

A FESL Overview

(Framework for Enhancing Student Learning)

Presentation to Strategic Planning Advisory Committee



FESL and other accountability efforts link to an organization's commitment to addressing the 3 following questions:

- What is most important?
- What are we doing about it?
- How will we know how we are doing?

*What Does Your Evidence of Student Achievement
Tell You About Where You Need to Go To Next?*

Current
Realities

(based on evidence)

Likely
Future

(achieved by maintaining the
status quo)

Preferred
Future

(as specified in the Strategic
Plan and aligned with the
District Vision)

Information to support student learning.

This report provides British Columbia citizens with easy access to a comprehensive set of information about each school district in the province.

Our mandate for education: A quality education system assists in the development of human potential and improves the well-being of every British Columbian. The B.C. school system develops educated citizens by supporting each student's intellectual, human and social, and career development, and by considering a wide range of information in all of these areas.



Intellectual Development

Includes the ability to analyze critically, to reason, to think independently, and to acquire important skills and bodies of knowledge.

Reading, Writing, and Numeracy	3
Grade-to-Grade Transitions	5
Provincial Examinations	5
Completion Rates	6



Human and Social Development

Includes developing a sense of self-worth and well being, personal initiative, social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Early Development	7
Student Satisfaction	8



Career Development

Includes preparing students to attain their career objectives and to develop effective work habits and the flexibility to deal with change in the workplace.

Post-Secondary and Career Preparation	9
Transition to B.C. Post-Secondary Education . . .	9

Mental Health
and Wellness in
schools report

Indigenous
Learner report

Literacy report

Grade to Grade
Transition report



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

Summary of FESL Policy (July 2020)

Boards will:

- Create and pay attention to a multi-year Strategic Plan
- Establish and maintain collaborative processes to engage with Indigenous Rights Holders, district partner groups and the broader community
- Ensure that the Plan focuses on increasing students' intellectual development, human/social development and career development;
- Demonstrate effort to continuously improve outcomes for all students with the specific commitment of improving equity for Indigenous students, children and youth in care, and students with disabilities or diverse abilities
- Make decisions based on evidence, both provincial and local
- Continuously monitor the Plan and ensure that school and department plans are aligned with and supportive of its priorities
- Act on results
- Annually review & report on student achievement between June 30 & Sept. 30

The Ministry will collaborate to build capacity along a continuum of needs, including:

Communicate: To provide leadership, share promising practices and lessons learned, and offer support for achieving provincial goals, district and school goals

Facilitate: To engage in a continuous improvement review program to establish teams to facilitate capacity building at the local and provincial levels

Cooperate: To support school districts in addressing challenges by completing in-depth reviews, action planning, and capacity building

Direct: Pursuant to sections 168.03 of the School Act, the Minister may issue administrative directives if a board is failing to meet its obligations under the School Act or if it is in the public interest to do so. In certain circumstances, section 172 of the School Act empowers Cabinet to appoint official trustees. The Minister may also appoint special advisors or advisory teams under section 171.1 of the School Act

Your Strategic Plan Makes a Difference When It Has:

- A Student Focus
- An Unambiguous Mission and Vision
- A Strong Commitment to Values
- Trust in the Processes and the People
- Evidence to Support Priorities
- Collaboration Combined with Shared Understanding of Who Does What
- System Norms to Manage Distractions Effectively

