



School District No48 (Sea to Sky)
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Strategic Plan

Students run to learn here!

Thank you for your interest in our strategic plan, and our Pathways to Learning! This document reflects a collective determination to ensure that our schools are responding to the changing needs of their students. However, it is more than a document: these principles will guide key decisions, including budgeting, staffing, and staff training. They are intended to inspire and guide great learning, and you can hold us accountable for that.

It is important to note that the Board's role in this initiative is less significant than that of our students, parents and staff. Indeed, the ideas represented in these plans are YOUR ideas - the result of extensive consultation with thousands of stakeholders over a ten month period. We are excited about these changes, and invite you to ask our staff or students about the learning that is taking place in and around our schools. The work we are doing is founded on the strengths of the present and on great ideas for the future. We have every confidence that as this plan is implemented, more and more of our students will run to learn here!

Rick Price
Board Chair, 2012-13



Our Schools

Elementary Schools

Blackwater Creek Elementary
sd48blackwatercreek.org
604-452-3330

Brackendale Elementary
sd48brackendale.org
604-898-3651

Garibaldi Highlands Elementary
sd48garibaldihighlands.org
604-898-3688

Mamquam Elementary
sd48mamquam.org
604-898-3601

Myrtle Philip Community School
sd48myrtlephilip.org
604-932-5321

Signal Hill Elementary
signalhillelementary.org
604-894-6378

Spring Creek Community School
sd48springcreekschool.org
604-935-3822

Squamish Elementary
sd48squamish.org
604-892-9307

Stawamus Elementary
sd48stawamus.org
604-892-5904

Valleycliffe Elementary
sd48valleycliffe.org
604-892-9394

Secondary Schools

Howe Sound Secondary
sd48howesound.org
604-892-5261

Pemberton Secondary
sd48pemberton.org
604-894-6318

Don Ross Secondary
sd48donross.org
604-898-3671

Whistler Secondary - A Community School
sd48whistlersecondary.org
604-905-2581

Reconnect Alternative Program (RAP)
sd48reconnectprogram.com
604-892-5220

Sea to Sky Distributed Learning
dl48school.wordpress.com
604-892-5220

About Us

School District No. 48 is situated within a stunning, natural landscape that stretches from Britannia Beach to D'Arcy. There are three major population centers: Squamish, Whistler, and Pemberton. We are host to a very diverse and enriching population. We serve six Aboriginal communities: Skwxwú7mesh, Úxwumixw, Lil'wat Nation, N'Quatqua Band, Samhquam Ucwalmicw, Skatin Nations, Xa'xtsa and the Metis, Inuit and Off-Reserve Aboriginal Nations. We welcome a growing immigrant population and over 150 international students annually. Also rich with an abundance of active learning opportunities, our students *run to learn here!*

Our Mission

We are committed to engaging all students with personally relevant and flexible learning, empowering them to acquire the competencies vital for success in their future.

Our Values

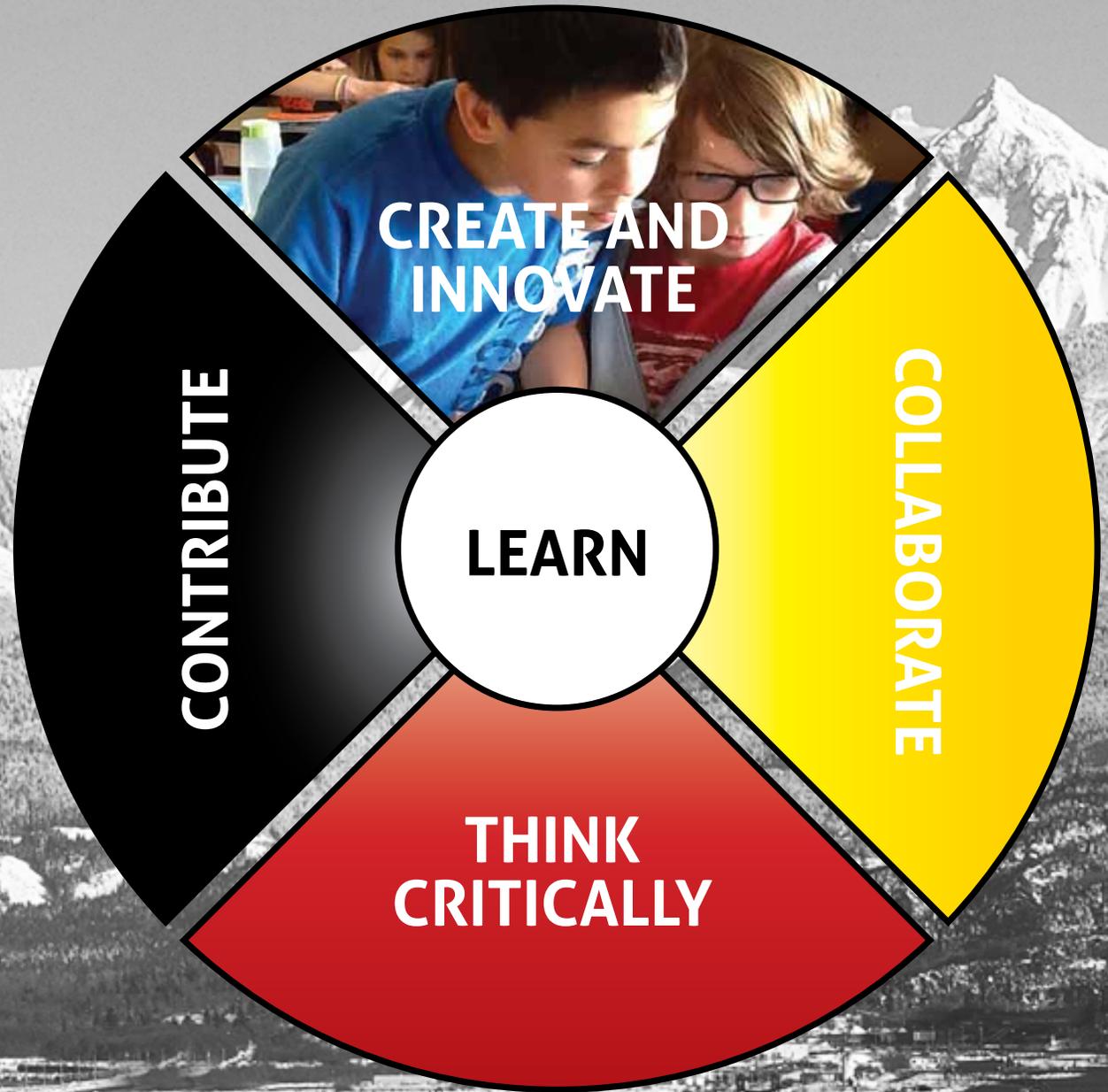
Learning	Placing learning at the core of all we do.
Excellence	Believing that excellence is within everyone's reach.
Integrity	Having the integrity to be honest and ethical.
Equity	Creating conditions for equal access to opportunities and successes.
Connections	Honouring connections to each other, our communities and our environment.

Our Guiding Principles

Health and Wellness	Take care of each other and our environment.
Purpose and Focus	Create understanding and common direction.
Engagement	Authentically involve each other in learning and decision making processes.
Collaboration	Develop relationships and processes to honour different and diverse perspectives.
Innovation	Encourage curiosity and embrace new opportunities.

Our Common Goal for Educational Excellence

We will create safe, purposeful and powerful learning environments in order that all students can think critically, create, collaborate, contribute and learn.



Understanding the Student Competencies within our Common Goal

Knowing precisely what a student will need to be successful in the future will always be a mystery. However, we do know there are key competencies that will prepare any person to respond and adjust with flexibility and confidence during life's journey. In order to support our students with this development, our district is encouraging a focus on higher order skills through a healthy, balanced approach. We are using the Aboriginal symbol of the Medicine Wheel to represent this balance. Beside each identified competency is a word describing the relative importance of its place within the Medicine Wheel – Self, Physical, Intellectual, Spiritual, and Emotional. As well, you will see that each of the student competencies has been further challenged through the work of globally recognized learning expert Howard Gardner and his Five Minds for the Future (2009), which describes the Disciplined, Creative, Synthesizing, Ethical, and Respectful Minds. These two broad, overarching views of a complete learner served to guide our team's work in leading through the common goals of our school district.

Each of our students will collect evidence over time to demonstrate they are able to:



Learn

- Core skills - communication, literacy, numeracy, readiness
- Personal responsibility, health, habits of mind – self regulation, intrapersonal skills
- Resiliency, adaptability, intuitiveness, confidence

Self/Disciplined Mind



Create and Innovate

- Making something new
- Technical, artistic and digital skills
- Curiosity, Imagination

Physical/Creative Mind



Think Critically

- Decision making
- Problem solving
- Synthesizing, analysing, connecting, deep thinking

Intellectual/Synthesizing Mind



Contribute

- Local and global citizenship
- Social responsibility, character development, leadership
- Environmental responsibility

Spiritual/Ethical Mind



Collaborate

- Interpersonal skills
- Being respectful of others' opinions, flexible
- Working cooperatively

Emotional/Respectful Mind

Pathways to Learning: Strategies

The Pathways to Learning describe the pedagogical or instructional STRATEGIES that will lead to higher order skill development for our students. Through these instructional approaches, students will be able to explore, discover and develop themselves as complete learners. By leading through each of these pathways, our teachers can place an emphasis on students demonstrating all of the competencies, through a balanced perspective.

Assessment

is a pathway to understand student learning. It is knowing where they are, where they were, and what next steps they should take in their learning. By utilizing assessment for, of and as learning students use criteria, rubrics, exemplars, self and peer assessment, descriptive feedback, personal learning targets, reflection, and collect samples of their work to drive their learning forward.

Play and Exploration

are pathways that support student curiosity and risk taking. Hands-on and inquiry based approaches lead to the development of individual student creativity and the innovation of something new: an idea, an interpretation, or a product.

Collaboration

is a pathway that leads to groups of students working together toward a common goal. It inspires the creation of new knowledge and respect for different ideas. Students learn to understand each other and monitor themselves.

Purpose and Authenticity

are pathways for students to engage in meaningful and personally relevant learning. Students use interdisciplinary approaches and 'voice and choice' to make connections to their own reality and to a broader perspective. Community partnerships and projects support learners in applying their learning through real world problems.

Engagement

is a pathway leading to the active involvement of all students. Cooperative structures and strategies allow students to access prior knowledge and deepen understanding. Students are always actively involved toward a specific end product or goal. Learning is differentiated to reach each learner at his/her own place.

Technology

is a pathway for students to access, use, communicate and produce information. It also allows students to archive, track, and present out their learning over time.

Your knowledge and skills are valuable. We invite you to contact your local principal if you would like to contribute your experience to the learning pathways.

Pathways to Learning: Structures

Inherent in a new approach to teaching and learning, are **STRUCTURES** which create inclusive, powerful, and enriching environments to enhance higher level learning. We will continue to explore new spaces, new formations of groups, and flexible scheduling for students and teachers. 'Collaborative Models of Support' will bring teachers together for purposeful dialogue using data to plan invisible interventions within the classroom.

As well, at the District level, we will engage our community partners in corridor wide structures.

Aboriginal Education Programs as established through the Enhancement Agreement will provide all students with opportunities for increased understandings and learning about Aboriginal culture and language.

Career Programs will be enhanced in order to support students by providing opportunities in Trades and Apprenticeships, Dual Credit Programs, and Work Experience placements.

Community Literacy Programs will continue to be established through our community literacy tables providing programming for pre-school children and adult learners across our district.

District Student Leadership opportunities will provide broader context for student voice, input, and service.

Early Learning Programs will continue to be developed to help improve vulnerability rates and assist our students through transitions from pre-school to school. As well, these programs will provide parent and family support through the early years.

Building Capacity Through Professional Learning

Professional Learning Plan

We have created shared leadership and collaborative systems for advancing adult learning across our district. A team of teachers identified as the

Instructional Leadership Team (ILT) will support staff through a balance of adult professional learning approaches. These include:

Site based, job embedded systems:

- Learning Teams of Teachers
- Collaborative Models of Support
- Observations: Learning Lab and Instructional Rounds
- Learning Practice Communities

Learning Teams of teachers will be able to observe each other, collaborate, support, coach, and be invigorated by learning together. A 'Learning Lab' and 'Learning Rounds' will create opportunities for teacher observations, and engagement and reflection. A system of Collaborative Models of Support will enhance student learning and invisible interventions for students while also creating job embedded learning for teachers.

Expert Infusion Opportunities

Our educators will be able to attend leading edge learning with change leadership experts. As much as practicable, we will bring these learning opportunities to the district for wider reaching impact.

Inquiry Projects

Groups of teachers on Learning Teams will continue to be supported to engage in inquiry projects together for personal areas of interest related to their own students or school.

SD48 Summer Symposiums

Symposiums that bring learning teams together for specific, purposeful learning will be created annually within our district.

District Implementation Day

One day each year will be focused on whole district learning for all staff.

In-service Learning

Ongoing in-service opportunities will be provided for 'just in time' learning.

Leadership Learning Network

District senior staff and principals/vice principals will continue to participate in a local series of learning sessions to deepen collective understanding and commitment to supporting teachers and staff through change efforts.

