.**

To review and seek further input for the plan and prior to approving the strategic plan, a board should engage parents/guardians, students, Indigenous rightsholders and Indigenous peoples through established advisory structures at the school district and school levels.

In each school year, every board of education in British Columbia will make public their district and school plans for enhancing student learning. The *Framework's* guiding principles and the following components should be reflected in their respective plans.
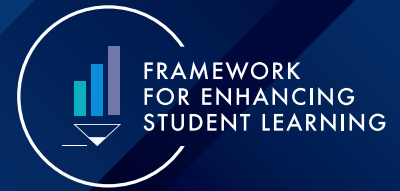
KEY COMPONENTS OF EFFECTIVE STRATEGIC PLANNING

A| Alignment toward common vision for the education system

District goals will demonstrate clear alignment with the Educated Citizen.
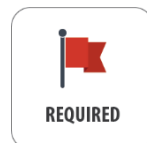
REQUIRED

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District strategic plans will:

- align with Ministry Service Plan goals (Appendix C) and objectives and provincial educational outcomes and measures;

- provide a system-wide focus for enhancing student learning, helping to facilitate increased coherence to province-wide educational planning and continuous improvement efforts at the provincial, district, school, and student-levels;

- align with school plans and with the broader provincial priorities; and

- **reflect other key commitments in place to establish coherence, e.g.: Aboriginal Education Enhancement Agreements, Equity in Action Plans and Local Education Agreements.**

B| Strategic Engagement for Setting District Goals

Setting goals incorporates engagement with Indigenous peoples and Indigenous rightsholders and input based on authentic engagement with education partners at various points throughout the development process to ensure commitment and relevance.

REQUIRED
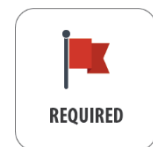
Goals are:

- **developed with Indigenous rightsholders and Indigenous peoples through Indigenous Education Councils; First Nation Education Councils; Métis Chartered communities; other existing committee structures;**

- **reflective of existing Local Education Agreements, Equity Action Plans or Aboriginal Education Enhancement Agreements to ensure consistent and meaningful support of Indigenous students;**

- developed with education stakeholders such as District Education Committees; District Parent Advisory Councils; community forums; and other existing committee structures;

- proactively attentive to unique local contexts; and

- developed with careful consideration of provincial goals and the local context. Care should be taken to communicate this information in meaningful and effective ways, enabling members of the local community to understand the value of this information, and how it is being used to enhance student learning.

Sector Talk Video: *Engagement in an Urban Setting* with Val Windsor
Description: Learn how engagement in an urban setting can be an effective tool in forming a robust strategic plan.

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C| Clear Focus on Improving Student Outcomes

The strategic plan should lead to stronger outcomes for students with an emphasis on students with learning support needs.

REQUIRED
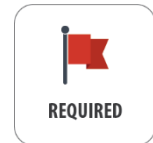
District strategic plans:

- build on the Policy for Student Success system-wide goals for supporting student learning:
  - o Intellectual development
  - o Human and social development
  - o Career development (including skills development and transitions to post-secondary education)
- focus on achieving student success and educational outcomes for all students regardless of residence in the province;
- **focus on achieving equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities;**
- expand focus on achieving equity for students regardless of diverse abilities, medical diagnosis, race, colour, ancestry, place of origin, religion, physical or mental disability, academic ability, family status, sex, sexual orientation, gender identity or expression; and
- consider evidence-informed information that will enhance learning and success for each student.

Sector Talk Video: *Inclusive Education Best Practices* with Shaune Gowe
Description: Explore best practices to create inclusive learning to meet the needs students with disabilities or diverse abilities

Sector Talk Video: *Advocating for Children and Youth in Care* with Carolynn Schmor and Jody Shaw
Description: Explore opportunities for collaboration and learn how providing an advocate role in a district can help students get support they need while in school and beyond.

D| Evidence-informed Planning

Evidence and research are expected to be at the core of the strategic planning process to define current state; determine desired state; and identify relevant goals, objectives, strategies and success measures.

REQUIRED
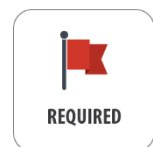
Plans will include:

- meaningful evidence that informs district and school objectives and strategies with respect to students' intellectual, human and social, and career development; including but not limited to:

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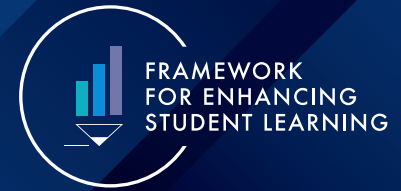
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- o results for Indigenous students both on and off reserve; and
- o a comparative review of graduation quality data including:
  - Dogwood Certificates, Adult Dogwood Certificates, and Evergreen Certificates;
  - Students requiring skill and course upgrading for post secondary institution admissions;
- o a comparative review of disaggregated data for diverse cohorts of students
  - including data sets on Indigenous students, children and youth in care, and students with disabilities or diverse abilities;
- information and data masked according to Ministry's *Protection of Personal Information when Reporting on Small Populations* policy;
- provincially collected results in conjunction with locally collected evidence to inform local planning efforts and decision making (district data available using the Reporting SharePoint for School Districts site);

See Appendix K- Timelines for Provincial Data Release

- consideration of research-based high yield strategies to achieve goals and objectives;
- results from high-quality formative and summative assessment practices;
- consideration of diverse research describing characteristics of highly effective school districts and schools;
- analysis of triangulated evidence with multiple sources both provincial and local, and trends over time; and
- a variety of examples of local evidence such as:
  - o disaggregated attendance data;
  - o enhanced student, parent, teacher, and community surveys;
  - o competency-based student assessment tools;
  - o school portfolios that communicate evidence in a variety of ways, and can be readily updated as new information becomes available; and
 - o locally developed assessment.

HELPFUL INFO

Sector Talk Video: *The Application of Research to Identify High-yield Strategies* with Stephen Petrucci
Description: Discover how using data and research can be a useful tool to help increase graduation rates for Indigenous students.

Sector Talk Video: *Research Foundations* with Dr. Linda Kaser

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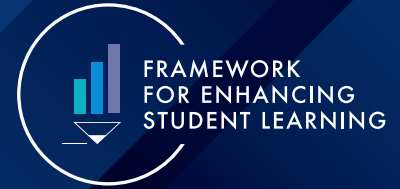
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Description: Learn how using adaptative techniques and equity-focused learning can bring positive change for all students.

E| Setting ambitious goals and measurable objectives to achieve higher standards

To successfully implement strategic plans, districts are expected to coordinate planning with appropriate measured goals and objectives frequently assessed through a continuous improvement cycle. Strategic plan goals are developed to achieve higher standards. Objectives are measured through a lens of a continuous improvement cycle to achieve the goals set out by the district.

HELPFUL INFO
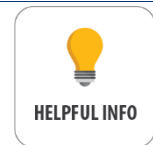
Goals should:

- be aligned with the Ministry Service Plan goals;
- **be aligned with the First Peoples Principles of Learning;**
- be developed to create momentum and a future planning mindset; and
- be evidence-informed using a cycle of improvement.

Objectives should:

- be Specific, Measurable, Achievable, Relevant, and Time-bound; and
- include measures indicating student success at district and school levels.

Sector Talk Video: *Setting Meaningful and Effective Strategic Goals* with Lisa Carson
Description: Learn about the importance of developing meaningful and effective SMART goals to help build your strategic plan.

FRAMEWORK FOR ENHANCING STUDENT LEARNING

A shared commitment to improve student success and equity of learning outcomes for every student in public education in British Columbia

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SMART GOALS

S	SPECIFIC	☑ Direct ☑ Meaningful ☑ Action-oriented
M	MEASURABLE	☑ Quantifiable ☑ Data-informed ☑ Improvement in Results
A	ACHIEVABLE	☑ Attainable ☑ Realistic
R	RELEVANT	☑ Within scope ☑ Emerging Priorities
T	TIME-BOUND	☑ Short-term ☑ Long-term
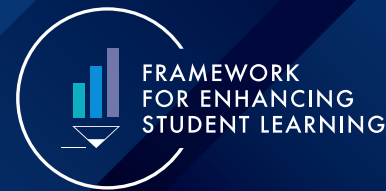
F| Developing a robust implementation approach

Strategies need to be implemented and monitored to meet the objectives and the goals in the strategic plan.

School districts should select strategies that:

- are research-based and demonstrate effectiveness in improving student outcomes;
- address biases though an equity lens (e.g., Gender-Based Analysis Plus);

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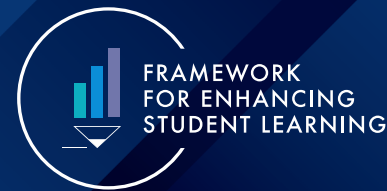
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- **target specific students to ensure the equitable opportunities for success (e.g., Indigenous Education Targeted Funding Policy, Special Education Target Funding Policy);**
- **are jointly determined with Indigenous rightsholders and Indigenous Education Councils specifically for Indigenous students;**
- target emerging areas of need as determine through evidence-informed planning;
- are annually reviewed and adapted using an evidence-informed approach to improve learning and the quality and effectiveness of education programs in the district;
- develop capacity building at district and school levels through the use of existing and newly developed networks, cross-district teams, and professional learning opportunities and practices; and
- are shared annually to the public and the Ministry as part of the Enhancing Student Learning Report.

G| Strategic use of resources

Objectives and strategies should be practical in terms of what resources are available to achieve success.

The District Strategic Plan should:

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- identify appropriate resources to implement strategies to meet district objectives;
- adhere to existing Ministry and district policies;
- include evidence of financial and other operational planning to support resourcing of strategies;
- leverage existing resources which may require re-allocation; and
- **target specific students to ensure the equitable opportunities for success (e.g., Indigenous Education Targeted Funding Policy, Special Education Target Funding Policy).**

Sector Talk Video: *Priority-focused Budgeting* with Lynda Minnabarriet
Description: Learn how to align your strategic priorities with your budget to achieve your school district priorities and outcomes.

H| Appropriate timelines

Timelines should be reasonable and in line with the scope of the district's overall planning and reporting cycle.

Districts are required to establish timelines for:

REQUIRED

- the multi-year strategic plan (goals, objectives, strategies) with Board of Education (see Appendix F); and
- the district's annual results review process as part of a continuous improvement cycle (see Appendix G).

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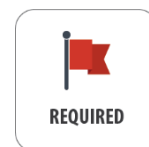
This diagram provides an example of the planning process to develop a strategic plan

STRATEGIC PLANNING FOR STUDENT SUCCESS

Wheel labels (outer ring):
- Stakeholder and Indigenous Rightsholders — CONSULTATION
- Ministry Service Plan Alignment
- FESL Policy Alignment — COLLABORATION
- Board Approval — COMMUNICATION
- Board Approved Budget
- Board Approval — CONSULTATION
- Publish and Implement Strategic Plan — COLLABORATION
- Provincial and Local Results — COMMUNICATION

Wheel labels (inner ring):
- Strategic Engagement
- Set Learning Goals and Objectives
- Establish Strategies and Measures
- Multi-Year Strategic Plan Finalized
- Financial and Operational Plans Aligned
- School Plans Aligned
- Develop Communication Plan
- Scan Multiple Sources of Evidence

EXAMPLE A
3 - YEAR PLANNING CYCLE

YEAR 1 | Implement new strategic plan

YEAR 2 | Continued implementation

YEAR 3 | Final year of implementation
Strategic stakeholder engagement
New plan development with board of education

EXAMPLE B
4 - YEAR PLANNING CYCLE

YEAR 1 | Implement new strategic plan

YEAR 2 | Continued implementation

YEAR 3 | Continued implementation

YEAR 4 | Final year of implementation
Strategic stakeholder engagement
New plan development with board of education

EXAMPLE C
5 - YEAR PLANNING CYCLE

YEAR 1 | Implement new strategic plan

YEAR 2 | Continued implementation

YEAR 3 | Continued implementation

YEAR 4 | Continued implementation

YEAR 5 | Final year of implementation
Strategic stakeholder engagement
New plan development with board of education

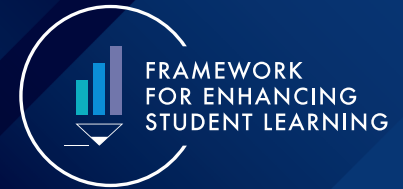Boards of education determine their planning cycle
based on their local context.

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I| Clearly articulated respectful language

Language should be clear, accessible and appropriate in describing what the district is trying to achieve.

Public communication should consider local context and:

- acknowledge the traditional territories the district and schools operate within;
- provide for accessibility and sharing using a variety of platforms;
- be provided in the languages common in the community;
- consider literacy levels of community members;
- demonstrate coherence in the district by aligning all key documents to the strategic plan; and
- outline an engagement plan that clearly articulates the monitoring and communication process including further engagement opportunities with education stakeholders, Indigenous Rightsholders and distinct Indigenous peoples and communities.

Sector Talk Video: *Improving Outcomes for Indigenous Students* with Jo Chrona
Description: Learn why eliminating inequity and racism, can help to create positive systemic change.

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> **Use the district strategic and individual school plans to align all district annual operational plans, including but not limited to financial; human resources; information technology; engagement and communications; and long-range facilities plans.**

REQUIRED
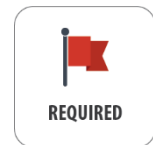
Strategic alignment of operational plans is the process of orienting the actions of all school district schools, departments and staff members to the board's strategic plan. Performing a comprehensive strategic alignment of all operational plans helps districts to work collaboratively together toward achieving the district's goals. Strategic alignment is an iterative process and requires engagement in plan creation.

Strategic planning and alignment of operational plans is an on-going process. At minimum, the board should receive annual reports from staff showing the progress made towards the goals and objectives and recalibrate to reflect new strategies.

KEY OPERATIONAL CONSIDERATIONS:

District operational plans should:

- reflect and support the goals, objectives and strategies of the strategic plan;
- support principles of equity and inclusivity supporting individual students' needs, cultures and experiences;

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- be reviewed as part of the annual *Framework for Enhancing Student Learning* reporting process;
- be evaluated for relevance, effectiveness; impact and sustainability;
- show a priority-focussed budgeting process
  - o **including the evaluation of the effectiveness of targeted funding allocations (e.g., Indigenous Education Targeted Funding Policy, Special Education Target Funding Policy);**
  - o **including joint sign off with Indigenous Education Councils on targeted funding for Indigenous students;**
  - o **to improve education outcomes for Indigenous students, children and youth in care and students with disabilities or diverse abilities;**
- leverage existing resources in the most efficient and effective manner to support the success of the strategic plan;
- be recalibrated annually;
- demonstrate innovative and creative solutions in the re-allocation of resources; and

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- be realistic in terms of what resources are available to achieve success.

LONG TERM PLANNING

Long term planning is an essential component to achieving and sustaining strategic alignment.

School districts should consider creating the following long-term plans together with the Strategic Plan:

- Strategic Facilities Plan (Long Term Facilities Plan or Long Range Facilities Plan);
- Information Technology Plan (IT Plan); and
- Human Capital Plan.

For additional information on strategic alignment of operational plans, please see the BCSTA's 2020 Leadership Series workbook.

Sector Talk Video: *Successful Governance to Improve the K-12 System* with Rick Price
**Description:** Explore the key elements of building good governance practices.

Sector Talk Video: *The Spiral of Inquiry* with Dr. Judy Halbert
Description: Explore how collaborative inquiry can be a driver for significant system-wide change.

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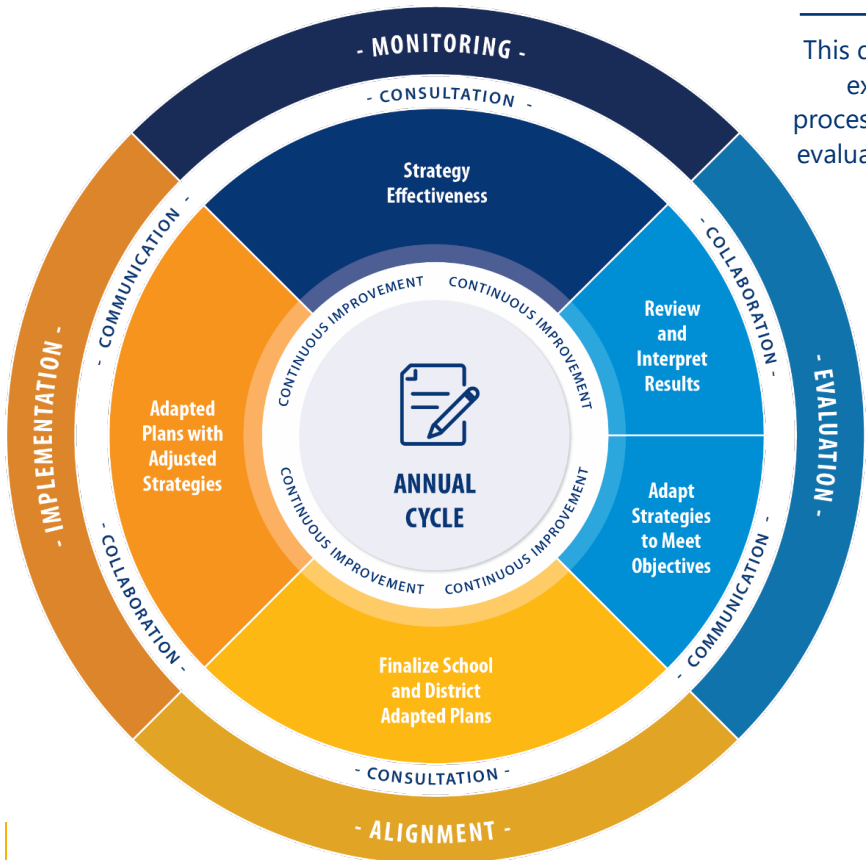
FRAMEWORK FOR ENHANCING STUDENT LEARNING

Participate in a continuous improvement review program

🚩 **REQUIRED**
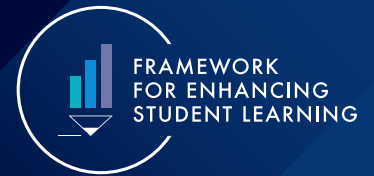
As part of the ongoing commitment to raise system performance, districts' participation in a continuous improvement cycle will ensure that each district is focused on the educational success of all students and that school district operations are effective and efficient.

A COMPREHENSIVE APPROACH TO A CONTINUOUS IMPROVEMENT CYCLE INCLUDES:

- analyzing a district's alignment of strategic plan goals given the results of both the district's provincially and locally identified educational outcomes intended to address inequities in student learning;

- acting on findings coming out of a continuous improvement cycle (see Appendix G).

This diagram provides an example of an annual process to analyze results, evaluate the effectiveness

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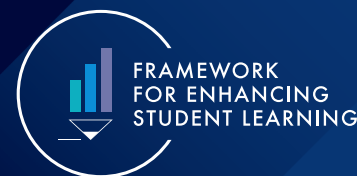
SECTION E: REPORTING FOR PUBLIC ASSURANCE AND ACCOUNTABILITY

Publish and submit an annual report to the Minister between June 30th and September 30th

REQUIRED

To support district planning efforts, a set of provincially-collected data will be compiled by the Ministry of Education and publicly reported for the province and each school district on the Student Success website. This evidence will also be shared on the Ministry of Education's Reporting SharePoint for School Districts site throughout the year as new data becomes available. This includes a masked PDF file reporting on all measures of the Enhancing Student Learning Reporting Order as well as an unmasked data file. Districts can append the masked file to their Enhancing Student Learning Report that should be submitted to the Ministry annually between June 30th and September 30th.

REPORTING GUIDELINES FOR THE ANNUAL ENHANCING STUDENT LEARNING REPORT

District reports are required to:

A| Demonstrate evidence of a continuous improvement review cycle; and

- show evidence of a review cycle that includes the district and schools;
- articulate how the plan will be implemented, monitored, evaluated, and communicated; **and how regular engagement will occur with education stakeholders, Indigenous peoples and Indigenous rightsholders;**

  o examples include: Indigenous Education Councils; First Nation Education Councils; Métis Chartered communities; District Education Committees; District Parent Advisory Councils; community forums;

- evaluate the impact of implemented strategies to improve student success and how they will address emerging areas of need;
- show adaptations to strategies as required; and
- show re-alignment of resources to support adapted strategies as required

REQUIRED

B| Interpret and report the results of the provincial, district educational outcomes and measures for the school district;
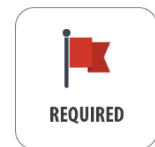
REQUIRED

Ministry of Education

FRAMEWORK FOR ENHANCING STUDENT LEARNING

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- provincial results provided by the Ministry to districts annually as per the Framework policy
  - o Intellectual Development
    - FSA results
    - Grade 10 literacy and numeracy results
  - o Human and Social Development
    - Student Learning Survey results
  - o Career Development
    - Completion rate
    - Post Secondary Institute (PSI) transitions
- additional relevant local measures and results (qualitative and quantitative)
- contextual information including the identification of trends.

C| Interpret and report the results for all students and separately for each of the following student populations: Indigenous students, children and youth in care, and students with disabilities or diverse abilities.

REQUIRED

- provincial results provided by the Ministry to districts annually as per the Framework for Enhancing Student Learning Policy;
- additional relevant local measures and results (qualitative and quantitative);
- contextual information including the identification of trends as applicable. For example:
  - o on reserve and off reserve student data
  - o attendance data
  - o graduation quality
- additional measures required by existing Local Education Agreements, Equity Action Plans and/or Aboriginal Education Enhancement Agreements.

D| Demonstrate adapted goals and strategies identified to address emerging areas of need;

- include an evaluation of the impact of implemented strategies to show district success in improving student success and addressing the emerging areas of need; and
- show the adaptation to strategies as required.

Sector Talk Video: *Adapting Systems for All Student Outcomes* with Lisa McCullough
Description: Discover the importance of adapting and using universal design to provide support for all children in the district.

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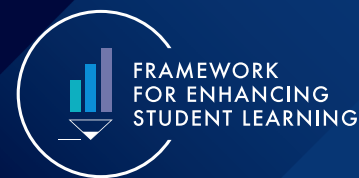
E| Be published and communicated to the public annually; and

- include the weblink to the district strategic plan;
- be accessible using a variety of platforms;
- be posted on the home page of the district website, along with all public-facing strategic planning and operational documents, and updated annually; and
- be consistent with the FOIPPA requirements.

REQUIRED
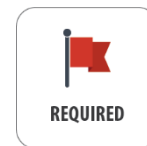
F| Demonstrate progress in district-wide implementation of a multi-year strategic plan and individual school plans including goals, objectives, strategies, measures; and

- indicate the current year of the lifecycle of the strategic plan e.g.: year 1 of 3 years;
- include a brief description of district local context;
- reflect the components of effective strategic planning previously outlined;
- include evidence of alignment of district operational plans; and
- include board of education approval, e.g. Board Chair signature or board meeting public motion; and
- reporting of results must be consistent with the FOIPPA requirements.

REQUIRED

Sector Talk Video: *Strategic Planning Cycles* with Korleen Carreas
Description: Learn why strategic planning leads to a strong foundation for setting priorities in the future.

To assist districts in their planning and reporting processes, please refer to the following resources:

- Confirmation of District Strategic Plan elements (see Appendix H)
- Confirmation of Enhancing Student Learning Report elements (see Appendix I)

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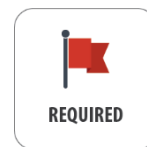
FRAMEWORK
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SECTION F: GLOSSARY

The following definitions are for the purpose of implementing the Enhancing Student Learning Reporting Order and Framework for Enhancing Student Learning Policy.

Accountability
Processes, mechanisms and/or instruments that support institutions (but also individuals and groups within institutions) in meeting their obligations and being responsive to the public (Verger & Parcerisa, 2017)

Assurance
Collaboratively nurturing and sustaining a professional culture of continuous improvement and collective responsibility. Through transparency and engagement, demonstrating to the public that the education system is meeting the needs of students and societal expectations.

Board of Education (Boards)
Definition in *School Act:* "board"or"board of education "means a board of school trustees constituted under this *Act* or a former *Act*".

Collaborate
Working directly with the public throughout the process to ensure goals and concerns are understood and considered. Public promise to seek advice and innovative solutions. Will attempt to incorporate public advice and recommendations to the maximum extent possible. (Developed by the International Association for Public Participation – IAP2)

Community
Community members who have an interest in education and the school, including Métis Chartered communities, First Nations and other members of the public.

Completion Rate
Portion of students who graduate with a Dogwood or Adult Dogwood within a certain amount of years from the first time they enroll in Grade 8, adjusted for Outmigration.

Consult
Obtaining public feedback on analysis, alternatives and/or decisions. Promise to inform, listen, and acknowledge public goals and concerns, and provide feedback on how input influenced the decision (Developed by the International Association for Public Participation – IAP2).

Desired State
A specific, measurable and achievable outcome that, if demonstrated consistently, will provide assurance.

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District Parent Advisory Councils (PACs)
The *School Act*-recognized parent voice at the school district level, representing the collective views of school Parent Advisory Councils (PAC) in a school district.

Diversity
Variability of people and ideas within an organization according to legally protected differences, such as race, age, disability, sexual orientation and gender identify and expression, and 'nonvisible' qualities, such as differences in thought, perspectives, education, socio-economic status, and life experiences, etc.

Education Partners
Organizations and associations recognized by the Ministry as actively working together in the interests of the education system to ensure student learning needs are met in the K-12 education.

Education Rightsholders
Individuals or organizations with the legal rights to act and be accountable for education initiatives – e.g.: representatives of Indigenous peoples (Article 14 of *UNDRIP* and *DRIPA*), minority language (Section 23 of *Canadian Charter of Rights and Freedoms*, and children (*School Act*, Article 28 and 29 of OHCHR and Article 24 of *UNCRPD*)

Empower
Implementing the public's final decision. (Developed by the International Association for Public Participation – IAP2

Evidence-Informed
Refers to the practices and processes associated with collecting and interpreting information to provide insight into performance, to summarize performance for information purposes and for informing appropriate decisions.

Governor
An elected official, part of a group of representatives, whose role is to provide oversight for the leadership of a public institution.

Graduation Quality
Portion of resident students who have graduated after passing English 12, English First Peoples 12, French 12, French as a First Language 12, excluding students who have graduated with Communications 12.

Inclusion
Creation of welcoming, respectful and engaging environments where diverse experiences, skills and talents are leveraged and individual ideas, backgrounds and perspectives are encouraged.

Indigenous Education Councils

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The Ministry will work with FNESC, MNBC and the BC School Trustees Association (BCSTA) as co-governors of the public K-12 education system, to co-develop an agreement on the process, guidelines and best-practice for Indigenous Education Councils.

Indigenous Peoples
Has the same meaning as "aboriginal peoples of Canada", as defined in section 35 of the *Constitution Act*, 1982 the Province recognizes First Nations, The Métis Nation and Inuit as the Indigenous peoples of Canada, consisting of distinct, rights-bearing communities with their own histories, including with the Crown.

Indigenous Students
Individuals who self-identify as a member of a First Nation, the Métis Nation, the Inuit and is of school age and meets the definition of student under section 1 of the *School Act*.

Inform
Providing balanced and objective information to the public to aid them with understanding the problem, alternatives and/or solutions. (Developed by the International Association for Public Participation – IAP2)

Involve
Working directly with the public throughout the process to ensure that their goals and concerns are consistently understood and considered. Promise to ensure that public input is directly reflected in the process and show how input has influenced the decision. (Developed by the International Association for Public Participation – IAP2)

Parent

As identified in the *School Act*: "parent" means, in respect of a student or of a child registered under section 13,

> (a) a parent or other person who has guardianship or custody of the student or child, other than a parent or person who, under an agreement or order made under the Family Law Act that allocates parental responsibilities, does not have parental responsibilities in relation to the student's or child's education, or

> (b) a person who usually has the care and control of the student or child;

Parent Advisory Councils (PACs)

The *School Act* recognized collective voice of parents of their school, advising school boards and staff through its elected officers.

Post-Secondary Institution (PSI) Transition Rate

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Portion of resident students in a completion cohort who have transitioned to a B.C. public PSI program within a certain number of years after graduation.

Professional Standards
The Professional Standards describes the conduct and competence requirements for an individual to be issued and maintain a BC teaching certificate of qualification.

Public
Stakeholders whose roles are not central to decision-making processes, but who nevertheless want assurance about the quality of the education system.

Reconciliation
The process and goal of creating societal change through a fundamental shift in thinking and attitudes, increasing inter-cultural understanding to build a better society through learning about First Nations, Métis and Inuit perspectives and experiences, including residential schools and treaties.

Reserve
Means a reserve as defined in the *Indian Act*, R.S.C. 1985, c. I-5

School District
An area created or constituted as a school district under the *School Act* or a former Act.

School Community
Students, teachers and other school staff members, families and school council members.

Staff
Individuals employed by the board, including certificate holders and others, who provide educational and support services to students.

Student
A person enrolled in an educational program provided by a board or Provincial school.

Teacher
The term teacher is defined as a person holding a certificate of qualification who is employed by a board to provide an educational program to students in a school.

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SECTION G: APPENDICES

A| FRAMEWORK FOR ENHANCING STUDENT LEARNING POLICY

B| ENHANCING STUDENT LEARNING REPORTING ORDER

C| MINISTRY OF EDUCATION SERVICE PLAN

View the Current (2021) Service Plan or any of the past Ministry of Education Service Plans

D| FRAMEWORK FOR ENHANCING STUDENT LEARNING DIAGRAM (2016)

E| BUILDING COHERENCE IN PLANNING FOR STUDENT SUCCESS DIAGRAM

F| STRATEGIC PLANNING FOR STUDENT SUCCESS DIAGRAM

G| ANNUAL REPORTING CYCLE DIAGRAM

H| CONFIRMATION OF DISTRICT STRATEGIC PLAN ELEMENTS

I| CONFIRMATION FOR ENHANCING STUDENT LEARNING REPORT ELEMENTS

J| LEGISLATION LIST

K| TIMELINES FOR PROVINCIAL DATA RELEASE

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