



# Presentation to the Board Business Committee

March 7, 2018

Budget considerations



NANAIMO LADYSMITH  
PUBLIC SCHOOLS

## 2020 Vision

Year Two of  
Three Year Plan

Success for All

# Meet each student's unique needs



**WORKING DOCUMENT –SCHOOL DISTRICT # 68**

**PROVINCIAL AND LOCAL MATTERS AGREEMENT**

**BETWEEN**

**BRITISH COLUMBIA PUBLIC SCHOOL EMPLOYERS' ASSOCIATION/**

**BOARD OF EDUCATION OF SCHOOL DISTRICT #68**

**(NANAIMO-LADYSMITH)**

**(The “Employer”)**

**AND**

**BRITISH COLUMBIA TEACHERS' FEDERATION/**

**THE NANAIMO DISTRICT TEACHERS' ASSOCIATION**

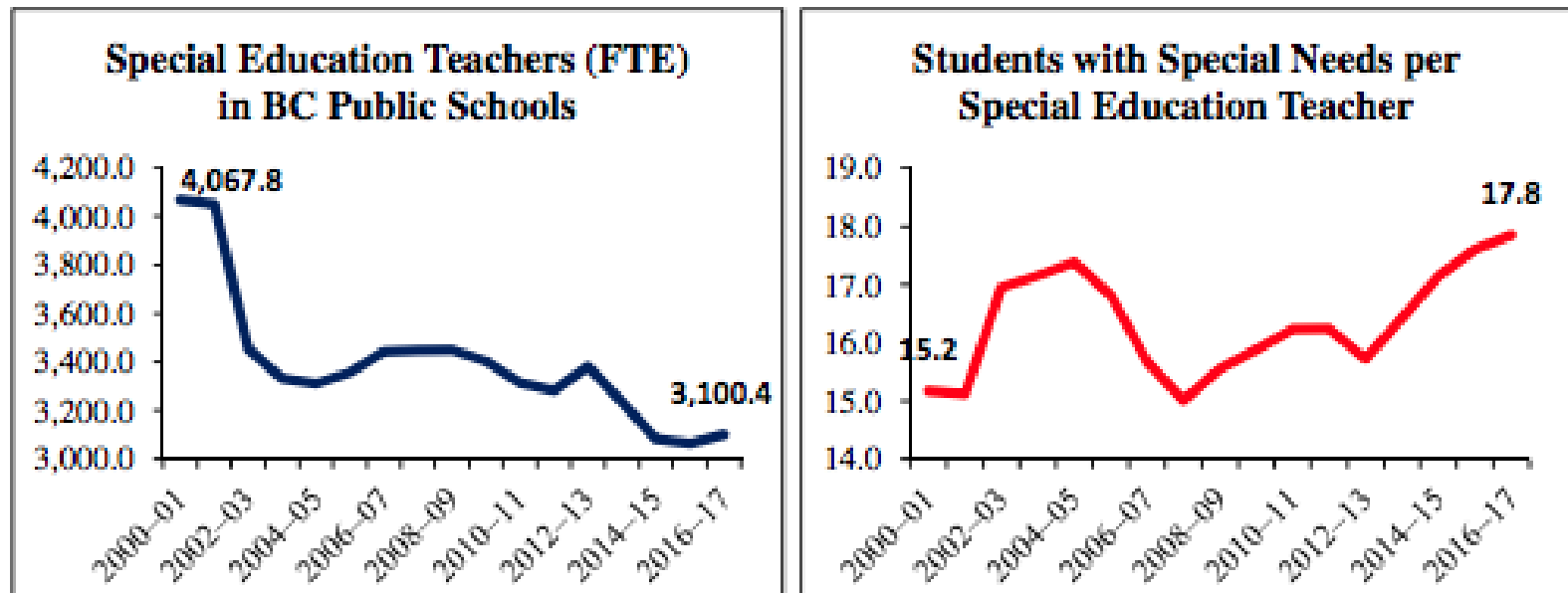
**(The “Local”)**

**Effective July 1, 2013 to June 30, 2019**

# Fewer specialist teachers

**There were drastic cuts to specialist teaching positions in British Columbia between 2000–01 and 2016–17.<sup>2</sup>**

Close to a quarter of special education teachers were lost between 2000–01 and 2016–17. As a result, in 2016–17 there were on average 2.6 more students with special needs per special education teacher than in 2000–01.



# Caseloads increased

Of the 3,000 teaching positions lost, over 1,700 of those positions were specialist teaching position, including nearly 1,000 special education teachers and 363 teacher-librarians.<sup>2</sup>

			Change 2001–02 to 2015–16	
FTE specialist teachers	2001–02	2015–16	Full-time Equivalent (FTE)	Percentage
Library services	922	559	-363	-39%
Counselling	990	884	-106	-11%
Special education	4052	3100	-952	-23%
English language learning	1016	733	-283	-28%
Aboriginal education	207	205	-2	-1%
<b>Totals</b>	<b>7187</b>	<b>5481</b>	<b>-1706</b>	<b>-24%</b>

Not surprisingly, therefore, the workload of specialist teachers skyrocketed.<sup>3</sup>

# Continuous improvement of instruction and assessment



CHANGE





Pedagogy

# Resources needed



# Technology



# Assessment and Reporting



The image shows a screenshot of the British Columbia Education website. At the top, there is a dark blue header with the British Columbia logo on the left, the text "BC's New Curriculum" in the center, and "English Français" on the right. Below the header is a navigation menu with five items: "HOME", "CORE COMPETENCIES", "CURRICULUM", "ASSESSMENT", and "GRADUATION". The "ASSESSMENT" menu item is highlighted. Below the navigation menu is a large banner image showing a young child's face on the left and colorful sticks (yellow, blue, red) being used to build a structure on the right. A target icon is overlaid on the sticks. Below the banner, the title "Assessment and Reporting" is displayed in a large, dark font. Underneath the title, there is a line of text in four languages: "Évaluation et transmission des résultats | ਅਸੈਸਮੈਂਟ ਅਤੇ ਰਿਪੋਰਟਿੰਗ | 评估和成绩报告 | Assessment and Reporting". To the left of the main text is a cluster of icons including a lightbulb, a bar chart, and books. The main text consists of two paragraphs: "We are redesigning the curriculum and changing how we connect students with the skills they need to succeed." and "That makes assessing student progress, and the quality and effectiveness of the education system even more important." Below this is a green section with the heading "Provincial assessments in the graduation years (10-12)". At the bottom of this section is an illustration of a person with a backpack walking towards a large "FUTURE" sign with arrows pointing upwards. To the right of the illustration, there is text stating: "Students will write two provincial assessments during their Graduation years (10-12): one in literacy and one in numeracy. Provincial assessments will continue to be rigorous."

BRITISH COLUMBIA BC's New Curriculum English Français

HOME CORE COMPETENCIES CURRICULUM ASSESSMENT GRADUATION

## Assessment and Reporting

Évaluation et transmission des résultats | ਅਸੈਸਮੈਂਟ ਅਤੇ ਰਿਪੋਰਟਿੰਗ | 评估和成绩报告 | Assessment and Reporting

**We are redesigning the curriculum and changing how we connect students with the skills they need to succeed.**

**That makes assessing student progress, and the quality and effectiveness of the education system even more important.**

### Provincial assessments in the graduation years (10-12)

Students will write two provincial assessments during their Graduation years (10-12): one in literacy and one in numeracy. Provincial assessments will continue to be rigorous.

# Reconciliation



# Aboriginal perspectives

## BC's redesigned curriculum has prioritized integrating Aboriginal perspectives across the curriculum

**81%** of teachers know whose traditional lands they are on.



However, **79%** either do not know or are uncertain about local protocols regarding accessing Aboriginal knowledge.

**85%** are uncertain about using or interpreting Aboriginal knowledge.

“This is a hugely important area and most teachers I know are scared to not do it justice.”

“I feel that this area should be handled with sensitivity and respect. We need to ensure our resources are well-vetted and we need time to establish First Nations liaisons in our community. One day workshops will not cut it in this area. If we are serious about reconciliation then we have to be serious in our approach to implementation.”

**76%** say that they do not have sufficient access to the necessary instructional material needed to integrate Aboriginal perspectives in the classroom.

Source: 2017 BCTF Curriculum Change and Implementation Survey

Jan | Feb 2018 TEACHER 21

# Organizational effectiveness and accountability to support student learning



# Classroom





CHANGE





WELCOME  
NEW TEACHERS











A green road sign with the word "Priorities" written in white, set against a blue sky with clouds. The sign is mounted on a wooden post and is tilted slightly to the right. The background is a clear blue sky with scattered white clouds. The sign has a white border and a reflective surface.

**Priorities**



# LEARNING ||| SUPPORTS



CHANGE



# Purposeful, supported change







# NDTA

nanaimo district teachers' association

