

REPORT TO THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO.46 (SUNSHINE COAST)

STRATEGIC PLAN REPORT: GRADUATION

Submitted by Director of Instruction Paul Bishop
October 12, 2022

Goal 1.c.: Our students will engage in ongoing reflection, experiential learning, and personalized learning through the **Core Competencies**.

OVERVIEW:

We are embarking on our second year of work in Ensouling our Schools. Communicating Student Learning is woven directly into the braid. An integral part of Communicating Student learning is student self-assessment of the Core Competencies. Core competencies span the strands of the braid.

SYNOPSIS OF THIS YEAR'S INITIATIVES:

As we transition to a new reporting system in 2023-2024, guiding students to clear and meaningful self-assessment of the Core Competencies will continue to be a focus.

DATA ANALYSIS AND REVIEW:

The MDI, YDI, and Student Learning Survey data will continue to inform our collective work with the Core Competencies.

- MDI:
https://earlylearning.ubc.ca/app/uploads/2022/03/edi_w7_communityprofile_sd_46.pdf
- YDI:
http://chartlab.ca/wp-content/uploads/2022/05/YDI-2021_2022-SD46-Report.pdf

RESOURCES/BUDGET:

Resources for developing the Core Competencies are situated in site-based budgets. District resources are accessed for in-services and professional learning.

EMERGING AREAS OF NEED:

The work with the core competencies began alongside the re-designed curriculum. As we move towards aligning the new reporting order with curriculum, how students represent their self-assessment of the core competencies will be emerging. For 2022-23, we have an opportunity to determine what this will look like when the reporting order comes into effect in 2023-24.

ADAPTATIONS/NEXT STEPS:

- Continued work to draw connections with the Core Competencies throughout the curriculum and informed by opportunities in structures like CSL and CARE.
- Continued work with the new upcoming reporting structure to provide structures and opportunities for meaningful self-assessment opportunities which could include platforms like SPACES.
- Mental Health Literacy offered at secondary schools and further correlations drawn between mental health and the core competencies.
- Ongoing socio-emotional learning K-12 to guide students to increased self-awareness and understanding, and to increase resiliency and self-regulation.
- Continue wherever possible to make the invisible visible in connection to our braid.