

"Three Year Education Plan Highlights"
2017 - 2020

Goal #1: Students are intellectually engaged in their learning

Outcome 1.1: Students are activated as owners of their own learning

Strategies:

- implement assessment practices that are balanced, that involve students in their own assessment and that move learning and teaching forward
- accelerate the effective use of technology to enhance students' opportunities for ongoing feedback from a variety of sources
- enhance student opportunities for self-directed learning through technology, online learning and digital learning
- expand opportunities for students to have a voice and take an active role in their learning

Outcome 1.2: Instructional design engages students in authentic, discipline-based inquiry that enables them to attain the competencies they need for successful learning, living and working

Strategies:

- Support instructional design that furthers discipline-based inquiry via Teacher Effectiveness Support Team Days and Peer Instructional Coaches
- Intentionally share and celebrate BTPS teacher practice that exemplifies intellectually engaging learning opportunities for students
- Continue to develop innovative learning spaces including Learning Commons and Makerspaces
- Support student and staff use of current technology to amplify student learning
- Build staff awareness and understanding of emerging fields of study such as coding, robotics and design thinking

Outcome 1.3: Partnerships and community engagement enhance learning.

Strategies:

- engage parents and community members in support of deepening and connecting classroom learning to "real life" contexts
- garner student, parent and community input as part of the development and implementation of a district Mental Health Strategic Plan
- strengthen community partnerships to better coordinate supports and services for students and families, especially in the areas of mental health and complex needs

- seek new community partnerships to enhance career exploration opportunities for students

Goal #2: All Learners' Needs Are Met

Outcome 2.1: Implement a Response to Intervention framework to support students' diverse learning needs within an inclusive learning environment

Strategies:

- Build expertise of professional staff and support staff in creating universally accessible learning environments
- Work with school leaders and teachers to build a common understanding of, and to employ literacy and numeracy, across all disciplines.
- Monitor self-identified First Nations, Métis and Inuit student progress to prevent gaps in achievement
- Design optimal physical learning environments to maximize student success
- Provide equitable access to support services

Goal #3: Positive, high quality learning and working environments

Outcome 3.1: Students and staff feel welcomed, safe, cared for and respected

Strategies:

- Foster a deep understanding of First Nations, Métis and Inuit histories, perspectives, and ways of knowing for all staff
- Create and implement a district Mental Health Strategic Plan
- Enhance digital citizenship skills through targeted support from an educational technologist

Outcome 3.2 Teachers, administrators and support staff work collaboratively to improve their practice

Strategies:

- Strengthen evidence based, research informed, job-embedded professional learning
- Support system level teacher collaboration based on areas of need as identified by provincial achievement results
- Continue to expand leaders' skills in creating collaborative, healthy school cultures

