

BC's Framework For Enhancing Student Learning

System-wide Focus
on intellectual,
human and social,
and career
development

**Multi-year district
and school plans,**
updated annually

**Meaningful and
Effective Evidence**
Reported at least
annually
by districts and
the province

**System-wide
Capacity Building**
Team-based
supports focussed
on continuous
improvement

Linkages with existing local agreements to ensure consistent and meaningful support of Aboriginal students (e.g., Aboriginal Education Enhancement Agreements)

- Consistent with the provincial *Mandate for the School System*
- Broadens focus of previous framework
- Brings coherence across all levels of the education system (student, school, district, and province)

Plans will reflect local efforts to support each student and specific groups

- Aboriginal students
- children in care
- students with special needs

Plans developed with local partners and in consideration of available evidence.

- The province and districts to report at least annually on overall results, as well as Aboriginal students, children in care, and students with special needs

- Local flexibility, balanced with provincial consistency

- Better utilize existing structures (e.g., partner chapters, non-instructional days) and build new team-based supports to act on provincial and local priorities and needs (e.g., provincial team to support Aboriginal learners)

The Educated Citizen



- **thoughtful, able to learn** and to **think critically**, and who **can communicate** information from a **broad knowledge base**;
- **creative, flexible, self-motivated** and who have a **positive self image**;
- **capable** of making independent decisions;
- **skilled** and who **can contribute to society** generally, including the world of work;
- productive, who **gain satisfaction through achievement** and who strive for **physical well-being**;
- **cooperative, principled** and **respectful of others** regardless of differences;
- **aware of the rights** and **prepared to exercise the responsibilities** of an individual within the family, the community, Canada, and the world.

Guiding Principles

The Framework for Enhancing Student Learning:

1. is grounded in the belief that all education partners are responsible for student learning, with each having unique responsibilities;
2. creates a system-wide focus on student learning, to ensure each student in BC achieves his or her full potential;
3. is meaningful, impactful, flexible, realistic, and sustainable;
4. addresses differences in performance among particular groups of students, most notably Aboriginal students, children in care, and students with special needs;
5. is strength-, support-, evidence-, and results-based;
6. reflects system-wide commitment to continuous improvement and life-long learning; and
7. continues to build public confidence in BC's education system.

Key Dates for the *Framework for Enhancing Student Learning*

- **2015/16** is a **transition year** (and an important opportunity for **continued collaboration**)
- **By March 2016:** districts develop and post their annual district and school planning process
- **By April 2016:** OPTIONAL activity for districts wishing to develop refined district plans in consideration of the draft Framework (as examples that can help inform provincial policy and directions)
- **By May 2016:** informed by education partner experiences and input, refine initial provincial policy and post on Ministry Web site
- **2016/17 School Year:** Plans and evidence developed under the new Framework posted on each district's Web site