

Holy Family School Division

Governance Panel Submission

Thursday, Jan 12, 2017

Holy Family thanks you for accepting our report.

Holy Family School Division is located in the southeastern part of Saskatchewan, serving five elementary schools in the communities of Estevan, Weyburn, Radville, and Wilcox. This school division educates about 1300 students in the largest geographical area (6100 sq km) served by Catholic schools in the province. Holy Family has a diverse student population with 15% of students being English Language Learners and hosting the only French Immersion program in a 30000sq km area. Holy Family is a successful school division achieving all relevant push targets of the ESSP, and most notably in early childhood and efficiencies.

This Catholic school division serves families in the southeast who desire a Catholic education for their children. Student enrollments at Holy Family have stayed strong, increasing, compared to other provincial division enrollments. Holy Family holds the trust and confidence from our local Catholic communities and is able to assuredly provide a distinct rural Catholic voice from the southeast at the SCSBA table.

In addition to being a successful Catholic school division and delivering the provincial ESSP mandate, Holy Family is on a journey to develop global student competencies strategically within our classrooms. Holy Family is the only school division in the province partnered with both *New Pedagogies for Deep Learning (NPDL)*. Headed by Michael Fullan, with connections to several countries and *Canadians for 21st Century Learning and Innovation (C21)* in efforts to forge partnerships and make critical friends for the purpose of implementing instruction and strategies to grow 21st century competencies in our students. Within these partnerships, with critical partners, a concrete, coherent, positive, and proactive pathway is created for Holy Family educators. This pathway is intended to redesign aspects of teaching and learning to allow students to have essential global competencies for the world stage.

Holy Family is concerned about the poor outcomes of Saskatchewan PISA results and knows that the PISA Governing Board will be assessing student global competence in its next assessment in 2018. The division is connected through C21 with PISA in the defining of the elements of global competence and wants students to be prepared to successfully thrive in culturally diverse, digitally connected communities. We know that students need to be able to mobilize knowledge and have the cognitive and creative skills along with the correct values and attitudes in order to act creatively, collaboratively, and ethically in a local and global context. (We give evidence of the future direction of PISA).

HOLY FAMILY'S VIEW OF TRANSFORMATIONAL CHANGE IS STUDENTS ACCOMPLISHING TRADITIONAL ESSP PUSH TARGETS WITH DEVELOPMENT OF 21ST CENTURY GLOBAL SKILLS INJECTED STRATEGICALLY INTO THE PROVINCIAL CURRICULUM.

Holy Family's Position Related to Ministry Transformational Change is:

- To remain as a status quo autonomous publically funded Catholic school division open to finding further efficiency that won't compromise its governance direction and operation.
- To support the South East Cornerstone Public School Division (SECPD) with its position in the south east section of the province.

We work in partnership with SECPD in several areas and still maintain our distinctiveness e.g.: transitions to SECPD high schools, calendar development, transportation.

As indicated in the Perrins report there is unanimous support for:

Elected Boards is the only way to represent the local voice

Holy Family is a steward of the local interests for four distinct communities in the south east. Estevan, Weyburn, Radville and Wilcox all have strong School Community Councils that are linked to the Board through governance policy, forums etc. The Board has first-hand experience with community priorities and values and ensures that its governance reflects local values and needs. The Board can be quick to adapt to changing local community context and needs. While our SCC's are strong, they represent their individual schools and focus on a small part of school operations.

Policy governance boards vs competency board management boards

Holy Family is a policy governance Board holding the full power of a Board. Our Board is very clear about required ENDS for management to produce. There is external stewardship and oversight from the provincial auditor, local auditor, Ministry ESSP structure, and departments in areas such as finance and facilities.

Our Board is able to operate its business at a low cost - with one meeting per month, and does not take over process management of ENDS. By applying clear distinction in roles, the efficiency and effectiveness of a policy governance Board is evident. Implementation of a management Board at further physical distance from our communities would have no positive value to our operations.

No further amalgamation of school boards

Holy Family has just settled from the last amalgamation and is showing, by Ministry mandated assessments in the ESSP, that it is efficient and effective as it manages the largest geographical area for a Catholic school division.

Holy Family is most willing to enter into sector wide efficiencies e.g.:

- Working with the SSBA in areas of standardization that would make our system stronger e.g. strategic procurement of goods
- Improving services to students through shared services that don't harm Holy Family stakeholders e.g. partnerships with social services
- Review School Community Councils in the province.
- Work with all school divisions to find efficiencies, especially for the southeast.
- Work on further efficiencies with the SCSBA that don't negatively impact Holy Family.

Holy Family works in equal partnerships with other Catholic boards in areas such as:

- Sharing conference speakers
- Allowing support staff to work on program refinement
- Purchasing programs together
- Developing policies and procedures e.g. sexual diversity, HIV
- Large media communications, as well as promotional materials

The school division would continue to find further efficiencies that don't impact its governance.

Unanimous support for keeping the momentum of the ESSP

Silos have already been broken down as Boards and Directors demonstrate communication and process of accountability to each other. There is total alignment between school based goals and ESSP push targets at the provincial level, with school based goals having flexibility to add their own unique rural voice and local context. There is NO time to lose focus or drive on the ESSP direction. Putting effort, energy, and school system's limited resources into a rebuild will not allow the Ministry push targets of 2020 to be achieved – with only 35 months to meet the provincial targets!

Front line impact issues

The Perrins report, if implemented has the potential of significant front line disruption. All proposed governance options will disrupt teachers depending on which school divisions are affected by amalgamations. Here are examples of teacher disruption:

- What school division policies and procedures are to be followed?
- What is the new system mergers approach to:
 - Staffing?
 - Class size?
 - School calendar?
 - Student supervision?
 - Treatment related to LINC agreement?
 - Report cards?
 - Student reporting protocols?
 - System student assessment expectations?
 - IT systems?
 - Teacher supervision protocol?
 - Professional development and time given to process understand and retrain?

- Essential duties as described in the Education Act. Which ones will principals and teachers be disrupted in performing?
- Financial resources required for the transition?
- How will parents be involved in the changes?

In addition to significant disruption in the classroom, further amalgamation would cause much distress for principals. Our system has high expectations for principals in the management of schools (We share our principals' almanac). In addition to a significant management role, our principals must be prepared for daily unforeseen emerging issues. The ESSP has pushed a much higher priority on instructional leadership and a further workload would take our administration away from instructional leadership. Amalgamation would significantly slow down the effectiveness of PLT and RTI tables.

Holy Family has outstanding working partnerships with its staff (ease of negotiations, community problem solving, and evidence of proactive teacher partnership meetings) There is a high priority in developing credibility and trust among all staff and Holy Family also experiences a very high trust culture with its stakeholders, e.g. Holy Family Teacher's Association. We have strong system loyalty. In addition to delivering a high quality funded education for students – Holy Family also has a strong Catholic presence, e.g. staff, programming, networks, rituals, provides Catholic leadership – sexual diversity, high school religion, student prayer. This is refined in the context and culture of South East Saskatchewan.

Our communities expect that the focus of Holy Family School Division will be completely on the students now, and for the full 2017-18 school year, with no unnecessary disruptions. Holy Family has high teacher morale and wishes to continue with processes implemented. System amalgamation would result in a significant loss of initiative in the ESSP and a loss of effective service to students.

Holy Family is submitting this report to support unanimous direction of school Boards as presented in the Perrins letter of transmittal and the Board Chair letter to the Minister. As a Catholic school division we remain untouched by much of the Perrins report at this stage. As an autonomous Catholic Board we will make transformational change decisions based on the best fit for our students, given the variables that must be managed. **Our system IS open to discussions of efficiencies that don't undermine our governance or direction.**

Principal Almanac

2016-17

Monthly:

Personal Traits:

- Review personal goals
- Reflect on wellness and balance in life

System Stewardship:

- Review and refer to Ops as necessary
- Review and refer to provincial and local agreements as necessary (Ed. Act., LINC, SEIU...)
- Plan and attend SCC meetings
- Connect with community partners as necessary (Min. Soc. Serv, Min. of Health, etc.)

Relationships:

- Review incidents within school
- Review communication plans from teachers to parents with a focus on positive communication
- Staff social committee plans

School Culture:

- Review extra-curricular schedule and sign up sheet
- Review calendar for school dances, tourneys, SCC functions, etc.
- Review SRC / Student council plans
- Check in with staff who may require additional support

Communication:

- Monthly Newsletter for Families
- Monthly Highlights Bulletin for central office and Church Bulletin
- Email School Community Council with meeting reminder
- Update Webpage
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)

Management:

- Complete Monthly Petty Cash Reconciliation as Needed (See June checklist for necessary Petty Cash Reconciliation)
- Complete Credit Card Statement Balancing (submit to accounts payable)
- Complete a Review and Approval of Open PO Listing
- Review damage deposits from facility rental and refund as necessary (Note - when new OP is released and put into practice)
- Staff Meetings and Agendas
- Admin Meeting dates and Meeting minutes

- Check in with IT for celebrations and discuss areas of need
- Check in with facilities for celebrations and discuss areas of need
- Review schedule for fire Drills, lock downs, and shelter and place procedures
- Review Budget (on-line through SRB)
 - School Based
 - School Generated Funds
 - Prof. Dev.
 - Pre-Kindergarten
 - Transportation (Ensure all requests are in FAME asap)

Instructional Leadership:

- Review school goals and alignment to system / provincial goals
- RTI meetings
- Follow assessment calendar
- Review Sask Reads for Administrators
- Review school data wall(s)
- Check in with teachers on pacing of outcomes and assessments
- Review professional development plans / teachers who have attended PD who need to report to staff
- Check in with curriculum coordinator with celebrations and discussion areas

Accountability:

- Complete Teacher and EA sub list reports
- Acquire monthly calendars from Speech Path and Student Counselor and/or Police Resource Officer
- Ensure fundraiser accountability forms were submitted immediately following fundraisers (Form Located Holy Family Links folder on your desktop)
- Review assessment calendar
- Check in with Superintendent of Assessment with celebrations and discussion areas

Year End, Summer, Start Up:

Personal Traits:

System Stewardship:

- Read/Review School and Division Handbooks to familiarize yourself with policies
 - Supervision Handbook
 - Assessment Handbook
 - LINC Agreement
 - Division Policy & Procedures
 - Traumatic Events Protocol(s)
- Review storage of school data for both staff and students on Clouddrive (OP 5131 D - Digital Safety and Security... once operational)
- Review password protocols for staff and students (OP 5131 D - Digital Safety and Security... once operational)
- Review bussing policy

Relationships:

School Culture:

- Set up Extra Curricular and committee job list
- Review staff members/coaches who have completed the 'Respect in Sports' and 'Concussion Protocol'
 - <http://www.sasksport.sk.ca/RiS/> (respect in sports)
 - <http://www.schoolcoach.ca/courses.aspx> (concussion protocol)
- Develop / Review process for student behavior tracking
- Review Bully and Harassment Policy (OP 5134) and develop a date to review with students – Review Division Bully Policy (OP 4000??) with staff.

Communication:

- Develop a calendar with important dates for the year.
 - Report Cards and Interviews
 - Professional Development Days
 - Principal Meetings
 - Staff Meetings
 - RTI Meetings Schedule
 - Maplewood Calendar
 - Special Events – Christmas Concert, Masses, Celebrations, etc
- Email all teachers and EA the First Day(s) Information

Management:

- Provide secretaries updated class lists with teacher assignments for Maplewood data entry
- Review/Revise Registration Package

- Ensure there are fire Drills, lock downs, and shelter and place procedures; review procedures with fire dept. and police dept. as per OP 5103, 5104, 5105

Instructional Leadership:

- Develop Agenda for First Staff Meeting
- Set up RTI dates
- Review school assessment data
- Review school data wall(s)

Accountability

- Account for Keys
- Arrange Mentorship for new teachers
- Set up supervision schedule
- Ensure timetables are set up for each teacher and the classrooms
- Check bus schedule and review bell times
- Get Substitute teacher list
- Get substitute EA List
- Update emergency phone tree and emergency phone list
- Ensure bus registrations are sent / updated

August/September:

Personal Traits:

System Stewardship:

- List of Lunch Hour Activities submitted Superintendent of School Operations (LINC 7.4.3)
- List of Extracur. Activities for EDOs sent to the Superintendent of School Operations (LINC 5.2.2)
- Review school vision and mission including how it connects to school, division and provincial agenda

Relationships:

School Culture:

- Back to school welcoming assembly
- In-School Faith Day planned

Communication:

- Important dates for the year set onto calendar
 - Masses
 - Christmas Concert
 - Grade 8/9 Farewell
 - Staff meetings
 - RTI Meetings
 - SCC Meetings
 - OH&S Meetings (committee formed as well with names submitted to Sup. of School Ops by Sept. 30th)
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)
- Lice Letter (optional)
 - Fact Sheet:
 - <http://www.health.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=037bfd0-18e6-4db2-bbcd-fa13655a2dee&MediaID=5895&Filename=head-lice-mar-2012.pdf&I=English>
 -
 - Information for Teachers:
 - <http://www.health.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=0b411b62-087f-4dd3-b4f1-49bf5b7f71e7&MediaID=4674&Filename=head-lice-q-a-teachers-nov-2010.pdf&I=English>
- Update Webpage

Management:

- Ensure secretaries have updated class lists with teacher assignments ASAP for entering data into Maplewood
- Prior Year Budget cut-off is August 31st, current year budget begins September 1st
 - Complete August 31st Petty Cash Reconciliation for year end (due first week of September)
 - Complete August_Credit Card Statement Balancing (submit to accounts payable asap)
 - Complete August Review and Approval of Open PO Listing (due first week of September)
 - Update Kari Erb with any changes to SCC Chair and Treasurer for access to SRB online SCC reports
- Input new teachers with STF Certificate number into Maplewood
- Student Data System updated with all students(mid-September)
- Input teacher class assignments into Maplewood for reporting
- Field trips that have a set date entered into FAME for transportation and budget planning (monitor your FAME/ASSET Planner for budget)
- ELL Student lists updated on the Google Doc. (mid September)
- Conduct 2 fire drills, a shelter and place, and a lock down... schedule for the rest of the year
- Send bell schedule to sup of school operations

Instructional Leadership:

- School Goals & Plans (A3s) drafted, aligned and finalized to Division Strategic Plan
 - Presented at September admin meeting
 - Finalized after admin meeting into A3 format and submitted to Superintendent of Assessment and Superintendent of School Operations
- Ensure teachers have Sask Reads document and other necessary curricular resources

- Identify school literacy leads
- SCC Learning Plan implemented and aligned to school goals/system strategic plan
 - Preview Fundraisers planned for the year; determine where funds will be allocated
- Plan school data wall(s)
- Regular RTI Meetings
- eIIP / MAPS meetings scheduled or completed for intensive needs
- Teacher PGPs completed and meetings with principals completed/scheduled
- 1st year, 2nd year teachers to be supervised; plus additional teachers on supervision cycle
- Plan formative supervision of teachers (See supervision handbook)
- Conduct environmental walk through instructional spaces providing feedback for teachers

Accountability:

- Update student information in Maplewood (run Maplewood report and have parents update any needed changes)
- Have *Student Electronic Acceptable Use Policy Permission Forms* signed and filed in cumm folder
- Electronic Educator Profiles (EEPs) completed (mid-September)
- Principal EEP completed and staff EEPs verified (mid-September)
- Ensure all STF employees who are or maybe working in the school have completed Saskatchewan Professional Teachers Regulatory Board (SPTRB)
 - teachers currently working
 - teachers on leave
 - sub teachers
- Ensure OH&S Responsibility Statement form is signed and submitted to central office
 - Ensure OH&S committee is formed/informed again of their role and responsibilities
- Review playground equipment/apparatuses with maintenance department to ensure equipment is in good repair and safe for use
- Staff list with CPR updated
- Staff that need CPR, submit Form 100 to Superintendent of School Operations; Staff that want CPR can apply through school level PD
- Ensure Copyright information is posted in appropriate places such as around photocopiers.
- Review Copyright infringement with staff. (Google search for: *Copyright Matters 4th Edition* to ensure you have the most up to date information.) (Check Copyright Folder on Google Drive shared with you from Sup. of School Ops for additional documents)
 - Refer to Lisa regarding Copyright Royalties questions or requests

October:

Personal Traits:

System Stewardship:

- Principals attend Board Meeting where the E3 (Division Academic Goals) are presented to the board by Sr. Administration

Relationships:

- Organize Grade 4 All School Good News Mass
- Education week activities
- Celebration of Light
- United Way/Communathon/Telethon Fundraiser

School Culture:**Communication:**

- Update Webpage
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)

Management:

- Check report cards and make sure teachers can access Maplewood
- 2 fire drills (consider forcing alternate routes/blocking doors for some classes) (lockdown and shelter and place optional)

Instructional Leadership:

- Make sure Student Profiles are being organized and goals are set
- EYE Assessments (Ta for K)
- AIMSWeb Reading Assessment (1-9)
- Regular RTI Meetings
- Continue formative supervision of teachers (see supervision handbook)
- Review School Goals and progress
- Create/Review school data walls

Accountability:

- Confirm with teachers report card date & that marks are due Mon. at 8:30am of report card wk.
- School Goals are featured on the Division Data Wall

November:**Personal Traits:**

System Stewardship:**Relationships:**

- Remembrance Day Mass/Ceremony
- Operation Christmas Child / Christmas Hampers / Christmas Outreach Plans

School Culture:

- Meet with Christmas Concert Committee

Communications:

- Christmas Band Concert Plans, Notes...
- Update Webpage
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)

Management:

- Confirm Parent Teacher Interview Scheduling
- Report Cards/Marks date
- Student Led Conferences scheduled
- 2 fire drills (shelter and place, lockdown optional)

Instructional Leadership:

- Regular RTI Meetings
- RTI Meeting Term Review
 - Any students that may be considered for retention presently or in the future refer to Prevention of School Failure Intervention Checklist found in the Prevention of School Failure Guidelines (OP 5152)
- Begin the Help Me Tell My Story Assessment (Pre K & K students)
- Complete Numeracy Assessment
- EYE Assessments (Ta for K)
- Continue formative supervision of teachers (see supervision handbook)
- Review School Goals and progress
- Review school data walls

Accountability:

- Occupational Health Meeting

December:

Personal Traits:

System Stewardship:

Relationships:

- Christmas Concert arrangements
- Staff Social
- Staff Appreciation
- Foster Child Fundraiser
- Christmas Hampers

School Culture:

Communications:

- Update Webpage
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)

Management:

- Ensure lockdown, shelter and place practice and fire drills procedure is well established
- Notify teachers/staff of caretaker cleaning schedule over Christmas so staff know when they can and can NOT access the building
- Ask caretakers for their cleaning plans over the Christmas break; coordinate with manager of facilities to make sure school's needs are being met

Instructional Leadership:

- Begin Help Me Tell My Story Assessment (Pre K & K students)
- Continue formative supervision of teachers (see supervision handbook)
- Review School Goals and progress
- Review school data walls

Accountability:

January:

Personal Traits:

System Stewardship:

- Teacher intent forms
- Support staff intent forms
- Apply for interns

Relationships:

School Culture:**Communications:**

- Update Webpage
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)

Management:

- Lockdown practice

Instructional Leadership:

- Review Professional Growth plans with teachers
- Observe and meet with teachers who are being supervised
- Continue formative supervision of teachers (see supervision handbook)
- AIMSWeb Reading Benchmark (1-9)
- Review School Goals and progress
- Review school data walls

Accountability:**February:****Personal Traits:****System Stewardship:****Relationships:**

- Teacher Appreciation Week
- Ash Wednesday Mass
- K of C Columbus Free Throw Competition

School Culture:**Communications:**

- Update Webpage
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)

Management:

- Check report cards and make sure teachers can access Maplewood
- Confirm with teachers report card date & that marks are due Mon. at 8:30am of report card wk.
- Begin Staffing considerations
- Sr. Grade Registration Forms to High School
- Grade 6 / 8 / 9 Transition Planning for High School
- Occupational Health Meeting

- Fire drill (consider keeping student(s) with office staff to check attendance practices)

Instructional Leadership:

- Review School Goals and progress
- AIMSWeb Reading Benchmark (1-9)
- Help Me Talk About Math Assessment (Grade 1)
- Complete Numeracy Assessment
- Review school data walls

Accountability:

March:

Personal Traits:

System Stewardship:

Relationships:

- Lent School Activity(s)
- Share Lent Collection Envelopes

School Culture:

Communications:

- Update Webpage
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)

Management:

- Prepare for report Cards
- Prepare SLC Evenings
- Set Dates for K Registration/Screening and Orientation
- Review Music Festival plans
- Submit Summer maintenance work
- Fire drill (consider blocked doors and attendance practices)
- Shelter and place practice

Instructional Leadership:

- RTI Meeting Term Review
 - Any students that may be considered for retention presently or in the future refer to Prevention of School Failure Intervention Checklist found in the Prevention of School Failure Guidelines (OP 5152)
- Help Me Talk About Math Assessment (Grade 1)
- Complete Numeracy Assessment
- Review school data walls

Accountability:

- Sr. Grade Orientation at the Comp (Estevan)

April:**Personal Traits:****System Stewardship:****Relationships:**

- Kindergarten Registration
- Kindergarten Open House
- Plan SCC annual general meeting and notify central office to post notice in papers.
- Grade 2 First Communion
- Admin. Asst. Day

School Culture:**Communications:**

- Calendar for next school year
- Update Webpage
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)

Management:

- Review Budget
- Teacher's Orders for September

- School and Art Supplies ordered for September
- Review playground equipment/apparatuses with maintenance department to ensure equipment is in good repair and safe for use
- Plan Pre K selection meeting
- Fire drill

Instructional Leadership:

- EYE Re-assessment begins (TA Kindergarten)
- Review school data walls; begin considerations for next year's data wall(s)

Accountability:

- Postings for staffing
- Interviewing for staffing begins

May:

Personal Traits:

System Stewardship:

Relationships:

- SCC Annual General Meeting / Election

School Culture:

- Track and Field Preparations

Communications:

- Update Webpage
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)

Management:

- Check report cards and make sure teachers can access Maplewood
- Confirm with teachers report card date & when marks are due
- Check teacher supply lists and make sure they are reasonable re: cost and/or supplies
- Send out Maplewood update forms for changes required for the following school year

- Budget and Program considerations
- Summer Traumatic Events Phone Tree
- Check Audio and Visual Equipment
- Review Band Trip plans
- Report Textbooks to the library that are catalogued
- Sports Equipment Order
- Art Supplies Order
- Budget Cut off for school spending
- Fire drill

Instructional Leadership:

- Complete EYE Re-assessment
- AIMSweb Reading Benchmarking (1-9)
- Our School (Formerly Tell Them From Me Assessment) (4-9)
- EIIP/MAPS Meetings for specified students
- Host Pre K selection meeting
- Conduct environmental walk through instructional spaces providing feedback for teachers
- Review school data walls; consider next year's data wall(s)

Accountability:

- Finalize staffing
- Begin staffing for Educational Assistants
- Check to be sure that we have completed the required number of Fire Drills
- Occupational Health and Safety Meeting

June:

Personal Traits:

System Stewardship:

Relationships:

- Organize staff year end party
- Organize retirement socials
- Final Band Concert
- Submit dates for church celebrations to parish
- Begin Awards Day planning
- Farewell Planning for Sr. Grade

School Culture:

- Begin to sign up for extracurricular and committees for next year

Communications:

- Complete yearly calendar
- Principals at St. Olivier, Sacred Heart, and St. Mary's will generate AIMSweb rainbow reports for their graduating students (SO's Grade 6, SMA & SHSC Grade 8) for both fluency and comprehension. Email the Criterion Reference Reports to the principal of the Cornerstone High School (RHS or ECS).

Management:

- Complete Cum Folders
- Organize common rooms shared by staff (phys. Ed. Room, art room, staff room, etc.)
- Review and sign report cards
- Get a summer work schedule
- Complete Scheduling and timetables for next year
- Supply lists in report cards for September for the report cards
- Bus schedules in report cards for September

Instructional Leadership:

- LAS Links English Language Assessment (All EAL Students)
- Complete Numeracy Assessment
- AIMSweb Reading Benchmarking (1-9)
- Plan / Attend transition meetings
- Review school data walls; finalize plans for next year's data wall(s)

Accountability:

- Issue Report Cards
- Meet with new staff
- Obtain keys from those people who are leaving
- Update Webpage
- Review damage deposits from facility rental and refund as necessary (Note - when new OP is released and put into practice)
- Complete June Petty Cash Reconciliation for summer processing
- Complete June Credit Card Statement Balancing (submit to accounts payable)
- Complete June Review and Approval of Open PO Listing
- Activate school rep. to send 'Good News Stories' to Religion Coordinator for upload to Prov. Catholic and HF School Div. websites (see Rel. coord. calendar for which school which month)

Global competency for an inclusive world





“Reinforcing global competencies is vital for individuals to thrive in a rapidly changing world and for societies to progress without leaving anyone behind. Against a context in which we all have much to gain from growing openness and connectivity, and much to lose from rising inequalities and radicalism, citizens need not only the skills to be competitive and ready for a new world of work, but more importantly they also need to develop the capacity to analyse and understand global and intercultural issues. The development of social and emotional skills, as well as values like tolerance, self-confidence and a sense of belonging, are of the utmost importance to create opportunities for all and advance a shared respect for human dignity. The OECD is actively working on assessing global competencies, including this dimension in PISA 2018 and finalising an assessment framework. Together, we can foster better global competencies for more inclusive societies.”

Gabriela Ramos

OECD Chief of Staff and Sherpa to the G20



“The more interdependent the world becomes, the more we rely on collaborators and orchestrators who are able to join others in work and life. Schools need to prepare students for a world in which people need to work with others of diverse cultural origins, and appreciate different ideas, perspectives and values; a world in which people need to develop trust to collaborate across such differences; and a world in which people’s lives will be affected by issues that transcend national boundaries.”

Andreas Schleicher

Director, OECD Directorate for Education and Skills, and Special Advisor on Education Policy to the Secretary-General

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This brochure describes the OECD’s proposal for the PISA 2018 Global Competence assessment that emphasises quality and relevance. It builds on the work already undertaken by the Global Competence Expert Group and incorporates contributions from OECD member countries. The OECD Secretariat is working closely with countries, the contractors and expert advisors to finalise the assessment framework and develop appropriate test items, in order to ensure the success of the PISA 2018 Assessment.

Introduction

Globalisation brings innovation, new experiences and higher living standards; but it equally contributes to economic inequality and social division. Automation and internet business models may have encouraged entrepreneurship, but they may also have weakened job security and benefits. For some, cross-border migration means the ability to commute between continents; for others, it means escaping from poverty and war – and the long struggle to adapt to a new country. Around the world, in the face of widening income gaps, there is a need to dissolve tensions and re-build social capital.

Facing unprecedented challenges and opportunities, this generation requires new capacities. Whether in traditional or more entrepreneurial work environments, young people need to collaborate with others from different disciplines and cultures, in a way that solves complex problems and creates economic and social value. They need to bring judgment and action to difficult situations in which people's beliefs and perspectives are at odds. They need to identify cultural traits and biases and to recognise that their own understanding of the world is inevitably partial.

For some years, educators have been discussing how best to build these capacities. Is there a distinctive competence that equips young people for the culturally diverse and digitally-connected communities in which they work and socialise? And if there is, how should it be developed? Can students learn to mobilise knowledge, cognitive and creative skills, and values and attitudes, in order to act creatively, collaboratively and ethically?

The concept of Global Competence is a response to these questions. Global Competence includes the acquisition of in-depth knowledge and understanding of global and intercultural issues; the ability to learn from and live with people from diverse backgrounds; and the attitudes and values necessary to interact respectfully with others. The driving ideas are that global trends are complex and require careful investigation, that cross-cultural engagement should balance clear

communication with sensitivity to multiple perspectives and that global competence should equip young people not just to understand but to act. These objectives already feature in the curricula of many countries. But they now need further evolution, in response to changing imperatives. The greatest of these is the need to find a new concept of growth. This may not be a quantifiable concept, based solely on maximising economic gains, but a multidimensional concept that includes care for the environment and social harmony, as well as acceptable levels of security, health, and education. It will cover quantitative and qualitative indicators, including subjective well-being and quality jobs. It will ensure that the benefits of growth are fairly shared across society.

If young people are to co-exist and interact with people from other faiths and countries, open and flexible attitudes, as well as the values that unite us around our common humanity, will be vital. Curricula will need to be comprehensive, interdisciplinary and responsive to an explosion of scientific and technological knowledge. In 2013, the PISA Governing Board decided to explore an assessment of Global Competence in the 2018 PISA assessment. We hope to take the critical first steps to defining the elements of Global Competence, asking 15-year-old students in around 80 countries to engage with what it takes to be globally competent.



The framework illustrated in this document represents a new, ambitious and still experimental approach to global competence which the OECD has developed in consultation with the international community of experts and which could provide a starting point for the PISA 2018 assessment. In particular, its emphasis on attitudes and values is novel in comparative assessment. Respect and a belief in human dignity place a stake in the ground for the importance of right and wrong and offer a counterweight to the risk that sensitivity to other viewpoints descends into cultural relativism. The dilemma at the heart of a globalised world is how we strike the balance between strengthening common values, that cannot be compromised, and appreciating the diversity of “proprietary” values. Leaning too far in either direction is risky: enforcing an artificial uniformity

of values damages people’s capacity to acknowledge different perspectives; and overemphasising diversity can undermine the legitimacy of any core values at all.

Global Competence is only one dimension of what people will need to learn; the OECD is looking at a broader range of dimensions in The Future of Education and Skills: an OECD Education 2030 Framework. This project is still in its early phase, and is proceeding in consultation with OECD member countries. Over time it could present a picture of the knowledge, skills, attitudes, values and competencies required for the 2030 world. The framework could shape approaches to measurement; and the measurement outcomes could in turn help refine the framework and define policy interventions at different levels.

Box 1: The Future of Education and Skills: OECD Education 2030 Framework

The OECD is constructing a framework to help shape what young people learn for 2030. Working with interested countries, organisations and experts, the framework would establish a common grammar and language, firstly to support the design of curricula and secondly to inform the development of data, measurement, assessment and specific, effective interventions. Over time the project could provide insights relevant to all stages in the learning cycle, including early years, tertiary education and learning through life, but its initial focus would be school curricula, at secondary level.

Four propositions are integral to the 2030 Framework:

- The evolution of the traditional disciplinary curriculum should be rapidly accelerated to create knowledge and understanding for the 21st century.
- The skills, attitudes and values that shape human behaviour should be rethought, to counter the discriminatory behaviours picked up at school and in the family.
- An essential element of modern learning is the ability to reflect on the way one learns best
- Each learner should strive to achieve a small set of key competences, such as the competence to act autonomously. A competence is the ability to mobilise knowledge, skills, attitudes and values, alongside a reflective approach to the processes of learning, in order to engage with and act in the world. Global competence is being constructed on exactly this model.

The emerging OECD 2030 framework can be visualized like this:



The case for developing global competence lies in the challenges and opportunities of the globalised world. There is a growing body of research that supports the case and suggests potential approaches.

Schools will continue to play an important role in helping young people live together. Schools can provide opportunities for young people to learn about global developments of significance to the world and to their lives; equip learners with the means of accessing and analysing a broad range of cultural practices and meanings; let students engage in experiences that facilitate international and intercultural relations, and encourage reflection upon the learning outcomes from such experiences; and foster the value of the diversity of peoples, languages and cultures, encouraging intercultural sensitivity, respect and appreciation.

The development of Global Competence can also support employability. Effective and appropriate communication and behaviour, within diverse teams, is already a component of success in the majority of jobs, and will become an even bigger component over the years ahead. Rapidly advancing technologies and global economic and social integration are redefining the scope of communication skills at the workplace. Students thus need to acquire the skills and develop the attitudes to interact effectively and appropriately with people in different countries and with people of different cultures in their local context.

The way in which education systems respond to increasing social heterogeneity has a significant impact on the well-being of all members of the communities they serve. Some schools face more pressure than others, perhaps because they need to integrate a larger number of disadvantaged school-aged immigrants or because their communities are more fragmented and have a history of violence along ethnic or religious lines. But no school should fail to educate its students to understand and respect cultural diversity. All young people should be able to challenge cultural and gender stereotypes, to reflect on the causes and solutions of racial, religious and hate violence and to help create tolerant, integrated societies.

A PISA assessment of global competence, developed in consultation with OECD member countries, would offer the first, comprehensive overview of education systems' success in equipping young people to support the development of peaceful, diverse communities.

The results of the PISA assessment could help answer the following policy questions:

- **How well are students prepared for life and employment in culturally diverse societies and in a globalised world?**
- **How much are students exposed to global news and how do they understand and critically analyse intercultural and global issues?**
- **What are the salient divides in the population in terms of global competence?**
- **What approaches to multicultural, intercultural and global education are used at school?**
- **What approaches are used to educate culturally diverse students and how are schools leveraging this diversity to develop students' global competence?**
- **What approaches are used to stimulate peer-to-peer learning between students from different cultures?**
- **How well are schools contesting cultural and gender biases and stereotypes, including their own?**

The possible inclusion of Global Competence as a theme in future rounds of the OECD Teaching and Learning International Survey (TALIS) would also make it possible to analyse the effectiveness of professional development in preparing teachers to respond to different communities of students, potentially through different teaching strategies¹.

The discussion of global competence among stakeholders is gathering rapid momentum. It encompasses different concerns, from the needs of employers for more expert, accomplished and effective staff to the needs of policy-makers to counter violent extremism and to bring societies together around shared values. For both employers and policy-makers the need for an evidence-based approach to teaching and assessing global competence is urgent. Though the educational issues are complex, they can and should be moved forward quickly. We have an opportunity and an immediate responsibility to work together to create better societies.

1. This possibility is currently under discussion at the Teachers and Learning International Survey (TALIS) Governing Board.

Definition of Global Competence

Global Competence is a complex learning goal. To be made tangible, it needs to be broken down into separate and measurable learning objectives (Deardorff, 2014). The OECD proposes to deconstruct the macro domain of global competence into “dimensions” which are in turn broken down into distinct “components” that can then be measured.

The definition of Global Competence proposed by the OECD for PISA is new and challenging:

Global competence is the capacity to analyse global and intercultural issues critically and from multiple perspectives, to understand how differences affect perceptions, judgments, and ideas of self and others, and to engage in open, appropriate and effective interactions with others from different backgrounds on the basis of a shared respect for human dignity.

According to the definition, global competence is a multidimensional learning domain, encompassing three dimensions needed to engage in productive and respectful relationships with people from different cultures. These dimensions are knowledge and understanding, skills and attitudes. Global competence can be thus interpreted as an overarching frame of reference encompassing multiple cognitive and non-cognitive components, mediated and constrained by

the belief that diversity should be valued as long as it does not violate human dignity. Valuing human dignity and valuing cultural diversity are thus important elements in the development process leading to global competence. In the definition, the term “open” means that all participants in the interaction demonstrate sensitivity towards, curiosity about and willingness to engage with others and their perspectives; “appropriate” means that all participants in the situation are equally satisfied that the interaction occurs within expected cultural norms; and “effective” means that all participants are able to achieve their objectives in the interaction, at least in part.

Global Competence has clear, practical outcomes. The globally competent person brings his/her knowledge, understanding, skills, attitudes and values together in order to work with others to solve globally-relevant problems and to improve the collective well-being of current and future generations. Young people who develop Global Competence are better equipped to build more just, peaceful, inclusive and sustainable societies through what they decide and what they do.

Acquiring Global Competence is a life-long process – the social and emotional skills at its core are built in early childhood, but there is no one point at which an individual becomes completely globally competent (Deardorff, 2014). PISA would like to assess at what stage in this process 15-year-old students are situated, and how effectively their schools address the development of global competence.

The OECD recognises that there are multiple approaches to defining Global Competence. For example, other definitions of global competence (and similar terms) from different regions of the world focus less heavily on the individual as central to the definition, and give more emphasis to aspects such as relationships between people (Deardorff, 2009; UNESCO, 2013).

