THAMES VALLEY
DISTRICT SCHOOL BOARD

Multi-Year Operational Plan

2017 - 2019

Thames Valley Key Priorities

Culture for Learning & Innovation

Conditions for Learning

Numeracy K-12

Student Learning & Well-Being

Rethink Secondary Learning

Teaching & Learning with Technology

Thames Valley District School Board
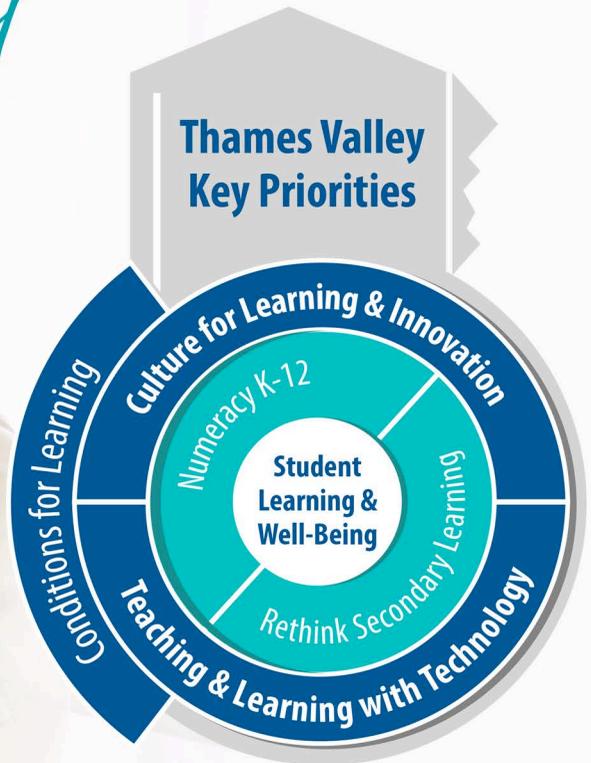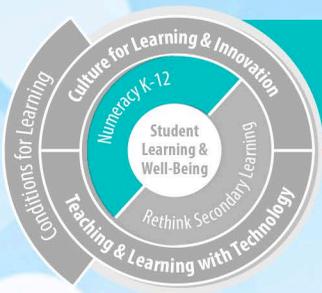
Key Priority: Numeracy K-12

To enhance mathematics knowledge and understanding in both educators and students, with a focus on improved student achievement and educator leadership.

> *"...every student should be equipped with the mathematical knowledge, skills and habits of mind that are essential for successful and rewarding participation in society."*
>
> *The Mathematics Working Group, Ontario Ministry of Education*

Actions:
- Increase content knowledge, skills and instructional capacity of educators in mathematics through professional learning and sharing activities (Ongoing)
- Mentor system math leaders to develop and build their leadership capacity through professional learning activities (Ongoing)
- Involve families in their children's learning of mathematics through school-based communications and learning activities (Ongoing)

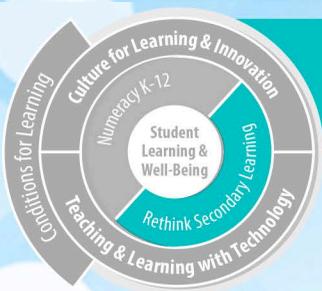### How will we measure our success?
- Student achievement in mathematics (e.g., Report cards, EQAO)
- Documenting the impact of system and school-based professional learning and sharing activities
- Documenting the impact of activities to engage families

Why this matters:
Mathematics is more than a collection of facts and formulas. We want our students and educators to understand math concepts and apply math skills. Students must think flexibly, solve problems and engage productively in meeting local and global challenges.

Key Priority: Rethink Secondary Learning

To collectively shape the secondary school experience to better meet the evolving needs and aspirations of our students now and into the future.

> *"We don't need school to be better, we need schools to be really, really different."*
>
> *Will Richardson*

Actions:
- Support teachers in the refinement of their instructional practice to be more responsive to student needs and to focus on global competencies*. (Ongoing)
- Global competencies professional learning resources completed by late fall 2017 (7-12 team)
- Provide support to develop and put into practice differentiated program structures and delivery models (Ongoing)
- Schools will develop a plan to offer courses in all Pathways by December 2017
- Adapt school and classroom environments to new approaches to teaching and learning (Pilot Learning Commons at Saunders completed in Spring 2018; future projects will be ongoing)
- Establish in each school, specific program(s) to address school culture and well-being (September 2018)

*See Rethink Secondary Learning, p.7, 32-33.

How will we measure our success?
1. Each school has engaged in professional development focussed on the instructional elements within Rethink Secondary Learning, embedding global competencies and has introduced ePortfolios. Each school will develop a report on school-based professional development aligned with Rethink Secondary Learning focus areas.

2. School teams are engaged in a range of program delivery models. Community partner supported programs and off site programs increase in number. Fifty percent of schools are providing programs using structures other than the single course/period/classroom.

3. Completion of the Saunders Library Learning Commons project and evaluation of the model. Establish key design principles and a plan for the conversion of libraries to Learning Commons. Schools have focussed on flexible, collaborative and differentiated learning environments in furniture and equipment selection.

4. Students and staff express that their school attends to their well-being. Schools articulate and communicate their plan. Data will be collected in coordination through Research and Assessment with Human Resources and the Culture for Learning team.

Why this matters?
Through our Rethink Secondary Learning consultation process, stakeholders have indicated that they are seeking a more relevant and inspiring secondary school experience. As a learning organization, we have the responsibility to provide the opportunities for our students to reach their fullest potential. It is imperative that secondary school programming enables students to acquire the knowledge and skills to be successful in an increasingly complex and global society.
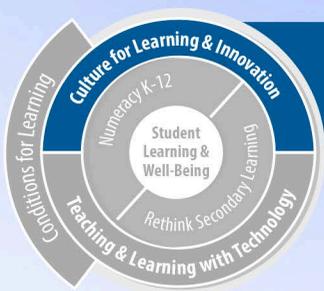
Conditions for Learning: Culture for Learning & Innovation
To enhance a culture for learning and innovation where trust, optimism, and risk-taking are encouraged and practiced in service to continuous improvement in all areas of the organization.

Actions:
- Create the conditions for a culture for learning and innovation to flourish (trust, optimism, risk-taking, voice, resilience)
- Create opportunities for risk-taking, innovation and a commitment to continuous improvement
- Recognize and celebrate those who have contributed to the enhancement of Culture and Innovation in TVDSB

What are our outcomes?
Aligning and measuring improvement is a process requiring intentional and precise focus on demonstrated change over time. A continuous focus, assessing both small and large steps, allows for opportunities to change direction based on emerging needs.

How will we measure our success?
Demonstrate improvements in practices resulting in changes in achievement, engagement, and well-being by intentionally linking Culture for Learning and Innovation actions to broader system priorities (Rethink Secondary Learning and Numeracy K-12) and department / portfolio operational plans, including succession planning, Guarding Minds Survey, Culture for Learning student surveys.

Why this matters?
A culture of continuous improvement drives sustainable results and fosters optimism to inspire learning and innovation. As an adaptive organization, we are able to take full advantage of opportunities in order to achieve success. We demonstrate the value of each individual through building capacity and the belief that each person is both a learner and a leader.

"Vulnerability is the birthplace of innovation, creativity and change."

Brene Brown

By When? Assessment is an ongoing reflective process that requires constant attention and nurturing to ensure that the organization is focussed on continuous improvement in the areas of Culture for Learning and Innovation.

Numeracy K-12

Culture for Learning & Innovation

Conditions for Learning

Student Learning & Well-Being

Rethink Secondary Learning

Teaching & Learning with Technology

Conditions for Learning: Teaching and Learning With Technology

To ensure our students and staff have the knowledge, skills and access to resources to be successful in a global and technologically advanced society.

"... to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event."

Heidi-Hayes Jacobs

Actions:

Provide professional learning opportunities leading to improved student achievement:

- Implement technology to support Rethink Secondary Learning Pilot Project (June 2019)
- Promote intentional use of technology to support student achievement and assessment through formative feedback via G Suite (June 2019)
- Facilitate student and staff digital literacy professional learning to develop and enhance global competencies

Provide enhanced Communication Systems to support stakeholder interactions:

- Microsoft Office 365 (O365) implementation (June 2018)
- Redevelopment of Board, School and Teacher Websites (June 2018)
- Increased parent/guardian access to student data in Parent Portal including the ability to translate to numerous languages (September 2017)
- Implementation of Elementary Panel School Cash Online (December 2018)
- Pilot Digital Portfolios K-8 (June 2018)
- Implementation of new phone system (June 2019)

What are our outcomes?

- Differentiated pedagogical practices of teachers involved in Rethink Secondary Learning Pilot Project to utilize Chromebooks as a means to increase student engagement, support the development of global competencies and advance student learning
- Increased and consistent use of Digital Portfolios to document student learning and communicate with parents
- Improved efficiencies, communication and collaboration capabilities through O365, Google Suite, new Board and School websites, new phone/telecommunication systems, enhanced Parent Portal, access to school cash online for elementary panel

How will we measure our success?

- Use of Developmental Evaluation of the Chromebook Pilot Project in partnership with Research and Assessment to ascertain impact/changes
- Evaluate use of FreshGrade digital portfolios in five pilot schools and willingness of educators to continue its use into 2018-19; satisfaction surveys
- Document changed teacher practice
- Evaluate impact of communication technology implementation

Why this matters:

- "In addition to developing students' technological skills, technology-enabled teaching and learning practices play a significant role in supporting the development of the full range of 21st century competencies." (p. 34) from Twenty-First Century Competencies, Foundation Document for Discussion, Ontario Ministry of Education, 2016.

We build each student's tomorrow, every day.