



WINNIPEG SCHOOL DIVISION

**SUBMISSION  
TO MANITOBA'S  
COMMISSION ON  
KINDERGARTEN  
TO GRADE 12  
EDUCATION**

May 2019

# TABLE OF CONTENTS

EXECUTIVE SUMMARY .....3

SECTION 1: LONG TERM VISION .....6

SECTION 2: STUDENT LEARNING .....8

SECTION 3: TEACHING.....17

SECTION 4: ACCOUNTABILITY FOR STUDENT LEARNING .....26

SECTION 5: GOVERNANCE .....29

SECTION 6: FUNDING.....32

WINNIPEG SCHOOL DIVISION’S RECOMMENDATIONS.....35

REFERENCES .....37

APPENDIX A.....40

APPENDIX B.....64





# EXECUTIVE SUMMARY

Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and equitable opportunity to develop the knowledge, skills and values necessary for meaningful participation in a global and diverse society.<sup>1</sup>

With this purpose in mind, as a key stakeholder in public education, representing over 33,000 students and over 5,000 educators and staff, Winnipeg School Division welcomes the opportunity to respond, on behalf of WSD staff and students, to Manitoba's Commission on Kindergarten to Grade 12 Education.

This document and the WSD Indigenous Blueprint are complementary documents to the submission by the Winnipeg School Division Board of Trustees.

Winnipeg School Division's submission responds to each of the requested areas of focus, provides insight to how Winnipeg School Division has addressed those areas, and presents "bold recommendations to ignite change within existing systems, structures and programs, which inspire excellence in teaching and learning."<sup>2</sup>

In depth commentary on each of these sections is included in the full analysis.

## STUDENT LEARNING

WSD has high expectations for student success, but conditions required are many and varied. External factors to education – like poverty and mental health – are remarkably influential on the outcomes of students. Consequently, it's important that they are acknowledged and addressed appropriately. WSD has implemented numerous programs in an effort to address these external factors, but the K to 12 education system requires greater support and guidance moving forward.

Similarly, early learning initiatives have an enormous impact on students' future learning. Manitoba's K to 12 education system has yet to take advantage of these long-term gains. Extensive research supports their benefits and is the reason the WSD has, and continues, to operate a considerable number of early childhood learning initiatives.

Winnipeg School Division is committed to inspiring students to achieve academic success, reach goals and enter the workforce. Preparing for the workforce is an important outcome of education and through WSD career development, students learn their own strengths and interests.

Through a variety of curriculum choices, programs and events, Winnipeg School Division students are able to explore possible future career options. WSD partners with organizations and businesses to monitor the labour market for Winnipeg youth and provide the tools, technology and skills they need to lead to meaningful careers.

In the early 1990's, WSD created the School-to-Work initiative to promote career education to all schools at all grade levels across the division. School-to-Work Transition Education helps students learn the competencies they need, lifelong, to be healthy, self-reliant and resilient citizens, able to find work they love in times of constant workforce change. The program includes four main areas: curriculum relevancy, skill development, career building and world of work awareness and readiness.

Excellence looks different for every student and the K to 12 education system must support students with programs and services that are equally diverse.

## TEACHING

Teacher training and recruitment require more attention in the K to 12 education system. Teachers should be prepared for the diverse learning needs of students in the classroom. Their training needs to emphasize in-classroom performance and should be supported by more input from teacher mentors and school divisions.

Teacher shortages – especially for language teachers – has led WSD to host a week-long event for new graduates each year and the development of the 'Build from Within' program. A system-wide effort is required to recruit teachers and to attract others to the teaching profession.

Moreover, teacher and school leader roles have changed over time and additional structures are required to support them so they can support students. WSD has excelled in this regard; providing leadership and professional support training along with strategies to help remove some burdens that inevitably fall on to teachers and school leaders.

Teachers and school leaders will also benefit from more support in harnessing technology to improve student learning and in developing home-school relationships. WSD, for example has been using a digital portfolio application (SeeSaw) to foster the relationship between students, parents and teachers and to encourage engagement.

Support services are also critical for the success of students. WSD is a leader in this area, from piloting large-scale clinical support programs to providing the extra support required for students with exceptional needs that are not identified by the province. All students should be able to access these kinds of programs throughout the province, and support services should be reviewed accordingly.

## ACCOUNTABILITY

There are several forms of accountability that may be used in the K to 12 education system, some of which may misrepresent actual student achievement. Certain accountability frameworks are designed to ignore external factors to education that influence student learning.

Consequently, policymakers must be cautious when implementing accountability and need to rely on the available research. Accountability systems should be comprehensive and balanced. Accordingly, relevant and contextual information needs to be presented alongside the reported accountability measures. WSD for example, has used several forms of accountability including; standardized assessments, student, parent and community surveys and a continuous improvement framework, among others, and has seen positive results.

## GOVERNANCE

With past reforms in Canada, the presumed benefits of improved financial and operational efficiency have not materialized. The continuous issues in the Toronto District School Board are one example of the long-lasting difficulties that can be caused by government reforms. Caution should be exercised when considering education system reforms.

The role of school boards in the K to 12 education system is to represent the community voice. Community input is an integral part of the education system and local divisions are best positioned to gather that input.

WSD uses community input when developing divisional and school plans, and division budgets, among other things. Community engagement is greatest when the discussion is regarding possible reductions of services or programs. It is important, however, that this local effort remains. Parents and community members should feel comfortable in order to engage in a conversation and having a strong relationship with their local school or division helps foster this voice.

## FUNDING

The K to 12 education system requires an equitable and stable funding model that is based on student needs and reflects the demands of the current environment.

Manitoba, and Winnipeg specifically, is home to some of the highest levels of poverty in the country. Within WSD boundaries, there is a significant number of low-income households, and a growing number of newcomers and refugees. Improved collaboration between Manitoba Education and Training, other government departments and external agencies is required in addressing issues that are factors in education which lead to long-term gains. This could include shared services and procurement models among divisions for cost savings. Funding gaps must be addressed, and the entire funding system reviewed.







## INTRODUCTION

Since 1871, Winnipeg School Division (WSD) has been a catalyst for public education for many students. Currently, the division operates 78 schools. WSD collectively teaches approximately 33,000 students annually representing approximately 17.5 percent of the total students enrolled in Manitoba. WSD is home to a wide variety of programming for students including Nursery to Grade 12, alternative programming, advanced programming, language programming and special education for students with exceptional needs.

Winnipeg School Division is the most culturally and socio-economically diverse division in Manitoba. WSD is committed to a vast array of programming and initiatives that allow students to continue lifelong learning and enrichment. WSD offers support and services for adolescent parents to succeed as parents and learners. New Canadian families and students from a variety of diverse cultures are supported with programming to help ensure success in WSD schools and communities.

WSD's many graduation initiatives, including Indigenous Graduation Coaches, Morningstar and Student Success Initiative, have demonstrated enhanced student achievement and graduation rates. For example, WSD graduations rates from 2006/07 to 2012/13 rose from 64 percent to 80 percent – a 16 percentage point increase compared to province-wide seven percentage point increase during the same period.

Student wellness, safety and development are priorities that are evident in programming such as school therapy and counselling services. WSD is a leader in LGBTQ+ and human rights and continues to excel in these areas.

Based on our long history and as leaders in provincial education, we welcome the opportunity to respond to the Manitoba's Commission on Kindergarten to Grade 12 Education.

We encourage the Manitoba Commission on K to 12 education to prioritize students and maintain focus on supporting them sufficiently.



## SECTION 1: LONG TERM VISION PURPOSE

The purpose of Manitoba's Kindergarten to Grade 12 education system is to prepare students for meaningful participation in society. Furthermore, Winnipeg School Division's (WSD) purpose is to provide a learning environment that fosters the growth of each student to develop the knowledge, skills and values necessary for meaningful participation in a global and diverse society.

Meaningful participation helps cultivate students' autonomy, decision-making and leadership skills, personal talents and strengths. In fact, teachers in high-performing schools report that influence over decisions is shared among all groups, including students.<sup>3</sup> Learning opportunities are meaningful when they are connected to students' personal interests and are applicable to their lives. Other pedagogical practices that encourage meaningful participation include project-based learning, hands-on activities, field-based learning (i.e., museums, college campuses, etc.), and intra-curricular projects.<sup>4</sup> Meaningful participation occurs within a physically and emotionally safe context characterized by warm, healthy relationships.<sup>5</sup>

Winnipeg School Division fully supports the Manitoba Education and Training mission: To ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.

We believe this also aligns with the WSD Strategic Plan (2016-2020) to be reviewed in 2020.



## ACHIEVING THE PURPOSE

### What are the determinants of success for students?

In order for students to succeed they need literacy and communication skills, the ability to collaborate, create and be critical thinkers. Additionally, students need to develop science, technology, engineering and mathematics (STEM) competencies, problem-solving skills as well as social and emotional competencies and cultural awareness. Each student must be given the opportunity to develop the values, attitudes and principles that enable them to become responsible community members who relate to others in an ethical manner.

Students should be equipped through Education for Sustainable Development (ESD) to better understand themselves, relationships and life at a micro and macro level. ESD is an evolving concept that requires students to learn key themes such as sustainability, poverty alleviation, human rights, health and environmental protection and climate change. Students learn how to apply these themes to a social, cultural, environmental and economic perspective while exploring how these factors allow for inter-related and inter-dependent growth to achieve human development within the education system.

Students must be able to explain concepts, solve problems, ask informed questions, analyze conflicting perspectives, understand differences in communication, and create and evaluate actions and consequences. They need to be fluent in reading, writing and numeracy, technologically equipped and capable of advocating for themselves.

Basic nutritional, physical, mental and housing needs of students are critical in supporting the development of the 'abilities' listed above.

Furthermore, the necessary 'abilities' and supports needed have changed over time and will continue to do so in our rapidly changing world. Evolving technology, for instance, has led to new technological skills being taught in schools, and the growth in socioeconomic issues has led to the need for greater support for the physical and mental health issues experienced by youth in the K to 12 education system.

WSD has developed and continues to develop initiatives that support student success. An alternative school day and school calendar are examples of the initiatives currently being assessed by WSD. Pilots for both the balanced school day and balanced school calendar are being coordinated in the division.



## DETERMINING RESPONSIBILITIES

Students require numerous inputs in order to be successful – from the development of necessary knowledge, skills and values to their basic physical, mental and housing needs. Accordingly, clarity on who is responsible for the provision of the various inputs is required.

Despite health and socioeconomic issues not necessarily falling under the scope of the K to 12 education system, these conditions can severely impact the ability for the system to function effectively. Moreover, schools are uniquely placed to provide some services that are not explicitly educational. In fact, schools and school divisions are often found providing these services because educators refuse to idly sit by while their students and community suffer the consequences.

WSD has developed several programs and initiatives designed to address external factors to education. However, resources for the K to 12 education system are finite and should not be used on areas that are the responsibility of other government departments and organizations. Providing clarity on who is responsible for all inputs required for student success would benefit students, families and educators while leading to better accountability for all stakeholders involved.

## INDIGENOUS PERSPECTIVES AND PHILOSOPHIES IN EDUCATION

Winnipeg School Division has demonstrated a long-standing commitment to Indigenous Education. This commitment is articulated through policy and implemented through programming.

Indigenous Education is defined as the incorporation of Indigenous perspectives and philosophies, in all curricular areas, to inform all students of the past and contemporary lifestyles and histories of Indigenous peoples of Canada. Indigenous Education encompasses the rich traditions and values of its people and applies those concepts to relevant issues facing Indigenous children and youth today, through curriculum and cultural activities, in positive student-centered learning experiences.

Over the last forty years, Indigenous Education has evolved in Winnipeg School Division from the hiring of a “Native Education Consulting Teacher” in 1979, who supported “Native Awareness” programs in classrooms, and provided training for teachers in “Native Culture” to present day – where staff, students and the community are supported by a team of professionals dedicated to providing an education program integrated with Indigenous knowledge and practices across the curricula.

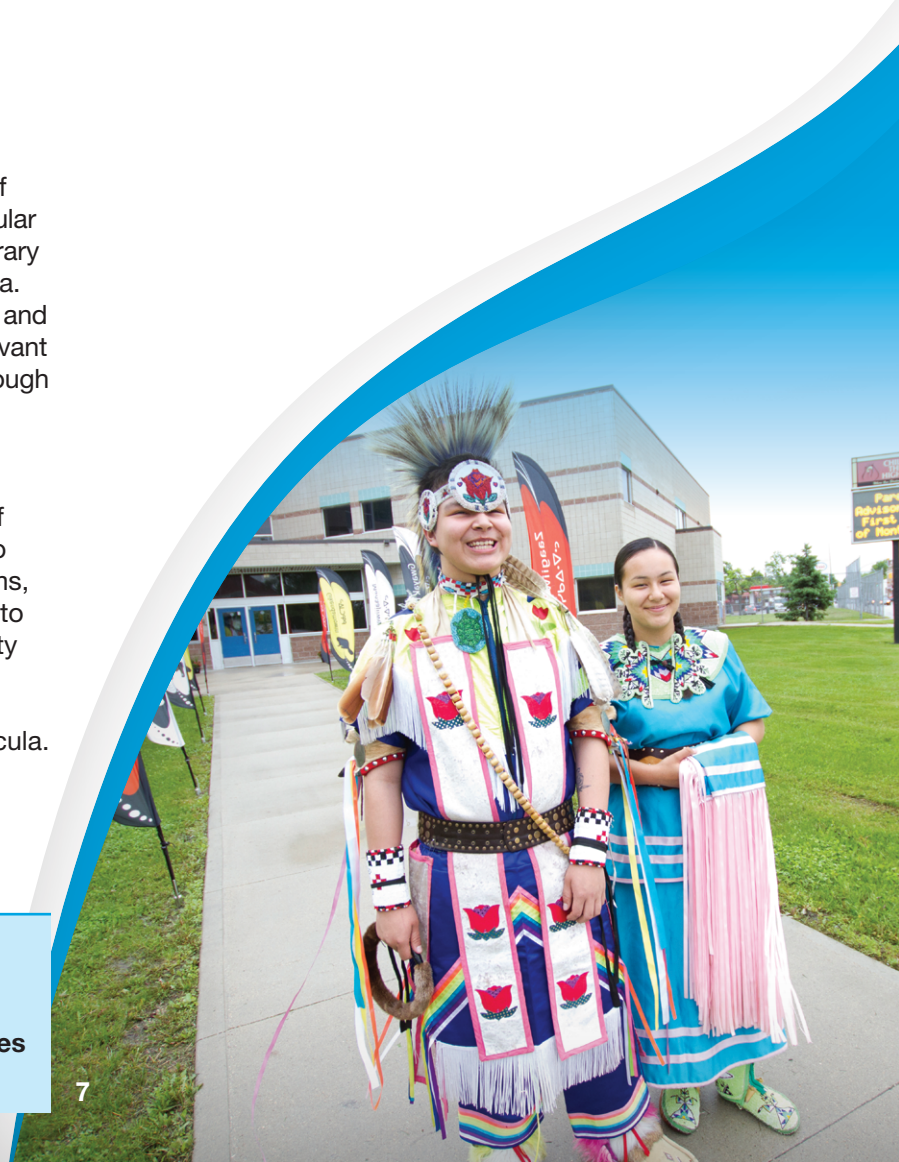
Please consider the “Indigenous Education Blueprint” as part of this submission, illustrating the position and programming of Winnipeg School Division. (See Appendix B)

**RECOMMENDATION 1:** That Winnipeg School Division, with the support of the Province of Manitoba, provide leadership in expanding Indigenous Education programming and initiatives province-wide.

## NEWCOMER EDUCATION E-CREDITS

Winnipeg School Division has worked over the past two years with Newcomer Education Coalition and Manitoba Education and Training to conduct a comprehensive review of EAL programming, with a focus on E-credits. As a result of this review, WSD supports changes to the use of E-credits. The intent of E-credits is to provide foundational learning skills that will lead to EAL students’ success in regular programming and the 4OS credit system, which is recognized by employers and post-secondary institutions. When EAL students are included in regular programming, teachers and administrators have a duty to fully understand the students’ learning needs and to provide appropriate supports for their success.

**RECOMMENDATION 2:** That Manitoba Education and Training provide training for teachers and administrators on appropriate use of E-credits to ensure EAL students are moved into regular programming as soon as possible.







## SECTION 2: STUDENT LEARNING

Student learning in the 21<sup>st</sup> century is not a one-size-fits-all concept. WSD students need to learn how to master content while producing, synthesizing, and evaluating information from a wide variety of subjects and sources with an understanding and respect for diverse cultures. In addition, students are developing strong critical thinking and interpersonal communication skills in order to be successful in an increasingly fluid, interconnected and complex world while also demonstrating creativity, communication and collaboration.

Education prepares students to be learners for life. Technology allows for instant and immediate access to information, constant social interaction and easily created and shared digital content. WSD educators are optimizing technology by creating and engaging a personalized environment to meet the emerging educational needs of this generation and generations to come. Research has demonstrated that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences. Teachers who adopt a student-centered approach to instruction increase opportunities for student engagement.<sup>6</sup>

Overall, many factors impact students' readiness to learn including socio-economic status, personal attributes, physical and mental health, parental engagement, curriculum, teaching quality, leadership, school culture and more. This section responds to the focus area of student learning and illustrates how Winnipeg School Division is implementing many initiatives and impacting student learning.

The topics covered within this section include:

- WSD expectations for students' literacy and numeracy.
- How poverty influences learning.
- Excellence in student achievement.
- The relevance of the core Manitoba curriculum for today's students.
- The relationship between mental and physical health, well-being, safe environments and student learning.
- The role of technology in student learning.
- The relationship between early learning and future educational success.
- The impact of learning pathways and transitions on student success.
- Career Education.





## WSD EXPECTATIONS FOR STUDENTS' LITERACY AND NUMERACY

Winnipeg School Division has high expectations for its students and all school administrators, support personnel and district councils create on-going opportunities for dialogue. These opportunities support learners in developing a common language and understanding of WSD's Principles of Learning. Growth takes place as each learner reads, interprets, reflects and communicates their learning to others. The understandings are then applied to the daily practices of the learner. The terms instructional leader and learner apply to all individuals, irrespective of role within Winnipeg School Division. The role of leader or learner is defined by the purpose and context of each circumstance.

## HOW POVERTY INFLUENCES LEARNING

Research tells us that socioeconomic status (SES) is a major driver of literacy and numeracy results, and as indicated in *Literacy and Numeracy in Manitoba: Setting the Context*, "gaps for some populations start very early, in the first months and years of life prior to children entering Kindergarten, and remain as they progress through school. Toxic stressors such as poverty and trauma can contribute to these achievement gaps."<sup>7</sup>

This relationship has been shown to be quite prominent in Winnipeg specifically. In a study done by the Manitoba Center for Health Policy, where neighbourhoods were categorized by socioeconomic status (low, low-mid, middle, high) it was observed that students from low SES neighbourhoods had much lower pass rates and were significantly less likely to graduate than their high SES classmates.<sup>8</sup> Additionally, despite the fact that low SES students required greater and more intensive resources – they actually received less of these programs than their high SES counterparts – with 13 percent of high SES area Grade 1 students receiving reading recovery compared to four percent of Grade 1 students in low SES areas. Due to the high demand for resources and the funding restrictions (e.g. grants based on the assumption that only 20 percent of students will need these kinds of programs) the high-needs schools used their funding for less intensive programming that could reach all the affected students.<sup>9</sup>

Consequently, in order to see improvement in student results, those with the highest needs must be sufficiently supported. Focusing on high-needs students who are occupying the low end of the achievement spectrum offers the greatest growth potential for improving student learning and provincial assessment results.

As indicated in the Province's *Poverty Reduction Plan*, "consultation participants across Manitoba spoke about the importance of healthy, nutritious food, dental and vision care, medications, safe housing and public transportation."<sup>10</sup> Even though "investing in Manitoba's future prosperity through supports to children and youth" is the Province's first priority listed in their *Poverty Reduction Plan* there are several gaps in the provision of supports and many responsibilities end up falling on to the shoulders of school divisions.<sup>11</sup>

Winnipeg School Division provides several of these services with limited support or acknowledgment from the provincial government. WSD programming includes nutrition programs, clothing programs, helping parents find housing, hearing screening program, providing vision care and glasses (Mobile Vision Care Clinic) as well as arranging other health and social services and supporting families in difficult times.

Many WSD schools provide breakfast, lunch and snack programs. These programs require more support and resources than they are currently receiving through grants to continue meeting growing demands. Since 2016, there have been 122,157 breakfasts and 12,000 lunches served in WSD. The elementary students also received snack servings as part of a Nursery snack program.

WSD also funds a milk subsidy program available to students in parent-run lunch programs in Kindergarten to Grade 9. All WSD schools promote initiatives that help parents, teachers and the community have a positive attitude toward nutrition and lifelong eating habits.

WSD provides these services because we recognize students are deeply affected by their environments – and having appropriate social/health supports are vital in keeping students on their educational path.

**RECOMMENDATION 3:** That the Province of Manitoba, in collaboration with educational partners, develop clearly identifiable determinants that are required for the success of students and work with educational partners to achieve them.

**RECOMMENDATION 4:** That the Province of Manitoba apply funding and supports for a universal meal program with consideration that food insecurity has significant implications to the physical and emotional well-being of children and which can impact educational outcomes. We cannot expect optimal student learning and best achievement outcomes if children are hungry at school.

## EXCELLENCE IN STUDENT ACHIEVEMENT

In a rapidly changing world, the K to 12 education system must keep pace with meeting the needs of students by providing a flexible learning platform specific to the learning abilities of the individual child.

While literacy and numeracy are undeniably necessary life skills, a student's success should not be measured on academic achievements alone. Excellence looks different for each student and the K to 12 education system needs to accommodate this with diverse programming. To this end, WSD offers a wide range of programming, from science, technology, culinary arts, automotive technology, horticulture and landscaping, and the arts. From Kindergarten through Grade 12, specialist teachers offer various classes, initiatives and opportunities in dance, drama, music and visual arts.

Winnipeg School Division has differentiated itself by working with the strengths of each child. In our experience, equity is needed to achieve student achievement. Some indicators of equity include: newcomers receiving additional supports, students requiring inclusive education supports, LGBTQ students finding a safe place at school and within their Gay-Straight Alliances (GSA), trauma affected families have a safe space within school communities and students who are excelling are challenged to ensure their engagement.

All students need to be embraced and diversity ought to be celebrated. WSD schools pride themselves on a positive, safe and welcoming environment while educating the whole child. For example, student success at Argyle Alternative High School looks much different than other high schools.

WSD is home to a range of choices and alternative programming to meet the various needs of our diverse student community. These include: Adolescent Parent Center, Argyle Alternative High School, Children of the Earth High School, Niji Mahkwa, R.B. Russell Vocational High School and the Winnipeg Adult Education Centre, and off-campus programs.

In supporting excellence in education, WSD has many initiatives, which are referenced throughout this document, such as:

- **Professional Services Support (PSS):** To increase student outcomes and the growing needs of students, the WSD consultant structure was reconfigured in 2018/19. The new model produces job embedded support for teachers in the classroom and support for schools in reviewing and disaggregating data to provide appropriate programming through PSS. This reconfiguration enables WSD to address ongoing needs in numeracy and literacy to assist WSD in meeting objectives outlined in the WSD Strategic Plan.
- **Math Pathway:** Winnipeg School Division identifies student needs in elementary mathematics through the use of "The Math Pathway", which highlights essential learning from the curriculum. The Math Pathway is a tool which supports teachers in observing students' mathematics. Each student has an individual record of learning called the *Evidence of Student Growth Booklet*. Data collected is shared with each child to help them set goals for moving their learning forward. Teachers use the data to determine a starting point for instruction, determine the strengths and learning needs of each child so that they can tailor next steps and for reporting student progress to parents on an ongoing basis.







- **Talk to Me:** A Speech-Language Program implemented for Nursery and Kindergarten students in 20 schools within Winnipeg School Division. The goal of this program is to help students develop stronger speech and language skills so that they can become better readers and succeed in school. Classroom teachers identify students to be screened by the Speech-Language Pathologist (SLP). If selected, the student participates in speech and language sessions three times a cycle. The program is carried out by a trained Speech-Language Educational Assistant under the supervision of the SLP.
- **Read to Me:** a school-wide reading framework focusing on teaching beginning literacy—phonemic awareness, alphabetic principle, fluency, vocabulary, and comprehension—for Grades 1 to 3. Schools implementing this framework adopted a research-based core reading curriculum, devoted an uninterrupted 90 minutes daily to reading instruction, grouped students by skill level, and measured progress in basic skills three times annually. The framework provides for small group tier two intervention for students who are not progressing. At the individual level of support, school personnel create individualized, specially tailored plans, which may include additional instruction, one-on-one instruction, and more opportunities to practice skills. The framework is having a positive impact on student literacy scores, attendance and social emotional data.
- **International Baccalaureate programme (IB):** available to students throughout WSD who have met the requirements for the programme, is offered at Kelvin High School. The programme offers a challenging, comprehensive and highly academic curriculum for the academically talented student. The same course of studies is followed by students

around the world. High standards are maintained by means of external examinations set in Geneva, Switzerland. The IB programme is followed for three years (Grades 10-12). IB graduates are well prepared for post-secondary education. Many universities grant first year standing for courses in which students have achieved a certain level on their IB courses.

- **Advanced Academic Placement (AP):** The AP Program provides special opportunities to those students who are motivated and planning to attend university. This program of university level courses and exams for secondary students was designed to allow the successful student to receive advanced credit and/or standing upon entering university. The school division offers AP courses in three different high schools including Sisler, Grant Park and Daniel McIntyre. The courses may include; Biology, Chemistry, English, Calculus, Physics, Art and Psychology.

The AP program is recognized worldwide. Most universities and colleges in Canada and the United States recognize AP courses. Some universities actively recruit high school graduates who have AP course credits. At the present time, there are over 11,000 secondary schools that have students taking AP courses. The Advanced Placement Program is best known for giving high school students the opportunity to earn university credit, to save on tuition, and even to graduate early from university.

## THE RELEVANCE OF THE CORE MANITOBA CURRICULUM FOR TODAY'S STUDENTS

It has been decades since the last provincial review of the K to 12 education system in Manitoba. Many areas have changed including provincial demographics, technological, environmental, economic and societal transformations. However, the structures underpinning education have remained unchanged.<sup>12</sup>

The Province of Manitoba must continue to revise all curricula based on grade and subject area with specific student learning outcomes. The curricula should ensure relevancy in educational content and to streamline across all subject areas while including the four foundational skills: literacy and communication, problem solving, human relations and technology.<sup>13</sup>

“The Province of Manitoba has a process for curriculum development and implementation. Many stakeholders are involved including educators, scholars, industry representatives, and other community members with relevant expertise are called upon in a consistent curriculum development process.”<sup>14</sup> There has been some controversy about the accountability and transparency of curriculum development and implementation in the province.

Recent experience with the new English Language Arts Curriculum for Kindergarten to Grade 2, is an example. The curriculum was piloted in St. James-Assiniboia School Division and shortly thereafter was launched province wide. Each school division, however, was independently left to implement the major overhaul of the curriculum. The expectations of the updated curriculum are very high and are not paired with assessments. There is lack of support within the province causing school educators to feel isolated in implementation and assessment. Teachers are frustrated trying to link all curriculum together, and need more support, training and professional development to support the new curriculum.

**RECOMMENDATION 5:** That the Province of Manitoba implement a more collaborative process for curriculum development, implementation and assessment and a review should occur every seven to ten years.

## THE RELATIONSHIP BETWEEN MENTAL, PHYSICAL HEALTH, WELL BEING, SAFE ENVIRONMENTS AND STUDENT LEARNING

Students require wellness in all areas to reach their full potential. The relationship between mental health, physical health, well-being and safe environments can all positively impact student learning. Focusing on Mental Health in Education can enhance student learning and achievements, increase confidence of students and staff and ultimately increase graduation levels.

### MENTAL HEALTH IN MANITOBA:

The Canadian Centre for Policy Alternatives (CCPA) outlines that mental health spending in Manitoba is below the standard set by national and international research. Currently the provincial budget is set at five percent, but CCPA recommends the spending increase to nine percent.<sup>15</sup>

In May 2019, the Canadian Mental Health Association (CMHA) called for a national mental health promotion strategy and a framework for mental health analysis to ensure that the mental health implications of current and forthcoming federal policies and programs are considered.<sup>16</sup>

The Province of Manitoba has already made strides in recognizing the impact of mental health on the population. Namely, the Accessibility for Manitobans Act aims to identify, remove and prevent barriers to accessibility.<sup>17</sup> Mental health often takes a hidden form, and can emerge or manifest into mental illness.

**RECOMMENDATION 6:** That the Province of Manitoba increase spending in mental health promotion and integrated services specifically for K to 12 education.

**RECOMMENDATION 7:** That WSD assist the Province of Manitoba to create and implement mental health curriculum for Kindergarten to Grade 12 students. In addition, that mental health promotion and planning be integrated into the curriculum and school activities across the province, to benefit staff and students, as it is benefiting those in WSD.



A photograph of two students in a classroom. In the foreground, a young man with dark hair and a grey hoodie is looking towards the camera with a slight smile. Behind him, another student with curly hair and glasses is focused on a laptop screen. The laptop displays a 3D character model. In the background, other students and classroom equipment are visible.

## **WINNIPEG SCHOOL DIVISION DATA FROM OUR SCHOOL SURVEY:**

Winnipeg School Division was one of the first stakeholders in Manitoba to take part in a voluntary student led national survey. Since then, the survey has evolved to *Our School Survey* and the Province of Manitoba has enlisted other school divisions to take part.

Recent data from the 2017/2018 school year shows high levels of anxiety and depression:

- 23 percent of students in Grades 4 to 6 and 31 percent of students in Grades 7 to 12 reported moderate to high levels of anxiety.
- 32 percent of students in Grades 7 to 12 reported moderate to high levels of depression.

## **WINNIPEG SCHOOL DIVISION MENTAL HEALTH STRATEGY**

WSD implemented a Mental Health Strategy in 2014, based on research (including longitudinal meta-analysis studies) that detailed the connection between positive student mental health and an increase in academic abilities (particularly numeracy and literacy). The priority focus for the WSD Mental Health Strategy was to have Mental Health Literacy (MHL) across the division (staff and students) by 2018. MHL is an understanding of mental wellness and illness. By increasing the knowledge about mental wellness and illness, we reduce stigma and strengthen our own mental health and that of those around us.

- Mental Health Literacy training was provided to all 78 schools. Training continues to be offered at various non-school sites throughout WSD.
- The majority of WSD Kindergarten to Grade 8 schools have implemented twice-daily mindfulness moments to promote self-regulation.

- Establishing annual Healthy Minds Week for staff and students, community/parent forums on selected topics (i.e. anxiety), gallery walk display, various presentations and other annual initiatives.
- Student Services (Counsellors/CSS) connect with the Indigenous Education team to offer Journey's training for clinical and counselling staff, with a focus on resiliency and reduction of sexual exploitation programming for six pilot schools.

## **THE ROLE OF TECHNOLOGY IN STUDENT LEARNING**

Technology can be a powerful tool for transforming learning. It can help affirm and advance relationships between educators and students, reinvent learning and collaboration, address equity and accessibility gaps, and adapt learning experiences to meet the needs of all learners. Technology is often thought of as an add-on to student learning. A shift in thinking must occur to change the mentality of technology as something new, to something that assists everyday student learning.

To realize fully the benefits of technology in our education system and provide authentic learning experiences, educators need to use technology effectively in their practice. Technology should support and enhance student learning and not be taught as alternative.

## THE RELATIONSHIP BETWEEN EARLY LEARNING AND FUTURE EDUCATIONAL SUCCESS

Supporting young children's social, emotional, cognitive and physical development and learning is a complex, and exciting journey. Adults who teach young children have an opportunity to design the environment for children to explore, wonder, investigate, discover and construct their own thinking. The early years when children are developing at a rapid rate, are the optimum time for teachers to provide experiences that will build a foundation for lifelong learning.

Extensive research documents the impact of Early Childhood Education (ECE) including:

- Improved social skills.
- Improved cognitive and language development.
- Improved attention spans.
- Improved socio emotional development.
- Improved mental and physical health and overall wellness.
- Enthusiasm for life-long learning.
- Identified learning and developmental delays at an early stage, resulting in students receiving appropriate supports sooner.

Studies have shown an increased likelihood of graduating high school with fewer behavior issues and pursuit of secondary education.

High quality early childhood programs promote healthy development and can generate savings by preventing the need for more expensive supports later in life. Some studies show that participation in high quality child care can help children avoid special education, grade repetition, early parenthood and incarceration. Disadvantaged children, particularly those from low income families, benefit greatly from early childhood education, with respect to social outcomes and future economic well-being. Early learning for all children has been shown to improve the abilities of all children.<sup>18</sup>

With all the benefits of ECE, the question becomes, "Why isn't more in place?" There are countless studies that show the benefit of ECE far outweighs the costs. For example, the National forum on Early Childhood Policy and Programs has indicated that high quality ECE can yield \$4 to \$9 dollar return per \$1 dollar invested.<sup>19</sup> An evaluation of the High/Scope Perry Preschool project, one of the most well-known studies in Michigan, US, found an estimated social return of about \$12.90 per dollar invested.<sup>20</sup> Canadian Economists calculate the cost-to-benefit ratio at between \$2 and \$7 returned for every \$1 spent, depending on the population studied.<sup>21</sup>

The newest research from Perry Preschool: Intergenerational effects shows ECE strengthens families and can break the cycle of poverty. The research provides further evidence that investing in high quality ECE can produce gains for disadvantaged children and delivery better outcomes for society. It also shows strong intergenerational effects in achievement but also in family life including greater personal and social gains spanning multiple generations. As a result, high-quality ECE emerges as an effective tool for fighting intergenerational poverty.<sup>22</sup> With all the benefits of ECE the question becomes why aren't more funding available and more programs in place?

In March 2015, the Government of Manitoba established the Manitoba Early Learning Child Care Commission to provide recommendations for implementing a proposed early learning and child care framework. As of 2019, the work the commission has yet to be adopted.<sup>23</sup>

In Manitoba, there is a gap from when parents finish parental leave and formal schooling begins. While child care and education fall under the provincial legislation, they are not streamlined effectively. Too many families are awaiting daycare spaces and are forced to work alternate hours, jobs or unemployment. As of June 2018, the Manitoba Online Childcare Registry had a total of 16,605 children requiring care.<sup>24</sup> Other worrisome statistics indicate only 23.8 percent of children aged 0-5 have regulated center-based spaces.<sup>25</sup>

In Manitoba, many children entering Kindergarten and Early Years are "not ready" in key areas of development.<sup>26</sup> These early gaps often result in persistent achievement gaps that do not close as children progress through school. Manitoba can do better and needs to do better.

**RECOMMENDATION 8:** That childcare, Early Childhood Education and K to 12 education be streamlined with appropriate funding. In addition, that the Province of Manitoba consider implementing the work from the Manitoba Early Learning and Childcare Commission.



## Examples of WSD initiatives and programming for Early Childhood Learning:

- **Early School Years Program:** The Early School Years Program is offered in six Inner City schools (Fort Rouge, Mulvey, William Whyte, Pinkham, Dufferin, and Niji Mahkwa), to provide an enriched educational environment for children in Nursery and Kindergarten. The primary focus is on language development and supporting parents in their involvement in the educational process of their children.
- **Nursery School In WSD:** Since 1965, WSD has operated a nursery program in 59 schools fully funded by the local community. The program started in Winnipeg's lowest socio-economic areas focusing on early years' development up to age six, setting competency and coping skills that affect learning, behaviour and health throughout life.
- **Full Day Kindergarten:** WSD is currently offering Full Day Kindergarten (FDK) in 11 schools. Students will be evaluated after Grade 3 to determine the impacts on FDK students compared to students in half day kindergarten.
- **Early Years Enhancement:** In March 2017, the Province of Manitoba announced a new Early Years Enhancement grant to support student success in literacy and numeracy.

Winnipeg School Division views this as positive and progressive support for early years education. This initiative gives us the ability to be responsive to WSD's priorities for early education while honoring experiential learning, cooperation and social/emotional needs of children. This support allows children to achieve higher academic success in literacy, numeracy and connections to other subjects.

## THE IMPACT OF LEARNING PATHWAYS AND TRANSITIONS ON STUDENT SUCCESS

Transitions from education into career pathways are increasingly complex. Transitions are also required for equity among Indigenous students, students living in poverty, students with disabilities and students with exceptional needs. Students are called upon to navigate multiple career transitions within an ever-changing labour market. Students need a set of advanced career-management skills and supports to manoeuvre between and within learning and work. Transitions are also required for equity for disadvantaged groups such as Indigenous students, racialized students, low income students and students with disabilities.<sup>27</sup>

The Canadian Ministers of Education Council (2017) have outlined a Reference Framework for Successful Student Transitions from K to 12 to Post-Secondary Education. Although they acknowledge other transition points are not included in the document but are subjects of another process.<sup>28</sup>

In 2013, the Government of Ontario released a document called "Creating Pathways to Success – Policy and Program Requirements, Kindergarten to Grade 12." This document outlines the implementation of a comprehensive K to 12 education and career/life planning program designed to help students achieve their personal goals and become competent, successful and contributing members of society. This is a school-wide program delivered through classroom instruction linked to the curriculum and through broader school programs and activities.<sup>29</sup>

**RECOMMENDATION 9:** That the Province of Manitoba consider implementing a learning pathway/transitions framework to assist students in life transitions from K to 12 to post-secondary or college, trades certification or careers. The framework should include skills and competencies carried through all curriculum and streamlined into post-secondary teachings. For examples, look to other Canadian provinces (i.e. British Columbia and Alberta).<sup>30, 31</sup>



## CAREER EDUCATION

Winnipeg School Division is committed to inspiring students to achieve academic success, reach goals and enter the workforce. Preparing for the workforce is an important outcome of education and, through WSD career development, students learn their own strengths and interests. Through a variety of curriculum choices, programs and events, Winnipeg School Division students are able to explore possible future career options. WSD partners with organizations and businesses to monitor the labour market for Winnipeg youth and provide the tools, technology and skills they need to lead to meaningful careers.

As educators, we aim to help students understand the concept of career by providing them with opportunities for personal growth, self-reflection and career exploration. By integrating this approach into all schools, students will see the relevancy in their education and how it relates to their future. Rather than simply talking about work, we want students to be able to articulate their skills and interests and make realistic connections to their desired futures.

WSD recognizes the importance of providing a pathway for students to enter the workforce. Apart from the career education, students at all levels must be exposed to curriculum relevancy, skill development, career building and world of work awareness and readiness. Through this pathway to the workforce, WSD offers students the following programs:

**The Academy of Creative Technology (Act)** at Sisler High School, the first of its kind in Canada, specializes in Technology education. This program delivers an enriched technology education experience that aims to develop both technology skills and relevant soft skills employers require to be competitive in the digital economy. The program focuses on developing students capable of thinking critically to solve real world business solutions, while mastering Information Communication Technologies. The goal of the program is to prepare students to be effective digital citizens, enable students' successful transition to postsecondary, and to ultimately contribute to Manitoba's IT workforce. Courses are offered to students in Cyber Security, Animation, 3D Digital Imaging and Film Making.

**Aerospace Manufacturing and Maintenance Orientation Program (AMMOP)** is offered to students attending Technical Vocational High School. The program is designed to support students who want to transition to employment and postsecondary opportunities in the Manitoba Aerospace Industry. AMMOP is a 10 month program in which students learn the skills that will lead to a career in the Aerospace Industry. Over 500 students have obtained work in Winnipeg's Aerospace Industry. The program is to be expanded in September 2019.

**The Medical Careers Exploration Program** is offered to Indigenous students attending Children of the Earth High School and was developed in partnership with Pan Am Clinic, Health Sciences Centre, Grace Hospital, WRHA, and the University of Manitoba - Access Program. This is a three- or four-year high school program with emphasis on preparation for post-secondary studies. The focus of the program is to have Indigenous high school students explore career options within the medical field. Through internships with Pan Am Clinic, Health Sciences Centre, Grace Hospital, Mount Carmel Clinic, Women's Health Center, and other clinics and sites, students are incorporated into the various roles in health care. Upon successful completion of the program, students are academically prepared to pursue further education in a medical career of their choice.

WSD continues to encourage community partnerships to provide students with work experience and on-the-job training while they are in school. Although WSD offers these many programs and partnerships, and works closely with the Business Council of Manitoba, we would value the opportunity to do more in initiating and expanding career education. Up-to-date annual labour market information from the Government of Manitoba would be extremely helpful in this regard.





## SECTION 3: TEACHING

Teaching in the 21<sup>st</sup> century requires teachers to be constantly advancing their personal and professional knowledge. To attract and develop educators, the education system needs to continue transforming leadership. Since the quality of teaching is at the heart of student learning outcomes, it is necessary for education to keep pace with societal shifts and changes.

This section responds to the focus area of teaching and illustrates how Winnipeg School Division is already addressing the MB Provincial Summit Report for Literacy and Numeracy recommendations.

- Winnipeg School Division has established a culture of continuous learning among all staff, with an emphasis on leadership, mentoring and professional development.
- Winnipeg School Division is always assessing the efficacy of our programs to narrow what is being offered to the most efficient and evidence-based programs.
- Winnipeg School Division continues to build leaders in the community.

The following areas are reviewed in detail within this section:

- Aligning K to 12 teacher pre-service education with evolving demands in schools.
- Addressing recruitment challenges.
- Language programming (French, Ojibwe, Cree).
- Reviewing teacher and leader roles and responsibilities in the 21<sup>st</sup> century.
- Building leadership capacity in the K to 12 education system.
- Home and school relationships.
- Role of pedagogy, clinical and social supports in education.
- Role of technology in teaching and leadership.

## MANITOBA TEACHER TRAINING AND CERTIFICATION REQUIREMENTS FOR SUCCESSFUL STUDENTS AND CLASSROOMS

Many teachers say their first year of teaching is, by far, the hardest of their career. The experience of new teachers in WSD is not unique. Teachers face issues for which they have not been adequately prepared and struggle to address them in the classroom.

Manitoba's teacher training program should emphasize fidelity and preparation about the reality of the diverse learning needs in schools. For example, information about emotional behavioral disorders and needs in the classroom, how to work with FASD, Autism, Down Syndrome and more. Currently, these areas are only emphasized for specialization in Post Baccalaureate programs.

Beginning in university, and continuing throughout their careers, teachers require a 21<sup>st</sup> century skill set (ie. the four Cs: Collaboration, Communication Critical thinking and Creativity), fostered through continued professional development.

WSD is currently establishing a cohort in the Master of Education - Language Literacy Stream. This will build capacity of educators.

Some educators are calling for an overhaul of the traditional model of teacher training. The new version of teacher training is a more holistic approach to teacher development through mentorship and subject-matter mastery, or more of a clinical focus. The new model would recognize teaching as a professional skill and would seek to elevate it as a profession through rigorous selection and training of candidates.<sup>32</sup>

Some areas of focus for this new model of teacher training include: an emphasis on practice and learning in the classroom, accomplished teachers serving as models/coaches/mentors, programs and success in the program dependent on performance in the classroom.<sup>33</sup>

**RECOMMENDATION 10:** That the Province of Manitoba require the process of becoming a teacher to be more rigorous.

**RECOMMENDATION 11:** That the Province of Manitoba, in collaboration with CMEC, develop a more robust approach for transferring credentials and qualifications for educators across Canada.



## TEACHER RECRUITMENT AND RETENTION

In 2002, the Manitoba Department of Education, Training and Youth called for a review of teacher recruitment and retention. The document provided background information, provincial, regional and national trends, factors influencing supply and demand and future recommendations.<sup>34</sup>

Areas of importance reviewed were:

- Manitoba's teaching force is aging. In 2002, there were three times as many teachers eligible to retire than there were new teachers from ages 20 to 24.
- Manitoba's annual teacher retirements were increasing from 1990 to 2000. Metro-Winnipeg, with the highest number of teachers, had the highest proportion of teaching force eligible to retire within the next decade.
- Manitoba graduates more new teachers than it hires: annually less than one-half of graduates obtain employment as a regular teacher within Manitoba's public-school system.
- Northern and rural divisions have greater difficulties in recruiting and retaining teachers than urban divisions.
- At the time of the report, the demand for new teachers varied across divisions and seemed to be based on certain subject areas or required positions.

Some recommendations from this report have been put into practice, such as formally recognizing teaching excellence via awards, and providing financial support for rural practice — areas which should be continued. Long-term recommendations, however, looked at a Provincial Strategic Plan to address teacher recruitment and retention, which does not appear to have been put into practice.<sup>35</sup>

Winnipeg School Division offered the first New Grad Recruitment Program. Most other urban school divisions in Winnipeg attend career fairs at the universities. The WSD New Grad Recruitment Program invites all new graduates to attend a one-week long event. Administration conducts interviews, with an average turnout of 200 new graduates.

WSD has launched a new program, the first in Canada, to develop Indigenous teachers for the future of education. The Build from Within-Ozhitoon Onji Peenjiiee program brings together WSD, the Faculty of Education at University of Winnipeg and Indspire in developing a path for Indigenous High School students.

*"The Build from Within program is a unique approach to transitioning Indigenous students through high school and into University ... Our intention is clear – to provide the pathway and opportunities for Indigenous students within the division to become education leaders within our community." Pauline Clarke, Chief Superintendent and CEO, Winnipeg School Division.*

**RECOMMENDATION 12:** That the Province of Manitoba conduct a current provincial scan to review teacher supply and demand in Manitoba. Additionally, that the province assist in recruiting and retaining staff for urban, rural and northern divisions.

**RECOMMENDATION 13:** That the Province of Manitoba establish clear pathways for non-teaching professionals to enter teaching with consideration that these career-changes are often obstructed by economic barriers.



## LANGUAGE PROGRAMMING

The need for language programming is growing as students and parents recognize the importance of language proficiency in the global marketplace and for personal development. Each province is facing the need to provide language programs in many languages for small numbers of students. Therefore, Manitoba, Saskatchewan, and Alberta have undertaken several joint projects in international languages under the Western and Northern Canadian Protocol.<sup>36</sup>

According to MacDonald the mounting teacher shortage is impacting faculties of education country-wide (i.e. British Columbia, Ontario and Nova Scotia) with especially strong demand for teachers specializing in French, French as a second language, math and science. Substitute teacher lists are also waning as new teachers find more opportunities for permanent work.<sup>37</sup>

Winnipeg School Division has a vibrant history of providing French immersion and bilingual language programming based on community support. Since 2008/2009, French Immersion enrolment has increased from 3,353 students to 4,560 in 2017/2018. WSD is addressing the continued growth in French immersion enrolment with additional sites including re-opening École Sir William Osler as a French Milieu school and École Luxton School as a French Dual Track school in 2017. In addition, the new school being built in the division's north west corner will be a French Dual Track school for Kindergarten to Grade 8.

WSD Bilingual Language Programming added three new language offerings in 2016 to the existing Ukrainian and Hebrew programs already in place. Cree, Ojibwe and Spanish are all now available for 2018/2019 students enrolling in Kindergarten, Grade 1 and Grade 2. For the 2019/2020 school year, Grade 3 is being added for these language programs.

Heritage and ancestral languages are also taught as single subject courses in the following languages and locations:

- Cree – Children of the Earth, Niji Mahkwa
- Filipino – Daniel McIntyre
- Latin – Sisler High School
- Ojibwe – Children of the Earth, Niji Mahkwa
- Spanish – Churchill High School, College Churchill, Grant Park High School, École secondaire Kelvin High School, École River Heights School

Due to teacher shortages in language areas, WSD has had to hire non-teachers with a language specialty to be accompanied by a teacher in the classroom, an expensive alternative. Winnipeg School Division is not alone in having difficulties with teacher recruitment and retention strategies. There is a provincial and federal shortage for language teachers.<sup>38</sup>

**RECOMMENDATION 14:** That the Province of Manitoba develop clear and attainable pathways for professionals with language expertise to enter the field of teaching. In addition, that a provincial incentive program be created and implemented to assist in recruitment and retention of language teachers.





## THE ROLES AND RESPONSIBILITIES OF EDUCATORS

In the experience of WSD teachers, roles have changed significantly over the decades. Not only are they carrying out their role as educators, but also taking on various other responsibilities such as mediating family matters, children's nutrition, toilet training, providing weather appropriate clothing and more.

In 2018/2019, Winnipeg School Division revamped its support system to staff. Previously, WSD had subject specific consultants.

Following the advice of and work with Dr. Laura Lipton and Dr. Francine Morin, through job embedded learning, leadership and collaboration the Professional Support Services (PSS) model became a new support model for WSD teachers, with Program Leads and Program/School Support Teachers.

Ten Program Leads: responsible for leading the development, implementation, data collection and reporting of various WSD initiatives and programs.

Twenty Program/School Support Teachers: as part of a service team, responsible for supporting and coordinating the delivery of program services and supporting teachers, Principals and Vice-Principals in a group of designated schools to enhance students' academic achievement and support school/division learning targets particularly within literacy and numeracy.

## THE ROLES AND RESPONSIBILITIES OF PRINCIPALS

As schools are more diverse with increased needs, the traditional view of the Principal as the head responsible for teaching and learning has evolved immensely. The Principal is required to provide strategic direction in the school system through assessing teaching methods, monitoring student achievement, encouraging parental/guardian involvement, revising policies and procedures as required, administering the budget, hiring and evaluating staff and overseeing the facility. The Principal's role has become more focused on the management of teaching and learning within the school consistent with local school board and provincial policies and directions.

Recent research identifies a number of changes influencing the work of Principals in Canada. These are grouped as follows: school regulation changes, pedagogical changes, budgetary cuts, changes in parents' perception regarding their role in education, social changes, demographic changes, marketization of education and technological advancements.<sup>39</sup>

The same research identifies a number of changes influencing the work of Principals in Canada. The literature review identified 10 areas of change in workload: increased workload, increased complexity of the job, increased focus on instructional and transformational leadership, development of new skills, increased focus on external relationships, changes in leadership approach, changes in autonomy, increased levels of stress and decreased family/personal time.<sup>40</sup>

## HIGHLY EFFECTIVE LEADERS

Teachers are the change agents in education and their education, classroom training, competencies and ongoing professional development are key to improving student outcomes. Leadership, second to teaching, is among school-related influences on learning. How leaders are trained, hired, mentored, evaluated and developed on the job profoundly shapes the education system.

School leadership significantly influences student learning. Principals are viewed as champions of change and innovation and as leaders of teaching and learning, rather than solely administrators or managers. Recently developed leadership frameworks (i.e. British Columbia, Alberta and Ontario) show recent emphasis on transformational, instructional and distributed forms of leadership.<sup>41</sup>

**RECOMMENDATION 15:** That the Province of Manitoba review teacher instructional time and assigned working times with consideration for alternative models that exist and can be explored.



## LEADERSHIP PLANNING WITHIN WINNIPEG SCHOOL DIVISION

Since 2010, WSD has focused on leadership development through programs including its Professional Development Program for those interested in developing leadership capacity and the New Vice-Principal Professional Learning Group (formerly New Administrators' Group – NAG) which serves to meet the needs of newly appointed Vice-Principals for two years.

In addition, WSD has also delivered the Custodial Leadership Development Program (1999-2012) and Clerical Development Program (1999-2014) to develop leadership skills for supervisory roles within WSD.

The Professional Learning and Leadership Program (2008-2013) supported both teacher and school leader development through mentorship, professional learning sessions and networks involving community connections with a view to understanding the strengths and challenges faced by families and students in low income neighbourhoods.

The former districts also engaged in district professional development that focused on topics including assessment and data analysis, literacy and numeracy development. The development of a Divisional Leadership Plan was addressed in 2003, 2004 and again in 2008. More recently a Leadership Essentials series has been coordinated by the Human Resources Department involving professional facilitation from Manitoba Teachers' Society's Staff Officers.

Winnipeg School Division Principals' and Vice-Principals' Association hosts an annual fall conference featuring various topics and speakers from local, national and international organizations.

Other professional learning for leaders and prospective leaders has been sought by individuals through organizations such as Council of School Leaders and the Manitoba Teachers' Society. Staff also attend National and International Educators' Conferences and enroll in Post Baccalaureate Diploma Programs and Master of Education Programs at the University of Manitoba.

Based on current offerings and experience, an integrated approach for Leadership Development in Winnipeg School Division will best serve emerging leadership that will meet the needs of students, teachers, schools and communities. As a learning organization, a reimagined leadership development program will offer Winnipeg School Division employees learning pathways for all employment sectors in the school division including teachers, school leaders, caretakers, clerical staff, trades, managers and supervisors.

The Winnipeg School Division Core Leadership series is unique to Winnipeg School Division and instrumental in the success of the division.

- The theoretical underpinning is that an employee should be able to self-identify as potentially assuming a leadership position and should be able to enter a training trajectory prior to assuming that role.
- Part one is a non-instructional component, to provide opportunities for building leadership capacity in communication, organization, workplace safety and health and governance.
- Part two, still in development – is the instructional component. Even if they don't end up in a leadership position, they are still acquiring valuable skills.

## PROFESSIONAL LEARNING AND LEADERSHIP CENTRE (PLLC)

In addition to the Leadership series, Winnipeg School Division also has a Professional Learning and Leadership Centre (PLLC) based on both Canadian and international research. PLLC helps early-service teachers build peer support networks and best practices under the guidance of experienced teacher-mentors. Due to much experience with newly hired teachers, WSD already has this program in place to provide the necessary supports for mentorship and leadership.

PLLC also provides training for mentors so they can meet the needs of their mentees. Some of the common areas where early-service teachers request further assistance include creating a classroom culture for learning, classroom management, and inquiry/project-based learning.

The PLLC program began in 2008 with 21 schools. Mentors were trained over two years in how to conduct learning-focused conversations. In 2013, the program was extended to include all WSD schools as a two-year mentorship program for early service teachers with two-years or less of term teaching experience. External colleagues were invited from the Faculty of Education at the University of Manitoba to review the program and engage in participatory action research.

Dr. Francine Morin, Professor of Curriculum, Teaching and Learning with the U of M's Faculty of Education, has been a key external partner with the program for research, review and evaluation. Dr. Morin notes the PLLC Teacher Induction and Mentoring Program has integrated annual evaluation to ensure continuous improvement.

In her review of the PLLC Teacher and Mentoring Induction Program, Dr. Morin has found benefits for new teachers and mentors alike. Mentors were able to build their mentorship skills over time through the program. A French Immersion cohort was introduced to the program in 2013.

The mentors and early-service teachers continue their own professional development and learning through action research and participating in job-embedded learning. Teachers are eligible for release time to participate in these aspects of the program.

Representatives from PLLC have presented at national conferences like the Canadian Society for Studies in Education, as well as participating in a Pan-Canadian panel on teacher mentorship and induction. Through the sharing of ideas, the goal is always to find the best practices possible.

**RECOMMENDATION 16:** That Winnipeg School Division with support of the Province of Manitoba take the lead in developing a leadership institute for all Manitoba school divisions.







## THE ROLE OF PEDAGOGICAL, CLINICAL AND SOCIAL SUPPORTS IN EDUCATION

### PEDAGOGY:

Winnipeg School Division provides staff with professional development at the school and divisional level. Currently, educators participate in professional development and learning opportunities through their school divisions and the Province of Manitoba. Funding, however, is still needed to enable teachers to access and participate in a variety of learning.

WSD partners with organizations from across North America to provide relevant and timely professional development for educators. These sessions include The Innovator's Mindset with George Couros; Spirals of Inquiry with Linda Kaser and Judy Halbert; Healthy Minds Learning Series; Mental Health Literacy workshops; and the Visible Learning Foundation series with John Hattie and Dave Nagel.

**RECOMMENDATION 17:** That the Province of Manitoba identify clear professional development pathways, both in post-secondary training and through continuous learning, to allow educators and school leaders to gain the knowledge and expertise required for ongoing student success.

## INCLUSION SUPPORT SERVICES

Inclusion Support Services is dedicated to assisting schools in the development of sustainable, inclusive environments that increase capacity to foster academic, physical, social and emotional growth for all students through a continuum of support. WSD is home to a host of special education programs including:

- Positive Behaviour Intervention Strategy (PBIS)
- Special Education Centres
- Behaviour Support Programming
- Early Intervention Autism Support Team
- Community Access Programs (CAP)
- Community Transition Program
- Language Disorders Centres
- Adaptive Skills
- Students who are Deaf/Hard of Hearing
- Students with Autism
- Students with very profound emotional or behavioural disorders (learning assistance centres)
- Students with Fetal Alcohol Spectrum Disorder (FASD)
- Community Transition Program
- Early Years Transition
- Life skills Programs





## CLINICAL SUPPORTS

Clinical Support Services within Winnipeg School Division is a school-based support service that provides clinical services to students, parents and teachers in our division and other metro school divisions in Winnipeg. The services of Clinical Support Services (CSS) are provided at no charge to children and their families. CSS is organized on a team basis which include **Speech-Language Pathologists, Reading Clinicians, Social Workers, School Psychologists, Psychiatrists and Audiologists.**

Winnipeg School Division provides a wide variety of supports and/or special programs for students with exceptional needs in order that they may have appropriate educational opportunities and participate fully as members of their school communities.

The need for inclusive education supports and the level of specialized programming required is based on evidence provided by the teachers, the parents, and others familiar with the students' abilities, achievements, and learning needs; previous school records and informal and formal assessment results.

The referral procedure for Inclusion Support Services involves a collaborative process including school personnel, the parents, Clinical Support Services, and/or community agency. For children new to the Division, referrals can be made by parents or community agencies.

The need for inclusive education supports may be identified by the school team (teacher, resource teacher, principal, clinician, parent and/or community agency personnel) following a lack of progress despite intervention strategies tried at the school level. Parental approval must be obtained prior to referral for supports.

Every student who receives inclusive education supports and services must have an individual education plan (IEP). *IEP is a global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of students.* The first IEP is written soon after entry into the program. It is completely reviewed by parents and the school team a minimum of twice a year.

**RECOMMENDATION 18:** That the Province of Manitoba provide sufficient and equitable resource allocation to support the diverse needs for student-focussed learning.

**RECOMMENDATION 19:** That the Province of Manitoba ensure that the necessary supports are put in place to assist in assessments of students with various learning needs. These supports include credentialed programs in universities and more streamlined services between the province and school divisions.

**RECOMMENDATION 20:** That equivalent measurement tools be used by school divisions and Manitoba Education and Training to determine adequate financial support for students with exceptional needs.



WSD has piloted and implemented programming that targets students with various learning needs. These programs bring the school community together, focus on collaboration and team work and have delivered positive results.

Some examples are:

- **COACH Program (General Wolfe and Mulvey School):** The COACH Program is an innovative interdisciplinary program managed by Winnipeg School Division, Healthy Child Manitoba and Macdonald Youth Services. At the COACH Program, students are empowered to see themselves as academic learners. They are given opportunities to learn about who they are and to find the good within themselves. Students with emotional behavioural disorders learn about themselves and the needs that drive their behaviours. Social skills training is an important component of the COACH Program, evidenced based practices and programs are utilized by staff to promote increased social skills resulting in positive behavior outcomes. The Second Step, Roots of Empathy, PAX are some of the programs used.
- **Morningstar Initiative:** R.B. Russell Vocational High School provides an integrated, wraparound support system for all students, which includes academic counselling, addictions housing and other supports to students to promote academic achievement, overall well-being and a successful high school experience and transition to post-secondary education and the workplace. These types of partnerships with the province are very successful and supports are delivered directly to the student through the education system.

## SOCIAL SUPPORTS

Social support is the physical and emotional comfort given by family, friends, coworkers and others. Being a part of a community is always important, especially in times of a crisis. Research shows that social support has important benefits to our physical and emotional health. Social support plays an important role in mental health and mental illness. Mental health and mental illness directly impact classroom learning and social interactions both of which are critical to the success of students.<sup>47</sup>

Recently there has been an increased emphasis on data for social-emotional learning (SEL) competencies and social skills and the link to mental health. Winnipeg School Division collects social emotional data for Nursery to Grade 3 students and is currently working on expanding to Grades 4 through 6.

## ROLE OF TECHNOLOGY IN TEACHING AND LEADERSHIP

As technology advances, it is being purchased for schools at a rapid pace. While many districts/divisions have successfully integrated a mobile (bring-your-own-device initiative), the device shall not drive instruction. Adopting a pedagogical mindset first and technology second when integrating devices asserts a focus on learning. *“How will this tool support learning and allow students to demonstrate construction of new knowledge leading to authentic application, and the development/enhancement of essential skills.”*<sup>42</sup>

School Principals and teachers see both opportunities and social costs in the growth of information and communication technologies. Three ways forward with technology are recommended:<sup>43</sup>

- Recognize and assume a significant leadership role in teaching children and young people to use technology responsibly and thoughtfully.
- Continue professional development for school leaders and staff regarding technology in the classroom.
- Balance technical skills with sensitivity to the pedagogical and social consequences of technology for students’ learning, social development and well-being.

Winnipeg School Division is utilizing Seesaw as a unique way to engage parents/guardians and foster the home-school connection. Seesaw is a learning journal that displays evidence of a learning/process portfolio and supports students in Nursery through Grade 6. This platform allows students and teachers to capture and share learning in real time on any device. With an easy to use interface that is scalable for many age groups, learners are able to capture and upload classroom learning in the form of notes, links, images, and video. With built-in screen-casting abilities students are able to capture and narrate their learning. Teachers utilizing the app have said that it improves home and school relationships because the students are excited to share daily and get immediate feedback on school work.

**RECOMMENDATION 21:** That the Province of Manitoba integrate technology training for educators into initial teacher training and supplemental professional development for educators to ensure their knowledge and understanding of technology and its applications are kept current with the continuous evolution of technology and the learning needs of students.

## SECTION 4: ACCOUNTABILITY FOR STUDENT LEARNING

In addressing the accountability systems in the K to 12 education system, it is important that policymakers seek out the empirical evidence that is available to them, not only from the education field, but from social psychology and behavioural economics as well. This literature can help identify the different forms of accountability, mechanisms and conditions, which lead to better educational outcomes. Additionally, it can shed light on the conditions where accountability can lead to worse outcomes.

Accountability can have both intended and unintended positive and negative effects depending on the form and context.<sup>44</sup> Consequently, policymakers need to carefully consider the trade-offs with each option.

Examples of accountability options are:

- Outcome-based accountability – (ie.) standardized assessments is only one of the multiple forms of accountability.
- Rule-based accountability; (ie.) contracts that outline class size and working conditions.
- Professional accountability; (ie.) professional reviews, licensing or observation by supervisors.

Each form of accountability invokes different motivational mechanisms, meaning in the context of the K to 12 education system, standardized assessments are only one of the tools available. Accordingly, accountability in student learning needs to reflect more than the narrow interpretation of outcome-based accountability mechanisms that have been used in the past. Focusing on limited data generated by provincial assessments to support decisions can be dangerous if it does not capture the complexity of the issues that schools and students are facing.

For example, value-added assessment data has shown that inner city schools are often the schools that are maximizing the annual achievement growth of their students. Although the overall performance at the school level may appear unremarkable, these schools are remarkable in the sense that they are adding the greatest educational value to each student.

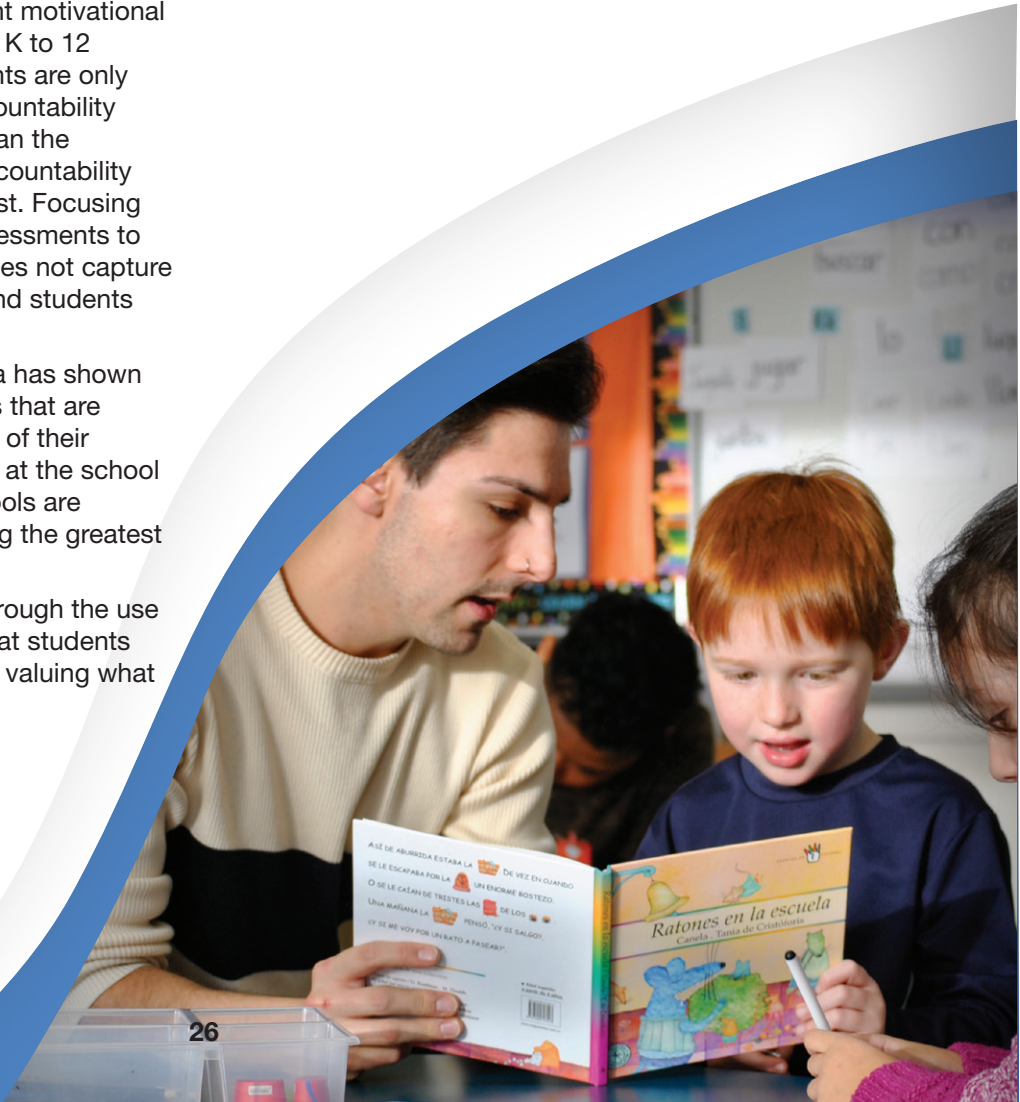
Achievement shouldn't only be regarded through the use of tests and assessments. It is important that students are measured on what we value rather than valuing what we can measure easily.

## WHAT STRONGER ACCOUNTABILITY LOOKS LIKE

Accountability systems need to be comprehensive. The full range of education goals need to be included in order to address the full range of issues – and simply focusing on a few subject areas will restrict the continuous improvement that we are pursuing.

No single form of accountability can fully serve all the different stakeholders (students, parents and the public) or address all the components in the education system. Using several different forms of accountability jointly, however, can support the continuous improvement of student learning. Using multiple forms of accountability can also play to the advantages of each form while minimizing their disadvantages.

**RECOMMENDATION 22:** That the Province of Manitoba and education partners use a holistic approach for accountability which emphasizes the use of multiple accountability mechanisms moving forward and to provide contextual information alongside the reporting and evaluation of accountability tools.





## WHAT WINNIPEG SCHOOL DIVISION IS DOING

WSD employs accountability in several forms and has a history of using outcome-based accountability tools. WSD developed the early assessment program and the comprehensive assessment program in the 1990's and continues to use system wide assessment programs to make decisions. WSD has extensive experience in assessment and data collection – and harnessing the data to develop more effective student learning environments.

WSD has also developed and published a strategic plan that sets out measurable objectives relating to student learning. Additionally, WSD has developed a framework for continuous improvement that developed through collaboration with school division leaders and other provincial education partners in an effort to align school division planning and reporting with provincial priorities. The framework embeds accountability in planning and reporting.

Importantly, WSD collects more than the student achievement data that is obtained through assessment programs and reported in its continuous improvement framework. WSD also secures an abundance of qualitative data from students, parents, guardians and the community. Each year, students voluntarily respond to *Our School Survey* – an online survey that allows them to give their feedback and share their voice on their experiences at school, their school environment, and any school improvement programs. The survey poses questions on several topics, including emotional and social well-being, physical health and behaviours and attitudes linked to student success. The open-ended questions encourage students to give their thoughts and feedback. Recently graduated students have also been surveyed in the past, and WSD is trying to redevelop that initiative.

Parents/Guardians and the community are also surveyed with WSD requesting feedback on several topics, including but not limited to the perception of WSD education, priorities for WSD, priorities for school tax spending, property taxes, and communication with WSD residents. Public meetings are also held to collect feedback from the WSD community. WSD is reaching out to students, parents, and community members more than ever.

Furthermore, WSD makes significant efforts in engaging and educating parents. A division-wide Parent Education Committee, composed of administrative representatives from each district, program lead teachers, teachers, volunteer coordinators, and parents, meets several times a year to develop a division plan to promote parent involvement in schools. The objectives of the committee are to help parents develop skills; to help parents become more involved in the education of their children; and to help parents and schools develop positive long-term relationships. The committee coordinates workshops for parents on a variety of topics from bullying and addiction awareness to early childhood development, landlord/tenant issues and topics relevant to newcomers and new Canadian parents. Other WSD initiatives include, but are not limited to, nursery bags for new students, lending libraries and WRHA Access nurses.

## WSD CONTINUOUS IMPROVEMENT PLAN

WSD is working hard to engage and connect different educational partners to strengthen the shared accountability and improve the K to 12 education system and it is leading to improved student achievement. (See Appendix A)

WSD's continuous improvement framework sets out measurable targets relating to student learning. Key areas requiring attention are identified and the strategies to address them are described. WSD is committed to the development of a process for the establishment of measurable targets, at the level of both the school, and the division as a whole, relative to divisional and provincial priorities and assessment.

From 2009 to 2017, Winnipeg School Division saw an overall 50.8 percent increase in Grade 3 Reading scores (according to the Provincial Assessment for Grade 3 reading), while the overall provincial score increased by only 10.8 percent. Breaking down WSD data further, we see significant gains across the board, with a notable 62.6 percent increase for Indigenous students, and 170.1 percent increase in achievement for children in care.

In the same time period, WSD scores for Grade 3 numeracy increased 132.7 percent, while provincial scores grew by just 35.9 percent. All groups, disaggregated, saw increases over greater than 100 percent, with our Indigenous students' scores increasing by 197.6 percent, and our children in care scores growing by 469.8 percent. This reflects the commitment of WSD to consider disaggregated data and implement interventions accordingly.

Provincially, attainment rates for Grade 9 Mathematics rose by 3.2 percent over the same time period as above, and WSD saw an increase of 13.8 percent. Once again, of note, however, are the increases for Indigenous students (30.8 percent) and children in care (46.1 percent). Grade 9 Mathematics has long since been a difficult course – a gatekeeper to future success – for many students. Only after attaining credit in Grade 9 Mathematics can students elect to take a mathematics course better suited to their ability.

## INCREASING ACCOUNTABILITY AND PUBLIC EXPECTATIONS FOR ACCESS TO STUDENT ACHIEVEMENT DATA

WSD acknowledges and supports the use and distribution of assessment data as an accountability measure, however, it should be accompanied by all relevant information. Standardized outcome-based testing is constructed to ignore external factors affecting students. Research has shown that external factors including poverty, parental education, mental, physical and emotional health can account for up to 50 percent of student achievement. Consequently, providing context is very important. Including socioeconomic information, for example, in these conversations provides a lot of insight and may help in soliciting more holistic efforts to address the various problems.

## EXTERNAL FACTORS THAT IMPACT STUDENT LEARNING

Accountability for student learning cannot be isolated to the educational components needed to support student success. Educational outcomes are affected by many factors outside the control of the school system. Students may find it much more difficult to succeed academically if they and their families are facing the housing, health, financial and other challenges associated with poverty. The vast array of supports and resources needed to support students need to be acknowledged, and provided in order to foster the success of students.

As identified by the Auditor General of Manitoba the Department of Education (2016) “need[s] to more systematically identify the key barriers to student success and the initiatives to overcome the barriers”. Moreover, the Department failed to track important indicators for Indigenous students, including student attendance and survey results that were designed to assess how safe, respected and support students felt at school. As highlighted by the Auditor General of Manitoba – it is important that accountability and reporting include multiple dimensions.<sup>45</sup>

**RECOMMENDATION 23:** That WSD assist the Province of Manitoba to develop accountability tools that report on the external factors that impact student learning across the province.

## RESPONSIBILITY FOR STUDENT ACHIEVEMENT

As indicated in the public consultation document “The primary function of an education system is student learning, achievement and well-being,” so schools have a primary role in organizing themselves and their resources to make this happen.<sup>46</sup> Additionally, the document includes that “schools have a key role to address the inequities that socioeconomic status and other factors place on students.”<sup>47</sup>

Having the schools respond to growing inequities alongside growing provincial initiatives to address the inequities at their root would be much more effective. Just as schools take responsibility for addressing the educational needs of their students the provincial government needs to do its part by addressing the socioeconomic issues impacting student learning.

The responsibilities for students, parents and guardians, schools, administration and the government must be clarified. Having clarity on the roles and responsibilities of each stakeholder is essential.<sup>48</sup>

**RECOMMENDATION 24:** That the Province of Manitoba clearly identify the responsibilities of all stakeholders in the K to 12 education system. Further, that collaborative relationships are fostered with stakeholders to provide more leadership in guiding and coordinating the efforts of achieving student success.



## SECTION 5: GOVERNANCE

School Boards within Manitoba's K to 12 education system allow the community a voice in the current state and future of educational programming. School Boards in Manitoba serve a variety of different sizes of school divisions and diverse needs.

This section will respond to the following areas of focus:

- The role of government in K to 12 education.
- The role of schoolboards in K to 12 education.
- The role of student, parent and community engagement in the education system.
- How to better encourage and facilitate local input and engagement in the education system.

## THE ROLE OF GOVERNMENT IN K TO 12 EDUCATION

The role of the Manitoba Government in Kindergarten to Grade 12 education includes providing educational, administrative, financial management and school support functions, and policy and legislative frameworks for school boards and divisions to follow. Currently, the province has clearly defined learning outcomes, standardized assessments and reporting expectations for school divisions.

Some questions WSD is left with when responding to the role of government in K to 12 education:

- What does the role of the provincial government look like moving forward?
- Is there a role at the national level to address, consistently, the following:
  - Reciprocity between provinces for teachers to ensure easy mobility.
  - Federal certification versus provincial certification.
  - As people are more mobile and no longer remain in their community to work, how can the provincial and federal governments remove barriers for work? How can mobility of families be encouraged?



## THE ROLE OF SCHOOL BOARDS IN K TO 12 EDUCATION

The primary role of a School Board is the determination of policy and following legislation including the Public Schools Act and Education Act. The Board works as a third party to ensure appropriate education is delivered, that the division is accountable and transparent and represents community voice.

The decisions made by the School Board at its meetings set the overall direction and policy for the school division. It employs administrators to see that the direction and policy for the school division is implemented in an effective and efficient manner and for the day to day operations of the school division.

The School Board is also responsible for determining an annual budget to address the unique needs and programming initiatives for the local community.

Winnipeg School Division Board Committees meet regularly to discuss items that come under their specific terms of reference. Committees make recommendations to the Board for consideration. They cannot make decisions without the approval of the Board.

Winnipeg School Division has established a strong network of District Advisory Committees in four areas of the division, as well as a French Immersion Advisory Committee, an Advisory Council of Indigenous Education and a Student Advisory Committee. These Committees enhance communication between the Board of Trustees and parent councils, providing input on programs, budget and policy changes.

**RECOMMENDATION 25:** That the Province of Manitoba observe other Canadian provinces and review research for insight on governing school systems before making any major changes.

## THE ROLE OF STUDENT, PARENT/ GUARDIAN AND COMMUNITY ENGAGEMENT IN THE EDUCATION SYSTEM – AT SCHOOL AND SCHOOL DIVISION LEVEL

**Role of student:** Students play a very small role in governing the school system that educates them. Students are responsible for their learning and understanding of the objectives in the area of study. They are required to actively participate and should be involved in interactions with other students and teachers in class. Maintaining motivation is the primary responsibility of a student, however, the teacher and school must ensure students are being continually challenged.

**Role of Parent/Guardian/Community:** Community engagement is a two-way street where the school, families and the community actively work together, creating networks of shared responsibility for student success. It is a tool that promotes civic well-being and that strengthens the capacity of schools, families, and communities to support young peoples' full development.<sup>49</sup>

Parental involvement is an integral part of a successful educational framework. Numerous studies have identified parent engagement as a critical factor affecting the success of individual students, the school and the school division. Some barriers of engaging families include: negative experiences, language and cultural differences and intersectional issues such as race, class, mental health, gender and more.

WSD provides funding for positions to support students and their families. Community Support Workers and Intercultural Support Workers reflect our population, including the Indigenous community and those that are new to the country and require assistance in understanding the various systems in schools and in the community. These positions are required as a prerequisite for students and families to settle in their new surroundings and will help the family become familiar with the school system. These roles often advance student and community success.

Winnipeg School Division values community input and has the community assist in developing school plans and budget with the ability to fundraise to draw more revenue. The community also provides feedback to the school accessibility plan which aids to inform Winnipeg School Division's Accessibility Plan as requirements under the Accessibility Act for Manitobans (AMA) legislation.

WSD communities are uniquely positioned in having a large role in Principal selection for their schools (Policy GCCB). WSD schools operate with the support of many active parent volunteers who help facilitate day-to-day functions, special events, family rooms, collaborations with daycares and more.

WSD is a prime example of how schools can work in partnership with families and the local community. Aimed at reducing poverty, their integrated focus on academics, health and social services, youth and community development and community engagement have led to improved student learning, stronger families and healthier communities. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Schools become pillars of the community.



## HOW TO BETTER ENCOURAGE AND FACILITATE LOCAL INPUT AND ENGAGEMENT IN THE EDUCATION SYSTEM

In the past, WSD has made many attempts at facilitating local input and engagement in the education system, including but not limited to budget consultations, open feedback forums, panels, various forms of surveys, public forums, open houses, social media, town hall meetings, open lines of communication for the community to connect with trustees and more.

One of WSD's most successful forms of community consultation is in the selection process for a principal or vice-principal for a specific school. In WSD, this process begins with consultation with parent councils, school staff and students. These consultations help WSD Senior Administration identify the characteristics used in the selection of personnel for appointments to these school leadership positions.

In order to better encourage and facilitate local input and engagement in the education system, it is imperative that open lines of communication remain. Decisions regarding curriculum and assessment must be made with input from educators with inclusive voices, parents, employers, current and recently graduated students.

Regardless of any provincial restructuring that may occur, parents and the community need to feel safe and welcome to bring comments, questions or concerns forward. With the current board structure, the community can express their voice/concerns to a trustee, and it provides a level of democratic legitimacy. With any reform, WSD questions what policies and practices the province will put in place to ensure the voice of the local community is heard?



## SECTION 6: FUNDING

Every Manitoban has a vested interest in the K to 12 education system. The funding of the system will determine the success of present and future students. Accordingly, forming a funding model that addresses the diversity of student needs is essential. Funding system changes have been an integral part of reforms made across Canada and the province should be reviewing the funding system in its entirety along with the rest of the K to 12 education system in Manitoba.

This section responds to the following areas:

- System characteristics that contribute to sustainability.
- Equitable funding.
- Achieving both equity and excellence.
- Funding gaps.
- Taxation Authority.
- Facilities, management, operations and maintenance.
- Shared services and procurement:
  - Technology.
  - Geographic considerations and on-line learning.
  - Transportation.

### SYSTEM CHARACTERISTICS THAT CONTRIBUTE TO SUSTAINABILITY

The current K to 12 education system is a sustainable model, however, there remains a great deal of room for improvement. Historically, the Manitoban K to 12 education system has fluctuated between funding cuts and funding growth due to several factors. Oftentimes, funding and governance structures lead to an inconsistent and inequitable provision of education for students. Funding for the K to 12 education system should be based on the needs of the current environment – and designing a funding model that reflects that is important.

Stability is important for an effective K to 12 education system and WSD believes that multi-year funding with adjustments for inflation, contingencies and capital investments would result in improved stability of education programming and services that benefit all students. Funding strategies need to be connected to education goals – so the learners needs can be matched appropriately with funding. Funding should be focused on student academics and student needs.

**RECOMMENDATION 26:** That the Province of Manitoba take greater leadership in supporting schools and developing long-terms plans that will contribute to a more effective and efficient education system.

## EQUITABLE FUNDING

WSD has a high concentration of low-income households. Of the 78 schools in the division, 17 had an average income below \$40,000 and 24 had an income below \$50,000. WSD also has the highest percentage of Indigenous students in Winnipeg, representing over 23 percent of students. Nearly one quarter of WSD's students living with their parents are recent immigrants. Approximately 7,000 students are newcomers and refugees to Canada. WSD is proactive with various organizations to provide services for newcomers such as counselling, referrals, vision and hearing testing, and increasing language proficiency.

The high rate of poverty in WSD had led to unique challenges for our students and can be aided with more intensive resources. Programs focused on addressing poverty early on, as well as those addressing the current population's achievement gap, are needed. Schools with high rates of poverty may require additional funds to support programs, staffing and interventions. Providing equitable funding will make it possible to see some progress in closing the achievement gaps. Integrating more equitable elements in to the current funding model is necessary in order to see the improvements that the education system is striving for.

### ACHIEVING BOTH EQUITY AND EXCELLENCE

Winnipeg School Division has a long-standing commitment to equity and is a leader in supporting equity with innovative policies and practices, programs, inclusive curriculum, professional development, achievement initiatives and existing equity measures.

WSD has a proven record of building partnerships with outside agencies to fund special programs unique to the division and in keeping with the needs of today's industry. WSD provides responsible management of tax dollars and resources to ensure long term fiscal sustainability and accountability to the programs, facilities, and services provided to the community. This includes transparency in the reporting of finances and operations, annual budgets and consultations, implementing long term capital plans, prioritizing infrastructure renewal, effectively allocating resources and seeking operational efficiencies.

WSD has prepared a document titled Financial Facts which provides open sharing of WSD data and financial information.

<https://www.winnipegssd.ca/About%20WSD/WSD%20Financial%20Facts/Documents/WSD%20Financial%20Facts.pdf>



## FUNDING GAPS

To meet the unique community needs, WSD has funded many programs which are not currently supported by provincial funding.

Explicit arrangements with targeted funding could help support certain programs and could benefit both those who are involved with the program and those who are not – so they are not missing opportunities due to limited funding or capacity. This arrangement would be particularly helpful for provincial initiatives such as adhering to the Accessibility for Manitoban's Act.

Additionally, the Department of Education and Training must better coordinate the funding and efforts of its partner departments that are meant to address the needs of students that are more than educational. Services external to education, like nutrition, health, and justice programs should be directly funded by the appropriate department instead of absorbing funding meant for education.

## TAXATION AUTHORITY

The shared funding model between the province and local school divisions has changed over time. The intention of having local funding for local programs is an increasing challenge. The growing portion of local funding is being directed to supplement core education programs. Furthermore, local taxation authority has been limited by the Province of Manitoba.

Therefore, WSD can only meet some of the local requirements (eg. School resource officers, autism programming, anxiety program, etc.) even though our community is requesting more supports.

Finding the balance between meeting the needs of students and keeping property taxation increases at a reasonable level remains a very delicate process. A discussion paper on Alternatives to Property Tax was delivered to MSBA and encouraged discussion between all levels of governments and school boards to review an 80/20 split funding model, which could equate to a shared responsibility of funding public schooling between the province and school boards. This funding model argues for an increase in the provincial share of funding while also emphasizing the importance of the autonomy of school boards. It allows school boards to offer unique programs, service enhancements and options for students that reflect local needs which, without that authority, the delivery of which may be compromised.

**RECOMMENDATION 27:** That the Province of Manitoba engage in a fully comprehensive review of the K to 12 funding model.

## FACILITIES, MANAGEMENT, OPERATIONS AND MAINTENANCE

Winnipeg School Division facilities services operates in a cost-effective manner that follows principles of sustainability. WSD's footprint consists of 78 schools over 5,130,000 square feet of varying vintages and 301 acres of grounds.

Facility services consists of all operations and maintenance costs, including supervisory and clerical personnel, related to the upkeep, maintenance and minor repair of all school division buildings and grounds. This includes utilities, taxes, insurance, supplies and capital costs.

In 2016, WSD approved a Five-Year Capital Plan Submission to the Public Schools Finance Board for the years 2017/2018 to 2021/2022.

The Province of Manitoba needs to review the funding formula for maintenance and operation of school division facilities and include more equitable elements into the formula, such as the age of buildings and mandated updates (e.g. AMA legislation).

## SHARED SERVICES AND PROCUREMENT

Many school divisions are already collaborating with Winnipeg School Division on a shared service model for increased cost effectiveness. Significant funds are spent on support functions including business operations, transportation, food services, facilities management, information technology, supplies, non-instructional functions and more. In order for the shared services operating model to be successful, it needs to be carefully planned, analyzed, monitored and implemented.

### TECHNOLOGY

#### Manitoba Education, Research and Learning Information Networks (MERLIN)

Manitoba Education, Research and Learning Information Networks (MERLIN) was established in 1995 as a special operating agency with the Department of Education and Training. It was formed as a facilitating body to coordinate the delivery of distance education and technology services to the education community across Manitoba.

Merlin does not have a monopoly for its services in Manitoba, but it does have a unique position in the education community, allowing for the provision of an education-specific component to decision-making, provincial coordination, and advisory services.

Services offered by MERLIN:

- Partner Programs
- Provincial Licensing and Purchasing
- Internet Access
- Hosting
- Security
- Technical Training Services
- General Support to the Education Community

Currently, WSD pays \$405,000 to MERLIN and each school division has a separate agreement.

The Province of Manitoba should review opportunities for additional shared services for MERLIN within the province and MERLIN services remain intact for all school divisions regardless of any reform.

## GEOGRAPHIC CONSIDERATIONS AND ONLINE LEARNING

Manitoba has a large land mass covering 649,950 km<sup>2</sup> with a widely varied landscape. The province services 228,848 school students (based on enrolment as of September 30, 2018). Both geographic size and student enrolment should be considered when looking at options for structures and boundaries.

Due to geographic considerations and availability of courses, online learning should be explored further. E-learning credit courses could benefit students in the province with a wide selection of subjects, an 'open style course' similar to post-secondary, a reduction in time table conflicts and an overall improvement in the access to education.

During 2017/18, WSD and InformNet (Manitoba's online high school) piloted online courses. Results from this pilot program are quite promising with over 30 credits earned by a wide range of students.

### TRANSPORTATION

Transportation expenses are a significant cost for WSD (2018/19 FRAME report budgeted annual cost per pupil \$2,797) and are difficult to contain. Reviewing transportation along with some other business areas (e.g. purchasing and technology) from a provincial point of view may be worthwhile.

The Province of Manitoba needs to review all school divisions K to 12 transportation of students costs to identify savings through shared services with other school divisions and/or other stakeholders such as City of Winnipeg and Winnipeg Transit.

### PROCUREMENT

Notably, WSD participates in the Winnipeg Metropolitan Purchasing Group and collaborates with other school divisions across Manitoba in shared purchasing agreements in order to obtain services and school resources cost effectively. Most recently, WSD developed a request for proposals for lead testing on behalf of all divisions in Manitoba.

**RECOMMENDATION 28:** That the Province of Manitoba explore all applicable areas where shared services could lead to enhanced fiscal responsibility.





# RECOMMENDATIONS

## STUDENT LEARNING

- **Recommendation 1:** That Winnipeg School Division, with the support of the Province of Manitoba, provide leadership in expanding Indigenous Education programming and initiatives province-wide.
- **Recommendation 2:** That Manitoba Education and Training provide training for teachers and administrators on appropriate use of E-credits to ensure EAL students are moved into regular programming as soon as possible.
- **Recommendation 3:** That the Province of Manitoba, in collaboration with educational partners, develop clearly identifiable determinants that are required for the success of students and work with educational partners to achieve them.
- **Recommendation 4:** That the Province of Manitoba apply funding and supports for a universal meal program with consideration that food insecurity has significant implications to the physical and emotional well-being of children and which can impact educational outcomes. We cannot expect optimal student learning and best achievement outcomes if children are hungry at school.
- **Recommendation 5:** That the Province of Manitoba implement a more collaborative process for curriculum development, implementation and assessment and a review should occur every seven to ten years.
- **Recommendation 6:** That the Province of Manitoba increase spending in mental health promotion and integrated services specifically for K to 12 education.
- **Recommendation 7:** That WSD assist the Province of Manitoba to create and implement mental health curriculum for Kindergarten to Grade 12 students. In addition, that mental health promotion and planning be integrated into the curriculum and school activities across the province, to benefit staff and students, as it is benefiting those in WSD.
- **Recommendation 8:** That childcare, Early Childhood Education and K to 12 education be streamlined with appropriate funding. In addition, that the Province of Manitoba consider implementing the work from the Manitoba Early Learning and Childcare Commission.
- **Recommendation 9:** That the Province of Manitoba consider implementing a learning pathway/transitions framework to assist students in life transitions from K to 12 to post-secondary or college, trades certification or careers. The framework should include skills and competencies carried through all curriculum and streamlined into post-secondary teachings. For examples, look to other Canadian provinces (i.e. British Columbia and Alberta).

## TEACHING

- **Recommendation 10:** That the Province of Manitoba require the process of becoming a teacher to be more rigorous.

- **Recommendation 11:** That the Province of Manitoba, in collaboration with CMEC, develop a more robust approach for transferring credentials and qualifications for educators across Canada.
- **Recommendation 12:** That the Province of Manitoba conduct a current provincial scan to review teacher supply and demand in Manitoba. Additionally, that the province assist in recruiting and retaining staff for urban, rural and northern divisions.
- **Recommendation 13:** That the Province of Manitoba establish clear pathways for non-teaching professionals to enter teaching with consideration that these career-changes are often obstructed by economic barriers.
- **Recommendation 14:** That the Province of Manitoba develop clear and attainable pathways for professionals with language expertise to enter the field of teaching. In addition, that a provincial incentive program be created and implemented to assist in recruitment and retention of language teachers.
- **Recommendation 15:** That the Province of Manitoba review teacher instructional time and assigned working times with consideration for alternative models that exist and can be explored.
- **Recommendation 16:** That Winnipeg School Division with support of the Province of Manitoba take the lead in developing a leadership institute for all Manitoba school divisions.
- **Recommendation 17:** That the Province of Manitoba identify clear professional development pathways, both in post-secondary training and through continuous learning, to allow educators and school leaders to gain the knowledge and expertise required for ongoing student success.
- **Recommendation 18:** That the Province of Manitoba provide sufficient and equitable resource allocation to support the diverse needs for student-focussed learning.
- **Recommendation 19:** That the Province of Manitoba ensure that the necessary supports are put in place to assist in assessments of students with various learning needs. These supports include credentialed programs in universities and more streamlined services between the province and school divisions.
- **Recommendation 20:** That equivalent measurement tools be used by school divisions and Manitoba Education and Training to determine adequate financial support for students with exceptional needs.
- **Recommendation 21:** That the Province of Manitoba integrate technology training for educators into initial teacher training and supplemental professional development for educators to ensure their knowledge and understanding of technology and its applications are kept current with the continuous evolution of technology and the learning needs of students.

## ACCOUNTABILITY

- **Recommendation 22:** That the Province of Manitoba and education partners use a holistic approach for accountability which emphasizes the use of multiple accountability mechanisms moving forward and to provide contextual information alongside the reporting and evaluation of accountability tools.
- **Recommendation 23:** That WSD assist the Province of Manitoba to develop accountability tools that report on the external factors that impact student learning across the province.
- **Recommendation 24:** That the Province of Manitoba clearly identify the responsibilities of all stakeholders in the K to 12 education system. Further, that collaborative relationships are fostered with stakeholders to provide more leadership in guiding and coordinating the efforts of achieving student success.

## GOVERNANCE

- **Recommendation 25:** That the Province of Manitoba observe other Canadian provinces and review research for insight on governing school systems before making any major changes.

## FUNDING

- **Recommendation 26:** That the Province of Manitoba take greater leadership in supporting schools and developing long-terms plans that will contribute to a more effective and efficient education system.
- **Recommendation 27:** That the Province of Manitoba engage in a fully comprehensive review of the K to 12 funding model.
- **Recommendation 28:** That the Province of Manitoba explore all applicable areas where shared services could lead to enhanced fiscal responsibility.



# REFERENCES

- 1 Winnipeg School Division (2016-2020) Strategic Plan. Retrieved from: <https://www.winnipegsd.ca/About%20WSD/Documents/WSD%20Strategic%20Plan%20ADJ%202016-2020.pdf>
- 2 Manitoba's Commission on Kindergarten to Grade 12 Education (2019). A Comprehensive, Independent Review of the Kindergarten to 12 Education System. Public Consultation Discussion Paper. Retrieved from: <https://www.edu.gov.mb.ca/educationreview/docs/public-discussion-paper.pdf>
- 3 Leithwood, K. & Mascal, B. (2008). Collective leadership effects on student achievement. Educational Administration Quarterly, 44, 529-561. Doi: 10.1177/001361X08321221
- 4 Benard, B. & Slade, S. (2009). Listening to students: Moving from resilience research to youth development practice and school connectedness. In R. Gilman, E. S., Huebner, & M.J. Furlong (Eds.) Handbook of Positive Psychology in Schools (pp. 353-370). New York: Routledge.
- 5 Amarillas, A. & Malley, M. (n.d.) California Safe And Supportive Schools (n.d.) What works Brief No. 2 – Opportunities for Meaningful Participation. Retrieved from: <https://www.wested.org/resources/what-works-brief-2-opportunities-for-meaningful-participation/>
- 6 University of Washington. (2019). Engaging Students in Learning. Retrieved from: <https://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/>
- 7 Manitoba Department of Education and Training. (2019). Literacy and Numeracy in Manitoba: Setting the Context: Including findings from the January 2018 Provincial Summit on Literacy and Numeracy. Retrieved from: <https://www.edu.gov.mb.ca/educationreview/docs/setting-the-context.pdf>
- 8 Manitoba Center for Health Policy (2004). How do Educational Outcomes Vary with Socio-economic Status? Key Findings from the Manitoba Child Health Atlas. Department of Community Health Medicine, University of Manitoba.
- 9 Manitoba Center for Health Policy (2004). How do Educational Outcomes Vary with Socio-economic Status? Key Findings from the Manitoba Child Health Atlas. Department of Community Health Medicine, University of Manitoba.
- 10 Government of Manitoba (2018). Pathways to a Better Future: Manitoba's Poverty Reduction Strategy. Retrieved from: [https://www.gov.mb.ca/povertyreduction/pubs/pathways\\_to\\_a\\_better\\_future.pdf](https://www.gov.mb.ca/povertyreduction/pubs/pathways_to_a_better_future.pdf)
- 11 Government of Manitoba (2018). Pathways to a Better Future: Manitoba's Poverty Reduction Strategy. Retrieved from: [https://www.gov.mb.ca/povertyreduction/pubs/pathways\\_to\\_a\\_better\\_future.pdf](https://www.gov.mb.ca/povertyreduction/pubs/pathways_to_a_better_future.pdf)
- 12 Manitoba's Commission on Kindergarten to Grade 12 Education (2019). A Comprehensive, Independent Review of the Kindergarten to 12 Education System. Public Consultation Discussion Paper. Retrieved from: <https://www.edu.gov.mb.ca/educationreview/docs/public-discussion-paper.pdf>
- 13 Manitoba Department of Education and Training. (2019) K to 12 Curriculum: Elements Integrated into the Curriculum. Retrieved from: <https://www.edu.gov.mb.ca/k12/cur/elements.html>
- 14 Manitoba Department of Education and Training. (2019) K to 12 Curriculum: Elements Integrated into the Curriculum. Retrieved from: <https://www.edu.gov.mb.ca/k12/cur/elements.html>
- 15 Canadian Center for Policy Alternatives (2019) Failing Grade: Manitoba Poverty Reduction Strategy and Budget 2019. By: M. Barkman & M. McCracken. Retrieved from: <https://www.policyalternatives.ca/publications/reports/failing-grade-manitoba-poverty-reduction-strategy-and-budget-2019>
- 16 Canadian Mental Health Association. (2019). Cohesive, Collaborative, Collective: Advancing Mental Health Promotion in Canada. Retrieved from: <https://cmha.ca/news/mental-health-promotion-paper>
- 17 Government of Manitoba (2013). Introducing the Accessibility for Manitobans Act (AMA). Retrieved from: [https://www.gov.mb.ca/dio/pdf/introducing\\_accessibility\\_for\\_manitobans\\_act.pdf](https://www.gov.mb.ca/dio/pdf/introducing_accessibility_for_manitobans_act.pdf)
- 18 Unicef for every child. (2019). Evidence for ECD Investment. Retrieved from: [www.unicef.org/earlychildhood/index\\_69851.html](http://www.unicef.org/earlychildhood/index_69851.html)
- 19 University of Pennsylvania. (2015). Invest in a strong start for children: High Return on Investment. The Center for High Impact Philanthropy. Philadelphia, PA.
- 20 Unicef for every child. (2019). Evidence for ECD Investment. Retrieved from: [www.unicef.org/earlychildhood/index\\_69851.html](http://www.unicef.org/earlychildhood/index_69851.html)

- 21 TD Economics. (2012). Early Childhood Education has Widespread and Long Lasting Benefits. Retrieved from: [https://www.td.com/document/PDF/economics/special/di1112\\_EarlyChildhoodEducation.pdf](https://www.td.com/document/PDF/economics/special/di1112_EarlyChildhoodEducation.pdf)
- 22 Heckman: The economics of Human Potential. (2019). Perry Preschool: Intergenerational effects: Early Childhood education strengthens families and can break the cycle of poverty. Retrieved from: [www.heckmanequation.org](http://www.heckmanequation.org)
- 23 Manitoba Early Learning and Child Care Commission Report (2016). Retrieved from: [https://www.gov.mb.ca/fs/childcare/resources/archives/pubs/executive\\_summary.pdf](https://www.gov.mb.ca/fs/childcare/resources/archives/pubs/executive_summary.pdf)
- 24 Province of Manitoba. (2018). Online Child Care Registry. Retrieved from: [https://www.gov.mb.ca/fs/childcare/occr/pubs/stats\\_june2018.pdf](https://www.gov.mb.ca/fs/childcare/occr/pubs/stats_june2018.pdf)
- 25 Child Care Now. (2019). Bilateral Agreement on Early Learning and Child Care for Manitoba. Retrieved from: <https://timeforchildcare.ca/wp-content/uploads/2019/04/Manitoba.pdf>
- 26 Manitoba's Commission on Kindergarten to Grade 12 Education (2019). A Comprehensive, Independent Review of the Kindergarten to 12 Education System. Public Consultation Discussion Paper. Retrieved from: <https://www.edu.gov.mb.ca/educationreview/docs/public-discussion-paper.pdf>
- 27 Council of Ministers of Education, Canada. (2017). CMEC Reference Framework for Successful Student Transitions. Retrieved from: <https://www.cmec.ca/Publications/Lists/Publications/Attachments/372/CMEC-Reference-Framework-for-Successful-Student-Transitions-EN.pdf>
- 28 Council of Ministers of Education, Canada. (2017). CMEC Reference Framework for Successful Student Transitions. Retrieved from: <https://www.cmec.ca/Publications/Lists/Publications/Attachments/372/CMEC-Reference-Framework-for-Successful-Student-Transitions-EN.pdf>
- 29 Government of Ontario. (2013). Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools. Policy and Program Requirements for Kindergarten to Grade 12.
- 30 Knack, L. (2017). 5 Key Changes in BC's New K to 12 Curriculum: What are the Implications for Post-Secondary? Centre for Innovation and Excellence in Learning. Vancouver Island University.
- 31 French, J. (2018). Hitting the Books: How Alberta Education is rewriting curriculum for the next generation of students. Edmonton Journal.
- 32 NYU Steinhardt School of Culture, Education and Human Development. (2019).
- 33 NYU Steinhardt School of Culture, Education and Human Development. (2019).
- 34 Government of Manitoba. (2002). Teacher Supply and Demand in Manitoba. Report of the Organizational Committee, Submitted to the Minister of Education, Training and Youth.
- 35 Government of Manitoba. (2002). Teacher Supply and Demand in Manitoba. Report of the Organizational Committee, Submitted to the Minister of Education, Training and Youth.
- 36 Government of Manitoba. (2018) International and Heritage Languages. Retrieved from: <https://www.edu.gov.mb.ca/k12/cur/languages/index.html>
- 37 Office of the Commissioner of Official Languages. (2019). Accessing Opportunity: A study on challenges in French-as-a-second-language education teacher supply and demand in Canada. Retrieved from: <https://www.clo-ocol.gc.ca/sites/default/files/accessing-opportunity-fsl.pdf>
- 38 Atlantic Institute for Market Studies. (2018). Market Principles offer solutions on teacher shortage. By: Zwaagstra, M. Retrieved from: <http://www.aims.ca/op-ed/market-principles-offer-solutions-teacher-shortage/>
- 39 Canadian Teacher's Federation (2011). The Voice of Canadian Teachers on Teaching and Learning. 2nd Edition. Retrieved from: [https://www.ctf-fce.ca/Research-Library/TeacherVoice2011\\_EN\\_WEB-2ed.pdf](https://www.ctf-fce.ca/Research-Library/TeacherVoice2011_EN_WEB-2ed.pdf)
- 40 The Canadian Association of Principals (2014). The Future of Principalship in Canada: A National Research Study.
- 41 The Canadian Association of Principals (2014). The Future of Principalship in Canada: A National Research Study.
- 42 Sheninger, E. (2019). Why Pedagogy First, Tech Second Stance is Key to the Future. Ed Tech Focus on K to 12. Retrieved from: <https://edtechmagazine.com/k12/article/2016/04/why-pedagogy-first-tech-second-stance-key-future>
- 43 The Canadian Association of Principals (2014). The Future of Principalship in Canada: A National Research Study.



44 Lerner, J. S., & Tetlock, P. E. (1999). Accounting for the effects of accountability. *Psychological Bulletin*, 125, 255–275.

45 Office of the Auditor General Manitoba (2016). "Improving Educational Outcomes for Kindergarten to Grade 12 Aboriginal Students": Retrieved from: [http://www.oag.mb.ca/wp-content/uploads/2016/01/AB\\_ED\\_K\\_to\\_12\\_OAG\\_2016\\_WEB.pdf](http://www.oag.mb.ca/wp-content/uploads/2016/01/AB_ED_K_to_12_OAG_2016_WEB.pdf)

46 Manitoba's Commission on Kindergarten to Grade 12 Education (2019). A Comprehensive, Independent Review of the Kindergarten to 12 Education System. Public Consultation Discussion Paper. Retrieved from: <https://www.edu.gov.mb.ca/educationreview/docs/public-discussion-paper.pdf>

47 Manitoba's Commission on Kindergarten to Grade 12 Education (2019). A Comprehensive, Independent Review of the Kindergarten to 12 Education System. Public Consultation Discussion Paper. Retrieved from: <https://www.edu.gov.mb.ca/educationreview/docs/public-discussion-paper.pdf>

48 Manitoba's Commission on Kindergarten to Grade 12 Education (2019). A Comprehensive, Independent Review of the Kindergarten to 12 Education System. Public Consultation Discussion Paper. Retrieved from: <https://www.edu.gov.mb.ca/educationreview/docs/public-discussion-paper.pdf>

49 Berg, A., Melaville, A., & Blank, M. (2006). Community & Family Engagement: Principals Share What Works. Retrieved from: <http://www.communityschools.org/assets/1/AssetManager/CommunityAndFamilyEngagement.pdf>

# K-12 FRAMEWORK FOR CONTINUOUS IMPROVEMENT

WINNIPEG SCHOOL DIVISION  
P. CLARKE – CHIEF SUPERINTENDENT/CEO  
REPORT 2017-2018 / PLAN 2018-2019



## Table of Contents

EXECUTIVE SUMMARY .....	3
PLANNING .....	5
Broad Priorities .....	5
Strategic Priorities .....	5
Key Performance Indicators .....	6
1. Students .....	6
2. Learning Outcomes .....	6
3. Addressing Barriers to Learning .....	6
4. Employees .....	6
5. Fiscal Responsibility .....	6
6. Communications and Partnerships with Community .....	6
7. Sustainability .....	6
Plan Requirements .....	7
REPORTING .....	8
Overview .....	8
ANNUAL REPORT ON CONTINUOUS IMPROVEMENT .....	8
1. WSD Profile .....	8
a. Overview .....	8
➤ Demographic .....	8
➤ Geographic .....	9
➤ Equity .....	10
➤ Strengths .....	10
➤ Challenges .....	10
b. Senior Administration Team .....	11
c. Division Staffing Profile .....	11
➤ Grant Supported Positions .....	11
d. Student Population .....	12
e. Sustainable Development .....	12
1. Division website links .....	12
2. Report on Data – Learning Outcomes .....	12
❖ Grade 3 Provincial Assessment .....	13
- Reading .....	13
- Numeracy .....	13
❖ Grade 9 Successful Credit Attainment .....	14
- ELA .....	14
- Numeracy .....	14

❖ <i>High School Graduation and Course completion rates</i> .....	15
❖ <i>K-12 French Immersion</i> .....	16
- Enrollment Trends .....	16
- Outcomes .....	16
3. Reporting on Grants.....	16
<i>a. Aboriginal Academic Achievement (AAA)</i> .....	16
<i>b. Literacy and Numeracy</i> .....	16
4. Financial Declaration .....	17
5. Education for Sustainable Development .....	18
ANNUAL PLAN FOR CONTINUOUS IMPROVEMENT .....	19
1. Process – Establishment of Measurable Targets .....	19
2. Supports/Direction for Professional Growth.....	22
CONCLUSION .....	23



## EXECUTIVE SUMMARY

---

### Overview

Established in 1871, Winnipeg School Division (WSD) is Manitoba's most culturally and socio-economically diverse school division in the Province. It is also Manitoba's first and largest division, with 78 schools and more than 33,000 students from nursery to Grade 12, and nearly 6,000 staff.

For the fiscal year 2016-2017 the total budget for the Division was \$396 million with 61% of that coming from the Province of Manitoba, 37% from property taxes and about 2% from other sources. The largest expenditures are for instruction (52.7%), student support services (23.2%) and operations and maintenance (12.5%).

Roughly 25% of the student population living with their parents are immigrants and over 23% are Indigenous, the largest percentage in Winnipeg. The Division has a high concentration of low-income households. Of the 78 schools in the Division, 17 had an average income below \$40,000 and 24 had income below \$50,000.

### The Environment

New competencies will be required for future graduates to succeed in an economy increasingly focussed on knowledge. Mastery of math, literacy and problem-solving skills will be necessary to find employment in STEM fields (science, technology, engineering and math).

Stakeholder expectations are that schools will prepare students for the changing environment and career opportunities while also operating sustainably. There is increased awareness of cultural, equity and economic differences and the need to incorporate programs to address these challenges to learning.

### Purpose

Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

### Vision

Our vision is for current and future people learning and working within Winnipeg School Division to be engaged, confident, inspired, and successful learners.

### Strategic Priorities

- Students
- Learning Outcomes
- Addressing Barriers to Learning
- Employees
- Fiscal Responsibility
- Communications and Partnerships with Community
- Sustainability

### WSD Planning and Reporting Framework

The Winnipeg School Division's planning and reporting processes provide important data on student achievements and educational outcomes. Following Manitoba's K-12 Framework for Continuous Improvement ("Framework") it ensures coherence, capacity building, data-informed decision making and shared responsibility for student achievement. The Framework's specific requirements are to ensure:

- that accountability is embedded in planning and reporting to ensure high levels of academic achievement in literacy and numeracy for all students;

- disaggregated student achievement data (provided by the Department) is examined and analyzed to understand better trends and patterns to inform instruction and develop appropriate supports for all students;
- literacy and numeracy is established as a priority;
- planning and reporting is incorporated for all grants; and
- continuous assessment, monitoring and reporting of progress is done in relation to WSD's identified targets and Provincial mandates.

Based on the Strategic Plan, and the Planning and Reporting Framework, the following comprehensive document has been developed to ensure the continued success of WSD students and staff.



### Broad Priorities

The Winnipeg School Division believes school division planning is important because it aligns goals with planned actions. Working jointly with other school divisions and education partners, WSD helped to develop this Framework, whereby the following priorities were developed:

- Increasing student achievement in literacy and numeracy, especially with regard to Aboriginal students;
- Four broad Kindergarten to Grade 12 areas:
  - 1) **High Levels of Achievement** – is our expectation for **all** students, reflecting their individualized programming both in terms of academic achievement and other domains. Reaching high levels of achievement will look different for each student depending on their circumstances, abilities and needs (e.g. students with special needs).
  - 2) **Equity and Inclusion** – are foundational to support the uniqueness and diversity of all students, respecting their backgrounds and/or personal circumstances, so that they can be successful. Application of these principles is essential for the education system and must be integrated into all policies, programs, operations and practices.
  - 3) **Citizenship, Sustainability and Wellbeing** – are essential to ensure that all students are prepared in their role as global citizens who are sensitive to and have respect for other cultures and are prepared for active involvement in addressing issues of economic, social-cultural, and environmental sustainability. The cognitive, emotional, social and physical (and for some, spiritual) domains of wellbeing must be supported to meet the conditions needed for students to learn, grow and develop a positive sense of self.
  - 4) **Public Engagement** – is fundamental to ensure parents, education partners and communities have the opportunity to learn, be heard, share perspectives and participate in decisions around education.

### Strategic Priorities

In addition to the four broad priorities listed above, Winnipeg School Division's strategic priorities reflect the **local community**. These strategic priorities guide decision-making by WSD trustees, administrators, teachers, and staff.

- **Students** – *To provide robust and comprehensive education, equitable access, diverse opportunity, and a supportive learning environment for all students to help them prepare for their journey with values of learning and social justice, and to be responsible community members.*
- **Learning Outcomes** – *To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.*
- **Addressing Barriers to Learning** – *To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs, and nutritional needs.*
- **Employees** – *To retain, attract and develop our valued staff who are dedicated to the vision, purpose, values, and Principles of Learning of Winnipeg School Division, and reflect community diversity.*
- **Fiscal Responsibility** – *To provide responsible management of tax dollars and resources to ensure long-term fiscal sustainability and accountability of the programs, facilities, and services that we provide.*
- **Communications and Partnerships with Community** – *To further develop communications and partnerships with the communities we serve, parents, families, government, businesses, health and social service agencies, Indigenous education, other community organizations, and our valued volunteers.*
- **Sustainability** – *To strengthen and enhance sustainable development initiatives that address environmental, social, and economic issues.*

*Note: In the first 18 months of the Strategic Plan 2016-2020, WSD has shown good progress and action has started on all 34 strategies within the 7 Strategic Priority Areas of the Plan.*

## Key Performance Indicators

Winnipeg School Division has developed a group of key performance indicators (KPIs) that align with our strategic priorities. In addition, the Administration tracks and measures a range of quantitative and qualitative indicators to assess the effectiveness of our operations and programs. The following KPIs correspond to the key strategic areas.

### 1. Students

- Student achievement and performance locally, provincially, and nationally.
- Satisfaction and well-being survey of students and parents.
- Percentage of students at grade-level in literacy and math.

### 2. Learning Outcomes

- Percentage of students attending school 90% of the time
- High school graduation and course completion rates.

### 3. Addressing Barriers to Learning

- Programs / initiatives to address accessibility, equity and social well-being.
- Stability and mobility of children and families.

### 4. Employees

- Rate of employee retention / turnover (%)
- Diversity of school division staff – Equity Report (employee self-declaration)
- Comprehensive Employee Engagement Strategy
- Promote leadership opportunities

### 5. Fiscal Responsibility

- Financial plans and results (annual budgets, annual reports, and audited financial statements)
- Cost savings achieved in current year.
- Budget to actual expenses (% variance).
- Percentage of funding allocated directly to schools compared to division administration.

### 6. Communications and Partnerships with Community

- Number of partnerships developed that support the objectives of the strategic plan
- Number of student placements for career and life skill development
- Staff providing volunteer hours in the community and number of volunteers working in the school division
- Number of joint services with community organizations

### 7. Sustainability

- Carbon footprint of WSD operations.
- Water and energy consumption, volume of recycling
- Programs and initiatives that address the Education for Sustainable Development plan through the five lenses of sustainability.
- Use of low emitting materials in all operations.



## Plan Requirements

To address the goals of high levels of academic achievement in literacy and numeracy, especially with regard to Aboriginal students, and plan for English, French Immersion and Francais programs, the Winnipeg School Division Plan includes the following elements:

### A. Plan details

- There are clear outcomes with specific success criteria established;
- Details of the sequence of actions and timelines are applied to the plan;
- Roles and responsibilities are outlined (i.e. who will do what, when, and how); and
- Monitoring systems that are in place to help assess the progress, determine corrective courses of action as necessary, and identify the benchmarks.

### B. Targets

- Using Provincial baseline data (in literacy and numeracy), WSD will work on setting realistic and measurable targets for all students and all languages of instruction, including specific planning for the Literacy and Numeracy grant;
- Specific planning for the Aboriginal Academic Achievement (AAA) grant, with a minimum of 50% used for addressing academic achievement in literacy and numeracy; and
- Specific planning for the English as an Additional Language (EAL) grant.

### C. Grants

- Utilization of the Career Development initiative;
- Utilization of the Technology Education program funding;
- Utilization of the Learning to Age 18 Coordinator; and
- Utilization of the Early Childhood Development initiative.

### D. French Language

- Utilization of the French Language Review to inform planning.

### E. Instructional Leadership

- An implementation plan for enhancing instructional leadership.

### F. Stakeholder involvement

- Consultation with stakeholders in the development of the WSD plan. Include the Roles and Responsibilities – Planning, for the Department and WSD.

## Overview

The Winnipeg School Division collects and analyzes student achievement data to inform and guide the division in instructional practice and school division planning and reporting. The reporting process also establishes consistency among school divisions regarding the student achievement data and statistics so that targets can be set to ensure continuous improvement. This information is formalized in the *Annual Report on Continuous Improvement*.

This report communicates Winnipeg School Division’s progress related to high levels of academic achievement in literacy and numeracy, especially with regard to Aboriginal students, and English, French Immersion and Francais programs.

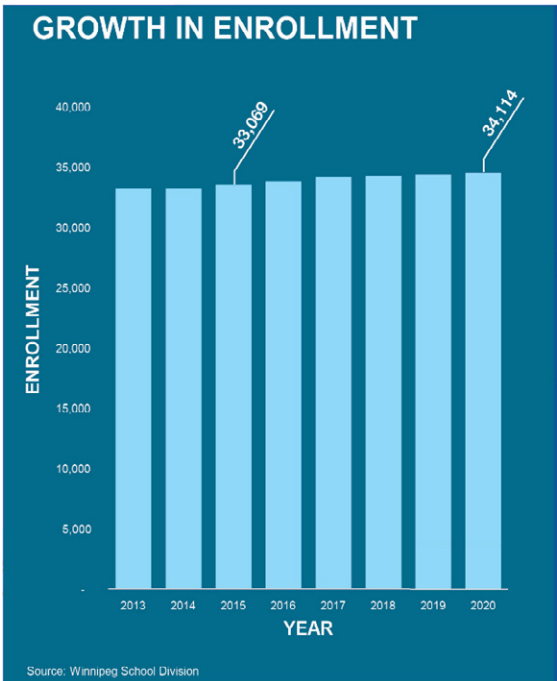
## ANNUAL REPORT ON CONTINUOUS IMPROVEMENT

### 1. WSD Profile

Winnipeg School Division is Winnipeg’s most culturally and socio-economically diverse division. Winnipeg School Division plays a leading role in education in the City of Winnipeg and the Province of Manitoba. There are 78 schools in WSD and the highest student population in Winnipeg, with more than 33,000 students from Nursery through Grade 12.

#### a. Overview

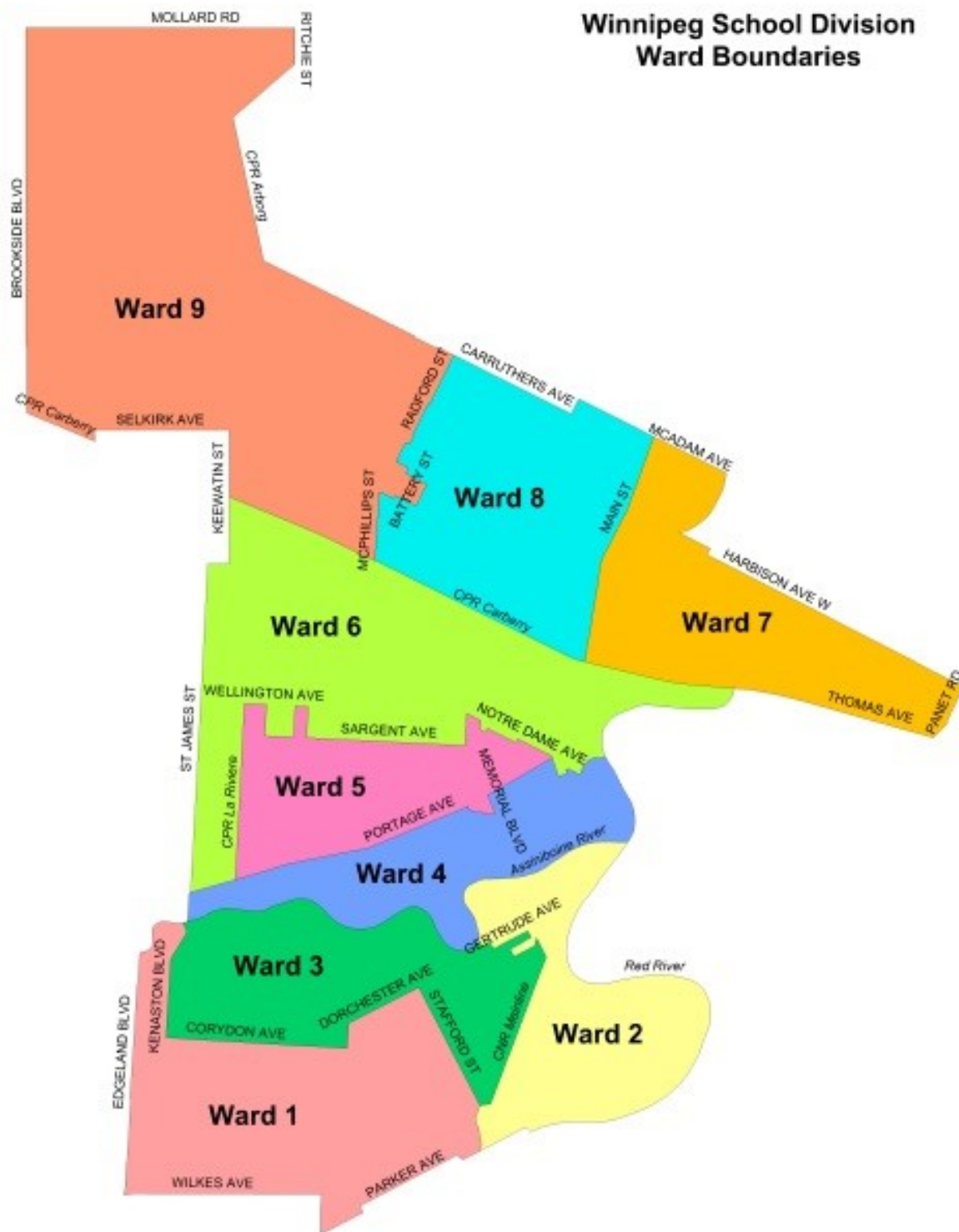
##### ➤ Demographic



- Growth in enrollment in Winnipeg School Division is expected to increase through 2020 to over 34,000 students.
- Nearly one-quarter of Winnipeg School Division students living with their parents are recent immigrants. English and another language are spoken in the homes of 37% of students.
- WSD has approximately 7,000 students who are newcomers and refugees to Canada. WSD is proactive with various organizations to provide services for newcomers such as counseling, referrals, vision and hearing testing, and increasing language proficiency.
- Winnipeg School Division has the highest percentage of Indigenous students in Winnipeg, representing over 23% of students.

➤ **Geographic**

As the map illustrates, WSD has 9 Wards covering a large part of Winnipeg.





### ➤ Equity

In 2016-2017 the Winnipeg School Division revised specific policies and introduced programing to reflect accurately its priorities, values, purpose and vision. These policies and programs were introduced this year to ensure a positive learning environment that respects the intrinsic value of each student with an underpinning of social justice, inclusiveness, and a safe environment; a robust and challenging curriculum, well-trained staff, adequate technology, and equitable access to learning opportunities; and provide students opportunities and educational means to develop their own skills, talents, and life plan.

Four important new policies were passed that enhance social justice inclusiveness and a safe environment:

- **The Human Rights Policy** demonstrates the Division's commitment to creating and maintaining an environment in which students, parents and employees are aware of and respect the rights and human dignity of others.
- **Diversity and Equity Education Policy** commits the Division to an educational philosophy that recognizes the fundamental equality of people of all origins, abilities, gender identity, sexual orientation, age, ethnic origin, ancestry, culture, socio-economic background or status, religion or spirituality, family status, mental and physical abilities, physical features including body size and shape, intelligence or ability, learning preferences, ancestry or place of birth, first language or mother tongue.
- **Safe and Caring Policy – Trans and Gender Diverse Students and staff** commits to providing learning opportunities, dignity, respect and equity for all including trans and gender diverse students and staff.
- **Right to Participate Policy** was created in regard to student activities and supplemental school fees to ensure that no student is excluded from participating in activities based on their ability to pay supplemental school fees.

### ➤ Strengths

Winnipeg School Division has many success stories of our students, leading examples of innovation and technology, and many amazing teachers, administrators, and staff dedicated to serving our children everyday. WSD continues to be committed to improving graduation rates. Through student services programs that promote healthy minds, the Aboriginal Graduation Program and many other initiatives, we are seeing more and more young people thrive in our schools and achieve their diplomas. We are also welcoming more newcomers and refugees to our division every year and are thankful for the diversity and multiculturalism that we enjoy among our students and staff.

Partnerships are a key foundation for Winnipeg School Division and we are grateful for the many community, provincial and federal organizations who work with us throughout the year. It is because of these commitments to each other that we are able to deliver on our promise of a learning environment that fosters the growth of each student's potential and provide equitable opportunity to develop the knowledge, skills and values necessary for meaningful participation in a global and diverse society.

### ➤ Challenges

One of the barriers to learning is the stability and mobility of children and families. The data collected at the elementary and secondary levels has shown a slight improvement in stability and mobility over the past three years. Demographics also show:

- an increasing number of children are in care or are known to CFS
- there is an increased number of children entering school with emotional challenges and
- it is very difficult to find trained teachers to staff French Immersion / Indigenous programs.

### ***b. Senior Administration Team***

Chief Superintendent/Chief Executive Officer  
Superintendent of Planning and System Services  
Superintendent of Education Services - Curriculum and Learning Innovation  
Superintendent of Education Services - Equity and Diversity, Inclusive Education  
Director of Enrichment and Science  
Director of Assessment and Instruction  
Director of Aboriginal Education and Newcomer Services  
Director of Career Education  
Director of Student Services  
Director of Research, Planning and Technology Services  
Director of Buildings  
Secretary-Treasurer/Chief Financial Officer  
Assistant Secretary-Treasurer/Director of Finance  
Chief Human Resources Officer

### ***c. Division Staffing Profile***

<b>DIVISION STAFFING PROFILE</b>	
<b>FULL-TIME EQUIVALENTS</b>	<b>NO.</b>
Principals	<b>80</b>
Vice-principals	<b>64</b>
Teachers	<b>1,874</b>
Counsellors	<b>58</b>
Resource teachers	<b>42</b>
Teachers supporting special needs low-enrolment classes	<b>143</b>
Educational assistants	<b>1,166</b>
Speech language pathologists	<b>20</b>
Reading clinicians	<b>8</b>
Occupational therapists	<b>0</b>
Physiotherapists	<b>0</b>
Psychologists	<b>27</b>
Social workers	<b>31</b>
Other professional staff – Clinical Support Services Area Service Directors	<b>6</b>
Consultants	<b>18</b>
Total staff	<b>7,165</b>

#### **➤ Grant Supported Positions**

- Aboriginal Education Consultants (Aboriginal Academic Achievement Grant) - 1.0 position
- Aboriginal Academic Achievement Support Teachers (Aboriginal Academic Achievement Grant) - 4.0 positions
- Indigenous Programming Support Teacher (Aboriginal Academic Achievement Grant) - 4.0 positions
- Career Education Support Teachers (Career Education Grant) - 1.50 positions
- Learning to 18 Support Teacher (Learning to 18 Grant) - 1.0 position
- Literacy Intervention Support Teachers (Aboriginal Academic Achievement Grant) - 5.0 positions
- Mathematics Support Teacher (Early Literacy/Numeracy Initiative) - 1.0 position
- Reading Recovery Teacher Leaders (Early Literacy/Numeracy Initiative) - 2.70 positions
- Reading Recovery Teachers - 19.98 positions.

#### d. Student Population

Disaggregation	No. of Students	Percentage of Student Population
<b>Total Number of Students</b>	<b>33,249</b>	<b>100.0%</b>
English as an Additional Language (EAL)	6,967	21.0%
Self-declared Aboriginal	7,914	23.8%
Other Information:		
Students in Language Programs comprised of:	4,688	14.1%
- <i>French Immersion</i>	4,304	12.9%
- <i>Late French Immersion</i>	82	0.2%
- <i>Hebrew</i>	205	0.6%
- <i>Ukrainian</i>	63	0.2%
- <i>Spanish</i>	18	0.1%
- <i>Ojibway</i>	10	.03%
- <i>Cree</i>	6	.02%
Balance of students	13,680	41.1%

#### e. Sustainable Development

WSD is providing leadership in programs and initiatives that address sustainable development by avoidance of CO<sub>2</sub> emissions (43.7 tonnes since 2003), reducing water consumption (by 49% since 2002), using low emitting materials and products throughout WSD, and ongoing upgrades of building systems that will further reduce our carbon footprint.

Education for Sustainable Development	No. of Schools
Number of schools in the division	78
Number of schools with an ESD plan	78

### 1. Division website links

- WSD website:

<https://www.winnipegssd.ca>

- WSD 2016-2017 Annual Report to the Community:

<https://www.winnipegssd.ca/About%20WSD/annual-report/Pages/default.aspx>

- WSD Strategic Plan 2016-2020:

<https://www.winnipegssd.ca/About%20WSD/Pages/Strategic-Plan-2016-2020.aspx>

### 2. Report on Data – Learning Outcomes

Literacy and Numeracy promotes 4 C Learning (critical thinking, curiosity, communication, and collaboration). This is achieved through the Science, Technology, Engineering, Arts, Mathematics (STEAM) Programs, Innovative Teaching and Learning Leaders Program, Makerspace, and other school-based initiatives. WSD is building on existing initiatives to expand implementation. The following data shows that good progress is being made over the past several years but more work is still needed to ensure consistency across the Division.



### ❖ Grade 3 Provincial Assessment

- Reading – Percentage of students who met expectations in all three Reading sub-competencies:

ELA – GRADE 3 READING					
(in percentages)	Fall 2009 (start)	Fall 2015	Fall 2016	Fall 2017	% Change 2009 to 2017
Provincial	42.6	46.4	47.3	47.2	<b>10.8%</b>
WSD	26.2	33.5	36.9	39.5	<b>50.8% <sup>(2)</sup></b>
Difference <sup>(1)</sup>	-16.4	-12.9	-10.4	-7.7	
<b>Disaggregation:</b>					
- Girls	29.1	36.1	40	43.3	<b>48.8%</b>
- Boys	23.5	31.2	34.2	35.9	<b>52.8%</b>
- Non-Indigenous	32.4	38.8	42.4	46.4	<b>43.2%</b>
- Indigenous	14.7	23.3	24.3	23.9	<b>62.6%</b>
- Non-EAL	27.1	34.2	38.7	39.6	<b>46.1%</b>
- EAL students	23.5	31.4	31.1	39.1	<b>66.4%</b>
- Non-CFS	26.7	34.2	37.4	40.5	<b>51.7%</b>
- Children in Care	8.7	17.3	26.4	23.5	<b>170.1% <sup>(3)</sup></b>

<sup>(1)</sup> Fall 2009, the unfavourable gap between the Province and WSD was 16.4%. Fall 2017, the gap between the Province and WSD was 7.7%. The gap decreased by 8.7% over this time period. The closing of the gap indicates an improvement in WSD's student Grade 3 Reading outcomes over the last eight years.

<sup>(2)</sup> WSD's percentage change from 2009 to 2017 showed improved Grade 3 Reading outcomes by over 50%, an increase over the eight years. The Province's change was 10.8%.

<sup>(3)</sup> The percentage increase from 2009 to 2017 in EAL students and Children in Care reflects the commitment and challenges WSD has in addressing barriers to learning. The literacy programs and initiatives WSD employs are directly related to helping these students.

- Numeracy – Percentage of students who met expectations in all four Numeracy sub-competencies:

ELA – GRADE 3 NUMERACY					
(in percentages)	Fall 2009 (start)	Fall 2015	Fall 2016	Fall 2017	% Change 2009 to 2017
Provincial	25.9	34.2	34.6	35.2	<b>35.9%</b>
WSD	16.8	33.6	37.6	39.1	<b>132.7% <sup>(2)</sup></b>
Difference <sup>(1)</sup>	-9.1	-0.6	3	3.9	
<b>Disaggregation:</b>					
- Girls	12.8	31.3	35.1	36.7	<b>186.7%</b>
- Boys	20.6	35.8	39.7	41.3	<b>100.5%</b>
- Non-Indigenous	21.4	38.8	43.5	45.5	<b>112.6%</b>
- Indigenous	8.2	23.6	24.1	24.4	<b>197.6%</b>
- Non-EAL	17.3	32.9	39.2	39.1	<b>126.0%</b>
- EAL students	15	35.8	32.1	39.1	<b>160.7%</b>
- Non-CFS	17.1	34.2	38.2	40	<b>133.9%</b>
- Children in Care	4.3	20	24.1	24.5	<b>469.8% <sup>(3)</sup></b>

<sup>(1)</sup> Fall 2009, the unfavourable gap between the Province and WSD was 9.1%. Fall 2017, the gap between the Province and WSD was a favourable 3.9%. The gap decreased by 13.0% over this time period. The closing of the gap and results higher than the Province indicates improvement in WSD's student Grade 3 Numeracy outcomes over the last eight years.

<sup>(2)</sup> WSD's percentage change from 2009 to 2017 showed improved Grade 3 Numeracy outcomes by over 132%. A tremendous positive increase over the eight years. The Province's change was much lower at 35.9%.

<sup>(3)</sup> The percentage increase from 2009 to 2017 in EAL students and Children in Care illustrates the commitment and challenges WSD has in addressing barriers to learning. The Numeracy programs and initiatives WSD employs are directly related to helping these students.

## ❖ Grade 9 Successful Credit Attainment

- **ELA** – Percentage of first-time Grade 9 students who attained an English Language Arts (0001/0008/0021) 10F/10E/10M credit by year-end:

ELA – GRADE 9 CREDIT ATTAINMENT					
(in percentages)	2009/2010 (start)	2014/2015	2015/2016	2016/2017	% Change 2009 to 2017
Provincial	88.3	89.3	90.2	89.7	1.6%
WSD	77.4	83.6	85.3	85.1	9.9% <sup>(2)</sup>
Difference <sup>(1)</sup>	-10.9	-5.7	-4.9	-4.6	
<b>Disaggregation:</b>					
- Girls	78.7	84.6	86.9	85.8	9.0%
- Boys	76.2	82.6	83.7	84.5	10.9%
- Non-Indigenous	84.6	90.7	91.6	92.9	9.8%
- Indigenous	53.6	61.1	64.6	60.6	13.1%
- Non-EAL	76.7	79.4	81.6	80.8	5.3%
- EAL students	80.9	92.4	92.6	92.9	14.8% <sup>(3)</sup>
- Non-CFS	78.7	84.6	86.5	86.4	9.8%
- Children in Care	39.5	56.5	46.4	57.9	46.6% <sup>(3)</sup>

<sup>(1)</sup> Fall 2009/2010, the unfavourable gap between the Province and WSD was 10.9%. Fall 2016/2017, the gap between the Province and WSD was 4.6%. The gap decreased by 6.3% over this time period. The closing of the gap indicates a significant improvement in WSD's Grade 9 students who were successful in ELA credit attainment.

<sup>(2)</sup> WSD's percentage change from 2009/2010 to 2016/2017 showed improved Grade 9 ELA credit attainment outcomes by almost 10% over the eight years. The Province's change was 1.6% over the same time period.

<sup>(3)</sup> **The percentage increase from 2009/2010 to 2016/2017 in EAL students and Children in Care illustrates the commitment and challenges WSD has in addressing barriers to learning. The literacy programs and initiatives WSD employs are directly related to helping these students.**

- **Numeracy** – Percentage of first-time Grade 9 students who attained a Mathematics (0080) 10F/10E/10L/10M credit by year-end:

MATHEMATICS – GRADE 9 CREDIT ATTAINMENT					
(in percentages)	2009/2010 (start)	2014/2015	2015/2016	2016/2017	% Change 2009 to 2017
Provincial	85.3	87.2	88.3	88	3.2%
WSD	73.7	83.3	83.9	83.9	13.8% <sup>(2)</sup>
Difference <sup>(1)</sup>	-11.6	-3.9	-4.4	-4.1	
<b>Disaggregation:</b>					
- Girls	72.7	83.9	84.4	84.3	16.0%
- Boys	74.6	82.8	83.4	83.5	11.9%
- Non-Indigenous	82.2	91.7	91.3	91.6	11.4%
- Indigenous	45.5	57.1	59.5	59.5	30.8%
- Non-EAL	72.1	78.2	78.5	79.3	10.0%
- EAL students	81.7	94.1	94.3	92	12.6% <sup>(3)</sup>
- Non-CFS	74.9	84.3	85	85.2	13.8%
- Children in Care	38.2	57.6	47.8	55.8	46.1% <sup>(3)</sup>

<sup>(1)</sup> Fall 2009/2010, the unfavourable gap between the Province and WSD was 11.6%. Fall 2016/2017, the gap between the Province and WSD was 4.1%. The gap decreased by 7.5% over this time period. The closing of the gap indicates improvement in WSD's Grade 9 students who were successful in Mathematics credit attainment.

<sup>(2)</sup> WSD's percentage change from 2009/2010 to 2016/2017 showed improved Grade 9 Mathematics credit attainment outcomes by almost 14%. A positive increase over the eight years. The Province's change was 3.2% during the same period.

<sup>(3)</sup> **The percentage increase from 2009/2010 to 2016/2017 in EAL students and Children in Care illustrates the commitment and challenges WSD has in addressing barriers to learning.**

### ❖ *High School Graduation and Course completion rates*

WSD is maintaining and expanding projects and initiatives that demonstrate results in improving attendance and graduate rates. WSD provides a dashboard to help Principals and Teachers to see what's affecting student attendance and graduation rates. Overall, there has been stable attendance with an improving graduation rate.

Percentage of students attending school 90% of the time:

(in percentages)	2014/2015	2015/2016	2016/2017	% Change 2015/2016 to 2016/2017
<b>GRADUATE RATES:</b>		85.6% <sup>(1)</sup>		
<b>COMPLETION RATES:</b>				
<i>ELA Course Pass Rates:</i>				
- Grade 7	92.4	91.0	93.1	<b>0.8%</b>
- Grade 8	92.0	91.8	90.9	<b>-1.2%</b>
- Grade 9	74.5	76.2	77.2	<b>3.6%</b>
- Grade 10	66.3	68.9	70.9	<b>6.9%</b>
- Grade 11 (literacy focus)	69.8	72.1	74.5	<b>6.7%</b>
- Grade 12 (literacy focus)	91.9	90.9	93.8	<b>2.1%</b>
<i>Math Course Pass Rates:</i>				
- Grade 7	91.6	89.6	92.3	<b>0.8%</b>
- Grade 8	90.1	87.8	87.8	<b>-2.6%</b>
- Grade 9	72.5	74.4	75.6	<b>4.3%</b>
- Grade 10 (pre-calculus)	79.2	81.6	81.6	<b>3.0%</b>
- Grade 11 (pre-calculus)	77.0	80.0	82.9	<b>7.7%</b>
- Grade 12 (pre-calculus)	81.9	83.9	81.6	<b>-0.4%</b>

<sup>(1)</sup> Until 2016, Manitoba Education and Training published a proxy cohort high school graduation rate, which was the ratio of the total number of graduates reported by high schools at the end of every academic year to the total Grade 9 enrolment in these schools four years prior to the year of graduation. Provincial graduation rates are now calculated by following students from grade 9 for 6 years until graduation from any school division in the Province. WSD is working on better tracking of graduation rates. WSD notes a marked increase in the graduation of Indigenous students.

<sup>(2)</sup> ELA course pass rates have generally trended positively and improved in all grades except Grade 8 from 2014/2015 to 2016/2017. Grades 11 and 12 also have pass rates for comprehensive focus and transactional focus, which have improved for Grade 11 and have decreased for Grade 12.

<sup>(3)</sup> Math course pass rates have generally trended positively and improved in all grades except Grade 8 and Grade 12 from 2014/2015 to 2016/2017. Grades 10, 11 and 12 also have pass rates for essential math and applied math, which have improved for Grades 10 and 11, as well as for applied math in Grade 12, and only slightly declined for essential math in Grade 12.



## ❖ K-12 French Immersion

### - Enrollment Trends

(in numbers)	2014/2015	2015/2016	2016/2017	% Change 2014/2015 to 2016/2017
- Grade 1	542	500	521	-3.87%
- Grade 2	461	515	478	3.69%
- Grade 3	449	442	473	5.35%
- Grade 4	366	418	410	12.02%
- Grade 5	341	344	391	14.66%
- Grade 6	283	325	328	15.90%
- Grade 7	279	276	326	16.85%
- Grade 8	234	273	255	8.97%
- Grade 9	196	201	220	12.24%
- Grade 10	165	184	183	10.91%
- Grade 11	143	160	173	20.98%
- Grade 12	135	142	159	17.78%
	3594	3780	3917	8.99%

### - Outcomes

French Language Arts students in Winnipeg School Division continue to perform very well. The division will continue to engage with teachers exploring strategies that have been effective in promoting student success as well as implementing the new French curriculum. The high percentage pass rates are based on Report Card grade of 3 or 4.

## 3. Reporting on Grants

### a. Aboriginal Academic Achievement (AAA)

Through the AAA grant, WSD has made significant progress in implementing Indigenous education initiatives and is continuously developing Indigenous education initiatives. In progress to-date are:

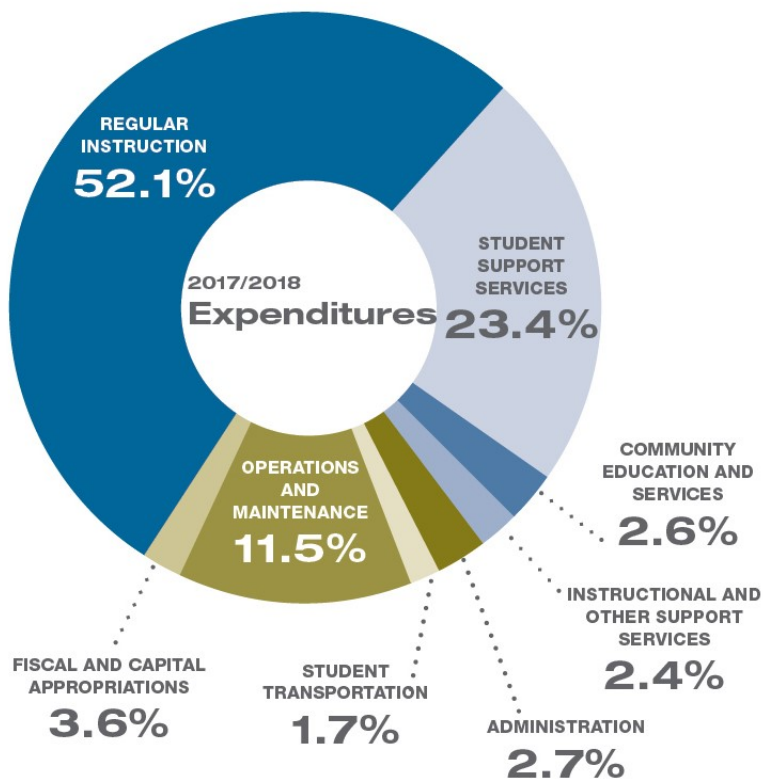
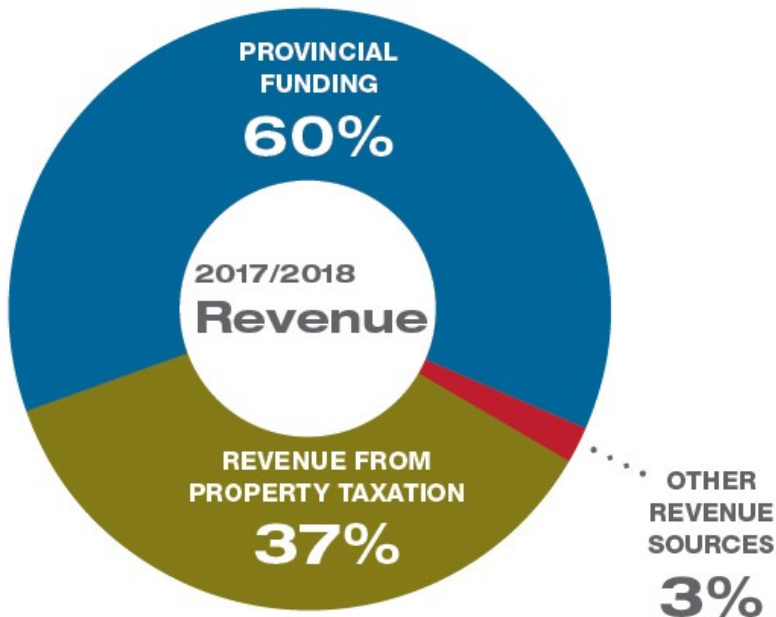
- Indigenous Programming Support Teachers provide professional learning opportunities for Principals, Teachers, Education Assistants, and Community Support Workers.
- Treaty Education Training is provided and supported in the classrooms.
- Grad Coaches in four high schools supported 538 Indigenous students resulting in positive increases in graduate attendance and credit attainment.
- Indigenous Leaders within WSD engage in a Path Exercise to create a 3-4-year Indigenous Education Plan which established seven Action Areas.
- WSD is targeting actions to focus on effectiveness of programs and is reviewing the Indigenous Education Policy.

### b. Literacy and Numeracy

- The bulk of this money is used for the Reading Recovery program, a program the Division has offered for many years. The funding covers approximately 23 teaching positions and the Division supplements this amount. Detailed reports with the data for students are provided to the Provincial Government on an annual basis. Please refer to that information.
- The Division also applied a small amount of the funding to provide training in Math for teachers in Grades 5 to 8. The Division continued to work with Kim Langen through the WSD Math Course.

#### 4. Financial Declaration

WSD provides responsible management of tax dollars and resources to ensure long-term fiscal sustainability and accountability of the programs, facilities, and services provided to their community. This includes transparency in the reporting of finances and operations, annual budgets and consultation, implementing long-term capital plans, prioritizing infrastructure renewal, effectively allocating resources, and seeking operational efficiencies.



## 5. Education for Sustainable Development

- WSD Education for Sustainable Development

<https://www.winnipeg.ca/About%20WSD/sustainabledevelopment/Pages/default.aspx>



## ANNUAL PLAN FOR CONTINUOUS IMPROVEMENT

The Winnipeg School Division 2018/2019 Plan is the result of the consolidation of individual school plans or reports and input from Division leaders, consistent with the principles of the 2016-2020 Winnipeg School Division Strategic Plan. All school reports and plans are examined by WSD Senior Administration, and are reviewed with Principals and Vice-Principals during school visits and monthly cluster meetings.

In addition to school specific priorities, Division leaders were asked to consider the following Divisional priorities:

1. **Students** – To provide robust and comprehensive education, equitable access, diverse opportunity and a supportive learning environment for all students to help them prepare for their journey with learning and social justice and to be responsible community members.
2. **Learning outcomes** – To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.
3. **Addressing barriers to learning** – To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs and nutritional needs.

*These items were reviewed by the Chief Superintendent/CEO with all Principals and Vice-Principals in August 2018, with a full-day meeting held at the end of October 2018 to identify specific targets. These discussions (as well as the Cluster meetings) are ongoing.*

### 1. Process – Establishment of Measurable Targets

The Winnipeg School Division is committed to the development of a process for the establishment of measurable targets, at the level of both the school, and the Division as a whole, relative to Divisional and Provincial priorities and assessments. At this time, the following have been identified as key areas requiring attention **and strategies for addressing them**:

<b>Literacy</b>	<b>Target</b>	<b>Rationale</b>	<b>Strategies</b>
<b>Nursery to Grade 6</b>	Increase the percentage of Grade 3 students who meet expectations in all three reading sub-competencies, with a focus on further closing the gap between WSD data and the provincial benchmark.	Between 2009 and 2017, the gap decreased by 8.7%, with consistent decreases over the last three years. Over the same time period, the WSD percentage change showed improved Grade 3 reading outcomes by over 50%, while the province's change was 10.8%.	Continue to offer support for struggling learners, relevant professional development for teachers and evaluate programs such as Read to Me for effectiveness in improving how students listen, speak, read and write, with an emphasis on vocabulary development and use, fluency and language conventions.

<b>Grades 7 and 8</b>	Increase the percentage of Grade 8 students who meet mid-grade expectations in all three sub-competencies in reading comprehension and expository writing.		Continue to support teachers in using data to plan for learning.
<b>Grades 9 to 12</b>	Increasing the number of age appropriate grade 9 students who are successful, in their first attempt, in earning an English Language Arts (0001/0008/0021 – 10F/10E/10M) credit by year end with a focus on narrowing the gap between WSD data and the provincial benchmark.	Between 2009 and 2017, the gap decreased by 6.3%, while the overall success rate in the WSD increased by almost 10% in that time.	Continue to support literacy programs and initiatives supporting all students, with an emphasis on increasing achievement levels of Indigenous and EAL students, and children in care.
	Increasing the average score received on the Grade 12 English Language Arts Provincial Standards Test, with a goal of meeting or exceeding the provincial average.	Since 2009, WSD data has hovered just slightly below the provincial average with the gap being just 1.8%.	The marker training and specific supports for data analysis will continue.

<b>Numeracy</b>	<b>Target</b>	<b>Rationale</b>	<b>Strategies</b>
<b>Nursery to Grade 6</b>	Increase the percentage of Grade 3 students who meet expectations in all four numeracy sub-competencies.	Between 2009 and 2017, the WSD has closed the gap, and surpassed the provincial benchmark. The disaggregated data shows tremendous growth in all demographics, reflective of the divisional commitment to supporting all students in numeracy development.	Continue to offer support for struggling learners, relevant professional development for teachers and evaluate current programs and initiatives for effectiveness in improving how students' understanding of representations of, and operations on, number, including mental mathematics.

<b>Grades 7 and 8</b>	Increase the percentage of Grade 7 students who meet mid-grade expectations in all five sub-competencies in number sense and number skills.		Continue to support teachers in using data to plan for learning, developing outcome based assessment and bridging the gap between elementary and secondary mathematics.
<b>Grades 9 to 12</b>	Increasing the number of age appropriate grade 9 students who are successful, in their first attempt, in earning a Mathematics (0080 – 10F/10E/10L/10M) credit by year end with a focus on narrowing the gap between WSD data and the provincial benchmark.	Between 2009 and 2017, the gap decreased by 7.5%, while the overall success rate in the WSD increased by almost 14% in that time.	Continue to support teachers in differentiating instruction and assessment for/as/of learning, and bridging the gap between middle and senior years mathematics.
	Increasing not only the average score received, but the pass rate, for the Grade 12 Pre-Calculus, Applied and Essential Mathematics Provincial Achievement Tests, with a focus on narrowing the gap between WSD data and the provincial average for Applied and Essential Mathematics.	Since 2009, WSD data for Applied Mathematics has remained below the provincial average, while WSD data for Essential Mathematics has hovered at or slightly below the provincial average.	Continue to offer support for struggling learners, and relevant professional development for teachers to improve students' mathematical thinking, including pre-proportional and algebraic reasoning, and communication. Continue the partnership with the University of Manitoba/ University of Winnipeg regarding the teaching of calculus.



## 2. Supports/Direction for Professional Growth

The Winnipeg School Division 2018/2019 Plan is supported by a network of community partnerships and dedicated professionals, including a newly restructured Professional Support Services team. The WSD has moved from domain-specific Consultants and Support Teachers to a team of Program Leads and Program Support Teachers who will be equipped to support literacy and numeracy across all content areas, in addition to providing support to their own area of expertise. The new structure came into effect September 1, 2018, and initial efforts have been concentrated on developing team competencies relative to program management, inquiry and data analysis. Strengthening Program Lead and Program Support Teacher leadership skills and dispositions will continue throughout the year, increasing the capacity, and evolving the nature, of the support available to schools.

Additionally, planning for the implementation of the recommendations of the Winnipeg School Division Mathematics Task Force commenced in spring 2018. These recommendations are:

- *To formalize required training for Division Program Leads and Program Support Teachers, Principals and Vice-Principals, and teacher leaders;*
- *To expand the professional development track for new (Kindergarten to grade 8) teachers to target math professional learning;*
- *To implement a required professional learning program for all current Kindergarten to grade 8 teachers in math curriculum, assessment, pathways and Division expectations with ongoing sustained learning over time over a three-year period;*
- *To support Principals and Vice-Principals in sharing and implementing effective Professional Learning Community models, structures and practices across schools, as well as areas of need or support.*
- *To develop optional math content courses to target needs based on feedback and input from the required professional learning program; and*
- *To support funds for the required professional learning for classroom teachers, principals, and vice-principals for the second year of the implementation plan.*

Planning for professional development and learning opportunities will be guided by the identified areas of focus and aligned with the strategic priorities of the Winnipeg School Division 2016-2020 Strategic Plan. In particular:

**Learning outcomes** – To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.

**Addressing barriers to learning** – To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs and nutritional needs.

Additionally, the Winnipeg School Division has developed a Leadership Program that will address non-curricular areas requiring attention, which is being implemented. Stage 2 of the Leadership Program will be developed in 2018/2019 focusing on the curricular areas.

Input from Divisional leaders suggest the following topics be included as professional development and learning opportunities:

	Nursery to Grade 8	Grades 9 to 12	All
<b>Teachers</b>	Universal (tier 1) themes and interventions;  Universal Design for Learning; and  Mathematics content and pedagogy; Inquiry.	Curricular adaptation and modification; and  Outcome based assessment.	Understanding data; Using data to plan;  Teaching literacy within content areas; and  Supporting Indigenous and EAL learners.
<b>Elementary Leadership/ Team Leaders/ Department Heads</b>	<i>All of the above, plus:</i> Best practices for Professional Learning Communities (PLCs).	<i>All of the above, plus:</i> Communicating feedback; Dealing with difficult people; The leader as a coach.	<i>All of the above, plus:</i> Supporting adult learners;  Conflict resolution; and  Best practices for conducting meetings.
<b>Principals and Vice-Principals</b>	<i>All of the above, plus:</i> Essential competencies of leadership;  Using ongoing learning plans; and  Addressing issues of equity.	<i>All of the above, plus:</i> Leadership and decision-making.	<i>All of the above, plus:</i> Project management;  Change management;  Best practices in literacy and numeracy; and  Planning professional learning for adult learners.

## CONCLUSION

In conclusion, the Winnipeg School Division has been focusing on the continued improvement of students' achievement with very positive results, in terms of growth, over time. We will continue on this path.

In order to do so, we would appreciate the support of the province in the following ways:

- Recognition of the challenges faced by many students in being able to attend school on a regular basis and support to address these challenges. This requires cross-jurisdictional work.
- Tangible support from the province in curricula areas and clarity regarding provincial expectations for literacy and numeracy.



# Winnipeg School Division

## Indigenous Education

Winnipeg School Division (WSD) has demonstrated a long-standing commitment to Indigenous Education. This commitment is articulated through policy and implemented through programming. The accompanying poster to this document provides a high-level overview of Indigenous Education in Winnipeg School Division. While extensive, it is not exhaustive, due to the evolving nature of student, staff and community needs.

Indigenous education is defined as the incorporation of Indigenous perspectives and philosophies in all curricular areas to inform all students of the past and contemporary lifestyles and histories of Indigenous peoples of Canada. Indigenous education encompasses the rich traditions and values of the various Indigenous peoples and applies those concepts to relevant issues facing Indigenous youth today through curriculum and cultural activities in positive student-centred learning experiences.

Over the last forty years, Indigenous Education has evolved in Winnipeg School Division from the hiring of a “Native Education Consulting Teacher” in 1979, who supported “Native Awareness” programs in classrooms, and provided training in “Native Culture”, through a Task Force on Race Relations that produced many enduring recommendations and initiatives, to present day – where staff, students and the community are supported by a team of professionals dedicated to providing an education program integrated with Indigenous knowledge and practice across the curricula.

Through its Employment Equity policy, WSD strives to attain a workforce representative of persons living within the boundaries of the division, including Indigenous peoples. To accomplish this goal, the **Community-Based Aboriginal Teacher Education Program (CATEP)** was created in collaboration with University of Winnipeg and Seven Oaks School Division during the 2005-06 school year. The program gives Indigenous employees in Winnipeg School Division the opportunity to study education at the University of Winnipeg over a six-year-period. From September to April, employees work in their respective schools while attending classes part time. From May to July, they are released from their school to attend university and student-teach on a full-time basis.

Additionally, unique to WSD, the **Build From Within** teacher development program brings together Winnipeg School Division, the Faculty of Education at University of Winnipeg, Indspire Canada and other service providers to develop a path for Indigenous high school students to become teachers.

The primary goal of Build From Within is to recognize and build on Indigenous students’ unique strengths and experiences to create competent and motivated teachers who are passionate about their work and want to contribute back to their community as educators.

Starting in Grade 11, Indigenous students spend six years on a journey to become a teacher with Winnipeg School Division. A total of 60 students will participate in two cohorts. Each cohort of 30 students engages in an academically rigorous program featuring classroom internships, as well as cultural, familial, mentorship, employment and financial supports.

The program bridges students from high school through to becoming an educator.

The first step is graduation from high school and completion of a 300-hour Education Assistant Diploma Program. Students will continue as Education Assistants while completing their Bachelor of Arts and Bachelor of Education Degrees at University of Winnipeg.

**“There’s still a need for Native [sic] people to feel the education system is theirs as well as everyone else’s. And kids will feel it’s theirs when they see a reflection of themselves in it.”**

**Donne Green, WSD Native Education Consulting Teacher (1980)**



Winnipeg School Division recognizes the importance of the **Laws of Relationship** as foundational to the beliefs of Indigenous people. Our relationship with the natural world, one another and ourselves is governed by these sacred laws. These three laws guide the growth of all students and staff with respect to **cultural skill, cultural understandings and personal development**.

WSD strives to support **curricula integrated into Indigenous perspectives** for the benefit of all students. This includes units on **Truth and Reconciliation** and work on **Restoring Relationships** to support Indigenous ways of knowing and living.

WSD supports healthy relationships amongst all students, staff, parents and members of the community, and provides a number of programs and services specifically related to Indigenous Education.

The establishment of an **Indigenous Language Committee** was a critical move toward championing the Cree and Ojibwe bilingual language programs, **community language programs**, language exams and related staff.

WSD's **community language program** in Cree and Ojibwe is structured to accommodate a variety of teaching and learning styles, using drama, music and storytelling techniques.

WSD employs 33 **Community Support Workers** for Indigenous students and families. The workers act as liaisons, strengthening each school's connection with both the home and the community. They facilitate workshops for parents, maintain community rooms in schools and promote programs and activities that encourage and support these relationships.

**Winnipeg School Division Celebration Pow Wow** is host to hundreds of students, teachers and staff. The WSD Pow Wow features hoop dancers, jingle dancers, friendship dancers, drummers, chanters, and more. A traditional feast, as well as an Honour Song for graduates round out the event.

**“We know that when languages aren’t used and maintained, they tend to disappear – except for the mainstream language.”**

**Education Minister  
Roland Penner (1987)**

On the accompanying poster, the three overlapping circles in the centre of the sweetgrass illustrate programs, supports and initiatives designed to meet the needs of Indigenous learners.

**Knowledge keepers** in WSD play a vital role in connecting schools and community. They are also responsible for providing support and guidance on culturally appropriate services and programming within schools.

**Literacy Intervention support teachers** provide daily guided instruction using leveled literacy interventions to Indigenous students with the aim of improving achievement in literacy. They also support classrooms by facilitating learning conversations with teachers and strengthening instructional programming.

WSD is committed to offering and developing Indigenous language programming. Presently, **Kindergarten to Grade 3 Cree and Ojibwe bilingual programs** exist at Isaac Brock School.

Off Campus sites such as **Kaakiyow Li Moond Likol, Eagle Circle, Rising Sun, Songide'ewin and Wi Wabigooni** offer Indigenous specific programming for students who prefer learning in smaller classes and contact with fewer teachers.

**Children of the Earth High School** (Grade 9 to 12), established in 1991, and **Niji Mahkwa School** (Nursery to Grade 8), established in 1993, offer academic courses, Indigenous languages (Cree and Ojibwe) and cultural programming.

Children of the Earth, in a joint venture with Winnipeg Regional Health Authority, University of Manitoba Faculty of Medicine and Brighter Futures, hosts the Medical Internship Program at the Pan Am Clinic. Niji Mahkwa, in a joint venture with University of Manitoba Faculty of Medicine and the Winnipeg Foundation, host the Inner-City Science Centre. This is intended to provide Indigenous students with learning experiences that will enhance their knowledge and interest of Science related careers.

Fifteen schools participate in **Building Student Success with Indigenous Parents** initiatives, which promote parent engagement activities that aim to improve student success at school. The focus is improving student success in school by improving parent engagement. Schools engage in an array of activities including pow-wow clubs, star blanket making, nutrition bingo, food fairs, jigging, square dancing, fiddling programs as well as traditional teachings.

Indigenous **Graduation Coaches'** primary role is to increase graduation rates for Indigenous students.

The Graduation Coach supports students in various ways throughout their high school experience. Included in this support:

- providing extra-curricular opportunities to earn extra credit
- connecting student with tutoring opportunities
- connecting with parent(s)/guardian(s) to discuss school progress
- assisting with transitions into post-secondary and/or work force

**Morningstar** is an innovative network of student and family support systems based at R.B. Russell Vocational High School that empower students to succeed and graduate with a bright future. Its mission is to be a collaborative network of support that inspires students' commitment in school and beyond. The partnering of services strengthens outcomes for students and their families and continues to build upon this support for students in the future. The Morningstar program provides systems and community support through the Morningstar Skaabe, (helper) mental health support through Morningstar school psychologist and academic support in the Believe, Dream, Dare (BDD) Tutoring Centre.

Through a number of opportunities such as the Career Trek program, and supported by Graduation Coaches and other staff, Indigenous youth are provided with multiple opportunities for **Career Development**. Students are encouraged to consider their future educational path, learn about appropriate supports available to them, and increase their level of leadership skill. Culture is an inextricable component of this process, as students come to value their own identity.

Additionally, the **Indigenous Youth Leadership Program (IYLP)** is supported by WSD's Indigenous Graduation Coaches and offers students opportunities to learn and engage with their Indigenous cultures through culturally rich activities that build leadership skills and promote school completion. IYLP began as an idea to create a safe and nurturing program specifically for Indigenous students to call their own. IYLP creates a platform to speak openly among peers and Indigenous staff about their wants and needs. It aims to provide a place where students can be with other Indigenous students and engage in meaningful collaborative learning. IYLP offers cross-curricular opportunities reflective of Indigenous cultures. Additionally, IYLP takes a wholistic approach by providing gatherings throughout the year that focus on student's physical, mental, spiritual and emotional wellbeing.

**“The focus of aboriginal [sic] education programs to date has been to have people streamed into trades and occupational programs. But we need to develop our own thinkers, philosophers and dreamers, and to encourage and achieve increased status in professional programs.”**

**Judge Murray Sinclair (1990)**



Looking forward, Winnipeg School Division seeks to expand upon Indigenous programming. Some highlights include an **Advisory Council on Indigenous Education** (ACIE) which will bring together Winnipeg School Division staff, trustees, parents, community members, and local businesses to discuss next steps in Indigenous Education.

WSD has a rich history, and proven track record, of fostering and forging productive and meaningful partnerships with external agencies, community organizations and the business community, for example, the Business Council of Manitoba. As technology advances, and with rapid globalization, opportunities to engage with all stakeholders to public education are becoming more frequent, and more critical, to strengthening learner pathways to post-secondary education and career entry.

An **Indigenous Professional Network of Educators** will provide Winnipeg School Division Staff the opportunity to collaboratively advance Indigenous Education initiatives.

Expansion of the **Build from Within** program will include the development of a mentoring component, as well as the addition of a Senior Years cohort.

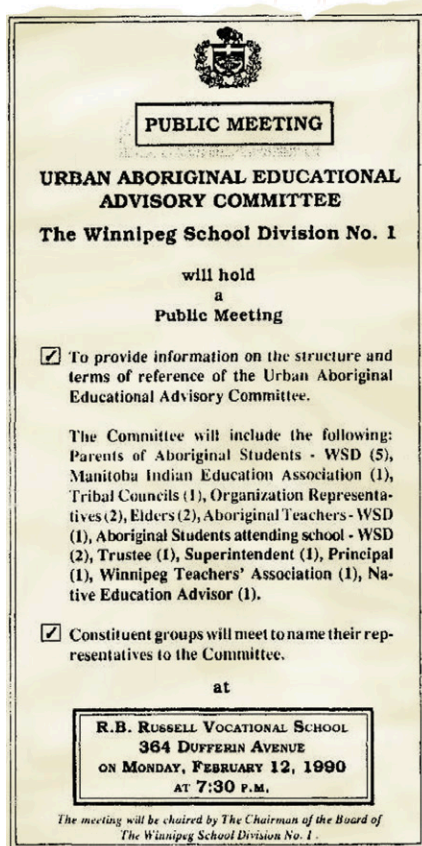
WSD will continue to provide training to new administrators and teachers working in the Professional Support Services group. This training, entitled **A Journey from Cultural Awareness to Cultural Competency** provides participants an opportunity to learn more about Indigenous traditions and perspectives, which in turn are passed onto students. For some Indigenous staff, they are learning about their own culture in-depth for the first time.

In addition to the inclusion of appropriate Indigenous knowledge, practices and Ways of Knowing as a significant part of the training and professional development within WSD, staff will have opportunity to engage with **Restoring relationships: Inquiry and Practice of Indigenous Education** as a way to grow both personally and professionally. This learning focuses on exploring, identifying, healing and restoring broken relationships and laws through Indigenous perspectives and education.

WSD is continually seeking ways to address the needs of students and make education meaningful and inclusive of Indigenous learners. The continuing commitment of Winnipeg School Division to Indigenous Education is expressed in policy and program implementation, and will continue to be updated through revised policy and an accompanying framework. It is imperative that WSD continue to provide leadership in Indigenous Education to continue to develop and enhance the lives of all students of Winnipeg School Division.

**"I am very proud of Winnipeg School Division's achievements and, in particular, our staff. [...] While the [WSD] board of trustees ensures we committed to that work and more within our strategic plan, the Winnipeg Indigenous Accord and the mutual process of goal setting we commit to within it, has the power to transform the city, the province, the country for the better."**

WSD Chair  
Sherri Rollins (2018)



**PUBLIC MEETING**

**URBAN ABORIGINAL EDUCATIONAL ADVISORY COMMITTEE**

**The Winnipeg School Division No. 1**

will hold  
a  
**Public Meeting**

☒ To provide information on the structure and terms of reference of the Urban Aboriginal Educational Advisory Committee.

The Committee will include the following:  
Parents of Aboriginal Students - WSD (5),  
Manitoba Indian Education Association (1),  
Tribal Councils (1), Organization Representatives (2), Elders (2), Aboriginal Teachers - WSD (1),  
Aboriginal Students attending school - WSD (2),  
Trustee (1), Superintendent (1), Principal (1),  
Winnipeg Teachers' Association (1),  
Native Education Advisor (1).

☒ Constituent groups will meet to name their representatives to the Committee.

at

**R.B. RUSSELL VOCATIONAL SCHOOL**  
**364 DUFFERIN AVENUE**  
**ON MONDAY, FEBRUARY 12, 1990**  
**AT 7:30 P.M.**

*The meeting will be chaired by The Chairman of the Board of The Winnipeg School Division No. 1.*





WINNIPEG SCHOOL DIVISION

Public Relations Services  
1577 Wall Street East  
Winnipeg, Manitoba R3E 2S5  
Phone: (204) 775-0231  
Email: [communications@wsd1.org](mailto:communications@wsd1.org)