



VSB STRATEGIC PLAN
Phase 2 Discussion Guide



CONTENTS

Introduction to the VSB 2021 Process	3
Discussion Guide Instructions	5
Draft Guiding Principles	6
Statement on “Aboriginal Education Enhancement Agreement”	7
Four Key Themes	8
Key Themes and Directional Statements	9
Draft “directional statements” to support action on theme 1:	9
Draft “directional statements” to support action on theme 2:	10
Draft “directional statements” to support action on theme 3:	11
Draft “directional statements” to support action on theme 4:	12
Comment Sheets (to be filled)	13

Introduction to the VSB 2021 Process

The Vancouver School Board is updating its Strategic Plan, as part of our ongoing efforts to meet the needs of our schools and ensure student achievement and well-being. The previous Strategic Plan set goals and priorities for 2011 – 2016, and as we approach the end of this period, it is an ideal time to think ahead and set a clear new direction for the future.

The “VSB2021 Strategic Plan update” will focus on the Vancouver School Board’s core goals of teaching and learning to support student achievement and well-being. The new strategic plan that results will provide a clear framework for action over the next 5 years, taking the best practices of the previous plan and making updates to reflect recent trends and new strategies.

A broad range of voices, perspectives, and ideas gathered through the VSB2021 engagement process will help create a plan that reflects the diverse needs and capacities of the District. From January to May 2016, students, families, teachers, staff and stakeholders will share their ideas for the future. The process is guided by a Stakeholder Advisory Group (SAG), which acts as a sounding board for initial ideas and helps raise awareness and encourage participation among their networks.

The engagement process is taking place in three phases.



ENGAGEMENT ACTIVITIES

From January through March 2016, the Vancouver School Board invited students, staff and the public to get involved in the first phase their 5-year Strategic Plan update.

Extensive promotion of this phase (titled “Exploring the Issues”) of the process led to over 1000 people participating in a variety of engagement opportunities, including one-on-one interviews with key stakeholders, a public event (the “Ideas Fair”) and a questionnaire distributed to both the public and to key stakeholders.

We thank everyone who participated during Phase 1 of the project, and welcome you to Phase 2. This phase (titled “Setting Direction, Making Choices”) will focus on exploring a number of “key themes” for the future that emerged from and reflect the Phase 1 input.

During Phase 2, we are offering a number of ways for people to provide input on these “key themes and directional statements”. In terms of engagement activities:

The discussion guide give you the chance to review the “key themes” and to comment on a set of draft “directional statements” that could support action on each theme.



A second survey will be online from April 11 to May 1st, covering the same draft content (“key themes and directional statements”) but not going into as much depth of discussion.



We are hosting a discussion-based workshop at Templeton Secondary School on April 21st from 7:00 to 8:30 pm; small group discussions on the “key themes and directional statements” will start promptly at 7:15. Don’t be late!



Information meetings are helping to get the word out about Phase 2 engagement and drive participation in the survey, the event, and the discussion guide.



Gathering your input in this way is essential to drafting the updated strategic plan in Phase 3 of the project, as it helps us understand which themes and directions are most important for moving ahead.

The rest of this guide provides instructions and material for your discussion and comment.

Discussion Guide Instructions

The first step is to decide that you are willing to organize, host and report back from a discussion supported by this guide. You can share the tasks with others in the group you pull together, and it's an easy process, but someone does have to carry it through to the end.

The second step is to reach out to colleagues, friends and/or family to join in the discussion. Once you have 3 to 6 people interested, set a suitable date and time, book a good meeting space, and make sure everyone knows the discussion will take about 60-90 minutes. Your willingness to do this prep work will encourage others to participate.

Next, encourage attendees to download and review the first portion of the discussion guide before the discussion happens. Print enough copies of the workbook that all attendees have one to follow along with, to jot down notes in, etc.

Start the actual session by explaining that the discussion guides are a key way to give input to this critical phase of the VSB2021 process, and that nothing is “set in stone” yet. Then explain that there are 5 activities in the discussion guide, and we need you to **complete all 5 of these tasks**:

1 Review and “vote on” wording for guiding principles (5 mins)

2 Read the statement on “enhancement of aboriginal learning” (5 mins)

3 Read the summaries of the 4 other “key themes” and agree which two of them you will focus your discussions on as a group (5 mins)

4 Discuss the first selected “key theme”, identify your top three “directional statements” for that theme, tell us why you feel that way, and suggest an additional “directional statement” if your group can generate one. (up to 30 mins)

5 Repeat step 4 for your second “key theme” (up to 30 mins)

Complete all 5 steps as a group, with you (the facilitator) taking the key notes in your discussion guide as the session progresses. Please write briefly and clearly, as this will be the record of your discussion, and help the group come to consensus as much as possible.

Finish by ensuring submission of the completed guide to pgodfrey@vsb.bc.ca by May 6th.

Note: You may ask group members to help you take notes, or to act as a timekeeper to keep you on track. As the facilitator, please ensure you try to get input from everyone, and don't let any one person dominate the discussion too much.

Note: It is our strong preference that the facilitator use the electronic version of this guidebook to capture the group's input. So, please use the “fillable PDF” version and send it in to pgodfrey@vsb.bc.ca

[BACK TO TOC](#)

Draft Guiding Principles

Some of the Phase 1 input focused on how the VSB should act or behave as it pursues its vision for the future and moves towards more specific objectives.

The VSB would like to use this material to develop a set of “guiding principles” for how they move forward. Think of guiding principles as how we will operate to achieve the desired future.

Have the group review the list of 10 words that appeared most often in this regard, and discuss them amongst yourselves for a few minutes.

When ready, ask each person to get ready to **identify the three** they like most. Then, keep count of their votes in the space below. When done, tell the group which three words your group feels are most important:

Integrity	Engaging
Excellence	Flexible
Respectful	Innovative
Accountable	Inclusive
Collaborative	Responsive

***Note:** it may be difficult for an individual or the group to choose only three, but it is important for the project team to understand preferences at this stage so please do only mark three.*

Statement on “Aboriginal Education Enhancement Agreement”

Analysis of VSB2021 Phase 1 input supported the established goals of the district’s existing Aboriginal Education Enhancement Agreement, which are as follows:

To increase Aboriginal students’ sense of pride, self-esteem, belonging, place, acceptance and caring in their schools.

To ensure Aboriginal students achieve increased academic success in Vancouver schools and that they participate fully and successfully from kindergarten through the completion of Grade 12.

To increase knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions, cultures and contributions by all students through eliminating institutional, cultural and individual racism within the Vancouver school district learning communities.

The Vancouver School Board is committed to including this theme and supporting these goals in the updated Strategic Plan.

During Phase 2 of the VSB2021 Strategic Plan process, we will strive to ensure that all the key theme areas recognize, support and align with the current Aboriginal Education Enhancement Agreement.

Please consider this as you work through the 2 “key themes” you choose in the following sections.

Four Key Themes

As discussed above, there were a number of “key themes” that arose from Phase 1 discussions.

Your group should now review the brief descriptions of each key theme provided below, then decide together which two to discuss (along with supportive “directional statements”) in more detail.

Read over all four together, then ask which two people would like to discuss:

KEY THEME 1: PROVIDING INNOVATIVE PATHWAYS TO LEARNING

This theme highlights the topic of student learning. Directional statements suggest ways to maximize the learning opportunities for students, enabling success for all learners.

KEY THEME 2: BUILDING CAPACITY THROUGH LEADERSHIP AND PROFESSIONAL LEARNING

This theme highlights the topic of professional learning for all members of the VSB community. Directional statements suggest ways in which the organization can develop a culture and passion for lifelong learning.

KEY THEME 3: CREATING A CULTURE OF CARE AND COMMUNITY

This theme highlights the topic of enhancing community engagement through a variety of partnerships and strategies. Directional statements suggest ways in which the VSB community can share responsibility for social and emotional well-being.

KEY THEME 4: ENHANCING STEWARDSHIP AND GOVERNANCE

This theme highlights the topic of district governance and the effectiveness of how the VSB manages its resources. Directional statements suggest ways in which the organization can build sustainable relationships with its partners, developing a culture of collaboration and communication.

Once the two key themes your group wants to discuss have been identified (check them please), your group can move on in the discussion guide.

Key Themes and Directional Statements (for discussion)



KEY THEME 1: PROVIDING INNOVATIVE PATHWAYS TO LEARNING

This theme highlights the topic of student learning. Directional statements suggest ways to maximize the learning opportunities for students, enabling success for all learners.

DRAFT “DIRECTIONAL STATEMENTS” TO SUPPORT ACTION ON THEME 1:

- a. Provide flexible, integrated, diverse and active learning environments.
- b. Review and implement the revised K-9 curriculum and key objectives of BC’s Education Plan
- c. Continue to be responsive and inspirational to our learners through the engagement tenets of relevancy, creativity and innovation.
- d. Develop innovative learning spaces that align with research and practice, using experiential learning, exploration and self-regulation.
- e. Continue to employ technology to support and enhance teaching and learning.
- f. Increase student voice in learning, planning and policy development.
- g. Develop a shared understanding of assessment practices, which reflect current research, and current practice.
- h. Improve and increase opportunities for personalized, flexible and student centered learning.
- i. Review our current model of programs of choice in regard to equity, relevance and impact on neighborhood schools.
- j. Identify students and groups of students who face barriers to learning and differentiate supports to close achievement gaps.

1

If you chose this theme, have the group read through all the directional statements above. Then discuss and select the 3 that your group thinks would make the most impact on the theme. Check the top 3 in the facilitator’s copy.

2

Next, write out why your group thinks these are the most important directional statements. Get clear notes into the facilitator’s copy.

3

Next, write out any ideas your group has for implementation of one or more of your top 3 directional statements in the facilitator’s copy.

4

Finally, add any additional ideas you have come up with in the facilitator’s copy.

Instructions

BACK TO TOC

Key Themes and Directional Statements (for discussion)



KEY THEME 2: BUILDING CAPACITY THROUGH LEADERSHIP AND PROFESSIONAL LEARNING

This theme highlights the topic of professional learning for all members of the VSB community. Directional statements suggest ways in which the organization can develop a culture and passion for lifelong learning.

DRAFT “DIRECTIONAL STATEMENTS” TO SUPPORT ACTION ON THEME 2:

- a. Promote a culture of ongoing professional development and lifelong learning.
- b. Continue to develop and enhance the district’s understanding and practice of collaborative inquiry.
- c. Provide ongoing professional development and support to enable staff to meet the needs of all students.
- d. Build capacity through a culture of collaboration and distributed leadership.
- e. Develop innovative and sustainable leadership practices that optimize student success.
- f. Develop a culture of collaboration and sharing of good professional practice amongst all members of our learning communities.

Instructions

1

If you chose this theme, have the group read through all the directional statements above. Then discuss and select the 3 that your group thinks would make the most impact on the theme. Check the top 3 in the facilitator’s copy.

2

Next, write out why your group thinks these are the most important directional statements. Get clear notes into the facilitator’s copy.

3

Next, write out any ideas your group has for implementation of one or more of your top 3 directional statements in the facilitator’s copy.

4

Finally, add any additional ideas you have come up with in the facilitator’s copy.

[BACK TO TOC](#)

Key Themes and Directional Statements (for discussion)

Key theme 3

KEY THEME 3: CREATING A CULTURE OF CARE AND COMMUNITY

This theme highlights the topic of enhancing community engagement through a variety of partnerships and strategies. Directional statements suggest ways in which the VSB community can share responsibility for social and emotional well-being.

DRAFT “DIRECTIONAL STATEMENTS” TO SUPPORT ACTION ON THEME 3:

- a. Promote a culture of care and shared responsibility where every learner matters.
- b. Continue to collaborate and foster ongoing supportive relationships with our key partners.
- c. Nurture and develop the physical and mental health of our students.
- d. Develop and expand innovative community learning opportunities with our pre-K and post-12 partners.
- e. Enhance meaningful parent engagement and involvement.
- f. Develop strategies to enhance communication with and among students, staff, families and community partners.
- g. Embed sustainability in planning, decision-making and daily practice.
- h. Enhance opportunities for all students by expanding and integrating school and community services.
- i. Strengthen and enhance meaningful connections between schools to support the Family of Schools model.
- j. Continue to ensure safe and welcoming spaces that celebrate the diversity of our community and build awareness around the health and safety needs of our students.
- k. Continue to respond to the cultural diversity and emergent needs of our community.

1

If you chose this theme, have the group read through all the directional statements above. Then discuss and select the 3 that your group thinks would make the most impact on the theme. Check the top 3 in the facilitator’s copy.

2

Next, write out why your group thinks these are the most important directional statements. Get clear notes into the facilitator’s copy.

3

Next, write out any ideas your group has for implementation of one or more of your top 3 directional statements in the facilitator’s copy.

4

Finally, add any additional ideas you have come up with in the facilitator’s copy.

Key Themes and Directional Statements (for discussion)



KEY THEME 4: ENHANCING STEWARDSHIP AND GOVERNANCE

This theme highlights the topic of district governance and the effectiveness of how the VSB manages its resources. Directional statements suggest ways in which the organization can build sustainable relationships with its partners, developing a culture of collaboration and communication.

DRAFT “DIRECTIONAL STATEMENTS” TO SUPPORT ACTION ON THEME 4:

- a. Enhance operational performance through effective, efficient and integrated organizational processes and practices.
- b. Advocate for adequate, predictable and stable funding to support financial sustainability
- c. Support healthy, safe, efficient and sustainable facilities and workplaces.
- d. Implement with ongoing review the LRFP strategy to seismically upgrade VSB schools, utilizing and maximizing all learning spaces in the district.
- e. Manage human and financial resources to ensure the best outcome for students learning.
- f. Build collaborative partnerships with local educational institutions to build on a culture of research, allowing the VSB to make informed choices.
- g. Develop effective communication strategies that allow the VSB to own its own story.
- h. Collaborate with key partners and organizations to support educational opportunities and resources for our learning communities.
- i. Develop the role of the school PAC to increase community engagement and enhance the effectiveness of communication between the schools and families.
- j. Review the distribution and allocation of resources across the district.

Instructions

1

If you chose this theme, have the group read through all the directional statements above. Then discuss and select the 3 that your group thinks would make the most impact on the theme. Check the top 3 in the facilitator’s copy.

2

Next, write out why your group thinks these are the most important directional statements. Get clear notes into the facilitator’s copy.

3

Next, write out any ideas your group has for implementation of one or more of your top 3 directional statements in the facilitator’s copy.

4

Finally, add any additional ideas you have come up with in the facilitator’s copy.

[BACK TO TOC](#)

Comment Sheets

FIRST THEME FOR DISCUSSION

Please write the title of the “Key Theme” you are discussing:

FIRST DIRECTIONAL STATEMENT

Please mark down the letter of the first directional statement your group has chosen under this theme:

Now tell us why your group thinks this is one of the most important directional statements for this theme.

Next, write out any ideas your group has for implementation of this directional statement.

[BACK TO TOC](#)

Comment Sheets

SECOND DIRECTIONAL STATEMENT

Please mark down the letter of the second directional statement your group has chosen under this theme:

Now tell us why your group thinks this is one of the most important directional statements for this theme.

Next, write out any ideas your group has for implementation of this directional statement.

Comment Sheets

THIRD DIRECTIONAL STATEMENT

Please mark down the letter of the third directional statement your group has chosen under this theme:

Now tell us why your group thinks this is one of the most important directional statements for this theme.

Next, write out any ideas your group has for implementation of this directional statement.

[BACK TO TOC](#)

Comment Sheets

SECOND THEME FOR DISCUSSION

Please write the title of the “Key Theme” you are discussing:

FIRST DIRECTIONAL STATEMENT

Please mark down the letter of the first directional statement your group has chosen under this theme:

Now tell us why your group thinks this is one of the most important directional statements for this theme.

Next, write out any ideas your group has for implementation of this directional statement.

[BACK TO TOC](#)

Comment Sheets

SECOND DIRECTIONAL STATEMENT

Please mark down the letter of the second directional statement your group has chosen under this theme:

Now tell us why your group thinks this is one of the most important directional statements for this theme.

Next, write out any ideas your group has for implementation of this directional statement.

[BACK TO TOC](#)

Comment Sheets

THIRD DIRECTIONAL STATEMENT

Please mark down the letter of the third directional statement your group has chosen under this theme:

Now tell us why your group thinks this is one of the most important directional statements for this theme.

Next, write out any ideas your group has for implementation of this directional statement.

Comment Sheets

OTHER

Any new or additional statements on your key themes?

[BACK TO TOC](#)

Additional Information

OTHER

Name of group facilitator:

Number of individuals in your discussion group:

Please identify if you are part of any formal stakeholder group:

[BACK TO TOC](#)

THANKS!



On behalf of the project team leading the VSB2021 process, we would like to thank you for your effort and your input to this critical phase of strategic plan development.

Sincerely, Paul Godfrey
pgodfrey@vsb.bc.ca

To stay engaged, look out for updates:



vsb.bc.ca/vsb2021



[@VSB2021](https://twitter.com/VSB2021)



[/VancouverSchoolBoard](https://www.facebook.com/VancouverSchoolBoard)