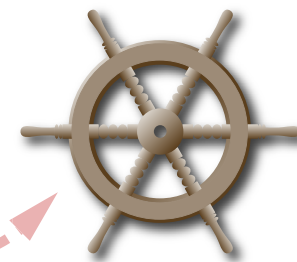


# Charting Your Course FOR PROFESSIONAL DEVELOPMENT



## Charting Your Course for Student Success

*Betty Jean Aucoin, Executive Staff Officer, Professional Development*



As the Coordinator of Curriculum I have been afforded the opportunity to work with Kim Matheson, Director of Student Achievement at the Department of Education and Early Childhood Development. Part of her work last school year involved revamping the school improvement process. Working with a group of educators, the team focused on ensuring that the ongoing process would be supportive of teachers and of school staff in meeting success for all students. This new process, *Student Success Planning*, aligns better with the realities of teaching, learning and planning. The new framework focuses more on action than on collecting data, filling out paper work and organizing binders.

A teacher can tell how long they have been in the profession by the number of acronyms they can recite—Kim and I have been in the profession a long time. Our discussions centred around the early '90s of SIP (*School Improvement Planning*), the mid-nineties of JHNP (*Junior High Network Project*), the beginning of the millennium's Accreditation Model or PFI (*Plans for Improvement*), the recent 2012 to 2016 CSI (*Continuous School Improvement*) and now to the SSP (*Student Success Planning*). Overlooking the new SSP framework, I was excited to see the best elements of previous frameworks from the last 25 years employed in a simplistic plan.

On September 13, 2017, we introduced the SSP framework to the Council to Improve Classroom Conditions. We were met with enthusiasm and excitement. We

were also met with a number of questions about this new framework, as many were not seeing it implemented at their schools. Kim noted that she had worked with board SSP coordinators and informed principals and others at the school board level about this new framework through Department of Education and Early Childhood Development meetings. Many on the Council took pause, wondering why they have not seen this change at the school level. This reiterated in our minds what we already know about the process of learning, unlearning and relearning...it takes time. We also know that coordination of professional development with support has to take place at all levels to ensure cohesiveness and clarity in moving forward.

Many teachers and administrators have only known Accreditation, PFIs or CSIs. Therefore, it will take a concentrated effort by all partners to provide professional development and continuous support for successful understanding and implementation of this proactive school improvement framework.

Here is an outline of some of the changes you can expect to see with the newly minted SSP—*Student Success Planning*.

The new *Student Success Planning* process will be meaningful, involve teacher voice, and focus on actions not paperwork. It will be embedded in daily classroom practice and not involve the creation, collection or managing of data just for *Student Success Planning*.

Kim Matheson used the table (shown) in her presentation on the new *Student Success Planning*. It summarizes what changes have been made in making improvement to a more streamlined process. Kim and I along with Department and Board personnel will be working this year to support educators in moving forward in planning and implementing these changes.

Past SSP process (SIP, Accreditation, CSI, PFI)	Current process (SSP)
Smart Goals	Goals focus on improvement in . . .
Specificity of goals	Broader goals
Large data collection as measures	Less measures to monitor achievement
Inconsistency across boards	Consistency (goals and templates)
Lengthy self-assessment process	Shortened plan setting process
Lengthy report requirements	Simplified reporting process
Budget details reported by school	Boards pull information from finance
Peer Review Teams	No longer in place
Accreditation (final phase)	No longer in place
Rigid time frames	Flexible time frame

As my years in public education come to an end, I am excited to join my colleagues at the Department of Education and Early Childhood Development to support the education and implementation of the *Student Success Planning* framework. The title itself, *Student Success Planning*, speaks to our ultimate goal in education and the framework speaks to common sense in planning for success. It is a framework that I think all of us can get behind in support of all Boards, all schools and all students.