



## COMPETENCY

Students are building their character and competence at every grade level.

### INQUIRY:

What knowledge, skills and abilities will students and staff require to be competent in the future?  
How do we address the whole child – academic, life-skills, physical, and social emotional?

### PROPOSED STRATEGIES:

- Have learning environments that build new knowledge and skills for students
- Create a culture where teachers, students and parents are learning new forms of technology and how to integrate them in practical and positive ways
- Create diverse learning opportunities so all students are empowered to build on their assets and interests
- Support all staff to be inspiring, creative and life-long learners



## HEALTH

Students, staff, and families are enhancing their physical and mental health knowledge and skills for positive living and resiliency.

### INQUIRY:

What are the best ways to support our school-community to achieve greater wellness and resiliency?

### PROPOSED STRATEGIES:

- Increase daily exercise and play through movement, walking, exercise, sports and outdoor activities
- Integrate an exciting visual and performing arts program – art, music, dance, drama
- Operate a healthy lifestyle program in all schools for students and staff to address – nutrition, mindfulness, conflict resolution, relationships



## ENVIRONMENT

Students, staff and families are learning, enjoying and caring for our environment

### INQUIRY:

How do we foster a deeper relationship with our land?



### PROPOSED STRATEGIES:

- Reduce and report greenhouse gas emissions within our District
- Integrate, understand, and address outdoor education
- Empower students to create innovative solutions for current and future environmental issues
- Invite and involve Sinixt and other Indigenous nations to enhance environmental knowledge and outdoor education

## COLLABORATION

Family, school, and community are working collaboratively to enrich student learning.

### INQUIRY:

What knowledge and skills are required for an effective collaborative education model?

What is the role of the school and home in supporting student success?

### PROPOSED STRATEGIES:

- Define and implement a new culture of collaboration and communication between the school and families.
- Increase community participation in student learning





## Year Two of the Plan...

- Apply the 80/20 rule for implementation (20% creating the plan and 80% implementing the plan)
- Superintendent's report each month focuses on the plan's priorities
- Budget consultation and development based on the plan's priorities
- School plans are aligned with the priorities and are inquiry-based
- District Shared Professional Development Day aligned with the priorities
- The Strategic Plan Resource Committee met regularly developed a Community of Practice approach to implementation to encourage participation





## STRATEGIC PLAN PRIORITIES

**COMPETENCY :** What knowledge, skills, and abilities will students require to be competent in the future?

**HEALTH :** What are the best ways to support our school community to achieve greater wellness and resiliency?

**ENVIRONMENT :** How do we foster a deeper relationship with our land?

**COLLABORATION :** What knowledge and skills are required for an effective and collaborative education model?

### PURPOSE:

To build a **collaborative** community of learning

### WHAT:

This is an opportunity to build Communities of Practice with those interested in similar areas of the Strategic Plan.

- **Competency**
- **Health**
- **Environment**
- **Collaboration**

### WHY:

For our Strategic Plan to be representational, including all staff, students, and community and to be a living document, we need to have participation in learning about it, connecting to it, and providing feedback. Active participation and personal investment are how we find our connection within the plan.

### WHO:

To begin, staff will have the opportunity to join and engage in Communities of Practice that consider the Strategic Plan.

Current groups that are already in practice will have the opportunity to add the Strategic Plan priorities into their ongoing work.

In the future, we will be looking to encourage the participation of students, families, and the community.

Some Communities of Practice that are already in the works:

- Assessment teams
- NOIE
- Early Years Groups
- District Wellness Committee
- Outdoor Thinkers

There is room for other groups to be developed that work toward the 8 **topics of inquiry** that have emerged from the ongoing process of the Strategic Plan.

### PROCESS:

Each inquiry-focused Community of Practice will include the following:

- Collaboration between staff (CUPE, ALTA, ALELA) across the district
- 3 sessions, 2 with release time and 1 session outside the school timetable
- Opportunity to provide ongoing feedback for the living document of the Strategic Plan
- Active groups where members will come together to contribute ideas, share learning, and offer ways to support each other in their inquiry

### TOPICS OF INQUIRY:

#### COMPETENCY

- What aspects of flexible learning spaces would be most useful for our learners?
- How do we meet all students, Indigenous students, students with diverse needs, and gifted students where they are to build their capacity to be engaged and contributing citizens?
- What technology skills do learners need to effectively create and navigate a digital world?
- How can students safely translate the skills they are learning to build a positive digital citizenship?

#### HEALTH

- What opportunities are we offering to enhance and experience visual and performing arts both locally and in other places?
- How can we encourage student ownership and fluency around their physical and mental well-being?

#### ENVIRONMENT

- How can local context now and over time be used to develop an understanding of environmental sustainability?
- How do we develop relationships and shared responsibility for protocol and respect in our local context?

#### COLLABORATION

- What knowledge and skills are required for an effective and collaborative education model?

# Community of Practice

A **Community of Practice (CoP)** is a group of educators who come together to share expertise, collaborate on teaching practices, and learn from one another to improve their professional skills and student outcomes.

## **Key Elements of a CoP in Education:**

- 1.Shared Domain of Interest:** Members have a common focus, such as teaching a subject area, implementing practice, or supporting student achievement and well-being.
- 2.Community:** Members interact regularly, build relationships, and develop a sense of belonging and mutual commitment.
- 3.Practice:** The group engages in collective learning by sharing strategies, tools, experiences, and solutions related to their teaching practice.



## This Year

- Invitations were sent out last June and September to all staff to participate.
- Staff could join existing groups or form new groups based on the priorities outlined in the strategic plan.
- In all, nine CoPs took place this year, focusing on early learning, assessment, curricular competencies, Indigenous Education, innovation in educational practice, and well-being.
- Groups met multiple times throughout the year and were provided release time during the day, as well as dedicated time after school to work and learn in a collaborative structure. Outcomes have resulted in structured practices, increased understanding, and identification of areas that need further attention.





## Feedback and Impact

- The Strategic Plan Resource Committee sought feedback from participants on their experiences, as well as the impact of the learning on their practice, to inform next steps and determine the level of support required.
- A survey was developed to gather feedback, and participants were asked to share their goals for the year, how they have applied their learning, the changes to their practice, their overall feelings about the process, and their willingness to participate again next year.
- Thirty-three responses were provided, and the committee collated and reviewed the data.



# Feedback and Impact

- **Their learning intention**, such as improving understanding or fostering collaboration.
- **How they applied their learning**, from sharing with staff to changing personal practices.
- **Impacts on their practice**, often including deeper reflection, more collaboration, or increased empathy.
- **Feelings about participation**, which were largely positive (e.g., feeling supported, inspired, grateful).
- **Important elements** like community, connection, and relevance to student learning.
- **Willingness to continue**, with most respondents saying yes or expressing enthusiasm.
- **Additional comments**, often praising the initiative or suggesting its value to professional growth.



## Next Steps...

- Feedback was shared with each school on the May 16 Pro D Day.
- Invitations will go out again in June and September to continue or create new groups.
- A math Community of Practice has already been created for next year due to the examination of student achievement data and staff interest in this area.
- The Strategic Plan Resource Committee will continue to oversee CoPs, review progress and impact, and report back throughout the year.

