
Administrative Memorandum

Regular Board Meeting

Date: February 10, 2021
Topic: Strategic Plan
Submitted by: Dr. Jordan Tinney, Superintendent of Schools/CEO

Background:

In the new Framework for Enhancing Student Learning, there is a requirement for districts to have and publish their Strategic Plans.

In Surrey, we have a well-developed and crafted vision for learning which is Learning by Design. Under the umbrella of Learning by Design, our Priority Practices lay the foundation for all that we do.

As a reminder, and as we move toward a full report to the Board on Strategic Planning in June 2021, we want to highlight on how Learning by Design unfolds as priority practices. We have reported before on our current levels of achievement and this report is a prelude to our June 2021 report and again to highlight how a final report will be structured.

Vision: Learning by Design

- “We prepare our learners to think creatively and critically, communicate skillfully and demonstrate care for self and others.”
- Three Core Aspects: Learning, Structures, and Tools.

Priority Practices: These are our guiding lights - our anchors for supporting our schools in designing engaging learning environments for all students.

- Curriculum Design:
 - Teachers approach curriculum in purposeful and intentional ways, designing learning experiences that are relevant, meaningful and support students to acquire the knowledge, skills and competencies necessary to prepare them for their futures.
 - Quality Assessment
 - Assessment frameworks build on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. Quality assessment consists of both formative and summative assessment.
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Strategic Plan

- Instructional Strategies
 - Instructional strategies anchored by curriculum design and formative assessment practices that provide students with choice, voice, and ownership of their learning.
- Social and Emotional Learning
 - Curriculum design, instruction, and quality assessment foster in young people the ability to apply the knowledge, attitudes, and skills necessary to understand and manage emotions; set and achieve goals; demonstrate empathy; pursue positive relationships; and make effective decisions.

As our Strategic planning process proceeds, the Board and our public will continue to see a refinement into a publicly accessible document that is straight forward, easy to read and access and adequately describes the complexity of learning in a district as complex and large as Surrey.

It is recommended:

THAT the Board receive the report for information.
