

# Toronto District School Board

## Policy P.027 DIR:

## Education Plan

Using the Mission and Values Statements as a reference and background blueprint, the Toronto District School Board is building an education plan. A wider representation of system partners is involved in this process and includes trustees, students, parents, staff and the community in a dialogue on how to put the Mission and Values into action and establish key education directions for the future.

### Key Aspirations

- A. That our school system's activities focus on achieving success for all students through a balanced curriculum
- B. That our students have equity of access to learning opportunities
- C. That each of our students is valued and feels valued
- D. That each of our students reaches high levels of achievement and acquires the knowledge, skills and values needed to become a responsible member of a democratic society
- E. That each of our staff members is valued and feels valued
- F. That each of our staff members is encouraged and supported in her or his responsibilities and opportunities within our school system
- G. That our families and communities work with our schools in helping our students learn
- H. That our families and communities share in celebrating the range of accomplishments of our students and school system
- I. That our school system encourages innovation and creativity in our learning and working environments
- J. That our students and staff are able to function effectively in their daily lives in this age of information
- K. That our school system demonstrates responsible use of resources in implementing our Education Plan

### Key Issues

- The need to preserve and strengthen a fully funded public education system
- The need for equity of access to productive learning opportunities for all students
- The need to support and encourage family participation in the education of all students
- The need to recruit, support and retain qualified, capable and caring staff who reflect our diverse community
- The need to communicate timely and accurate information to all staff within our large and diverse school system and to encourage meaningful dialogue regarding important initiatives

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- The need to assist and support all our staff to understand and fulfill the changing requirements and responsibilities of our new Toronto-wide school system
- The need to conduct all the activity and effort of our new Toronto-wide school system fairly and openly in a climate of collaboration and optimism
- The need to build consensus among differing expectations and perspectives
- The need to inform our families and communities in a timely manner of the capabilities, responsibilities and intentions of our new Toronto-wide school system
- The need for responsible and innovative use of our human, financial and technological resources as we all strive to create the conditions for student success

### Indicators of Success

*Key Aspiration A: That our school system's activities focus on achieving success for all students through a balanced curriculum*

We will know this Key Aspiration has been achieved...

- when all schools have equitable access to staff with suitable expertise to deliver and support the school's program
- when all schools have equitable access to needed resources to deliver and support the school's program
- when assessment and evaluation tools to improve teaching and learning are readily available to classroom teachers
- when each school-based plan addresses the range of student needs and experiences in that school
- when school-based plan includes co-curricular\* experiences as a necessary part of the learning process
- when school timetables provide time to allow and encourage staff to participate in leadership roles in the co-curricular programs in the schools
- when funding is provided for the needs of the balanced curriculum
- when the learning activities in each school address each student's development as a whole person

*Key Aspiration B: That our students have equity of access to learning opportunities*

We will know this Key Aspiration has been achieved...

- when all students have equity of access to learning opportunities through clearly defined policies and procedures
- when students with special needs have access to an increasing number of barrier-free schools

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\* Note: "Co-curricular" is a term which incorporates the concept "extra-curricular", but implies a clear relationship to the curriculum for the activities or events concerned.

- when each school-based plan addresses the range of student needs and experiences in that school
- when school timetables provide time to allow and encourage staff to participate in leadership roles in the co-curricular programs in the schools

*Key Aspiration C: That each of our students is valued and feels valued*

We will know this Key Aspiration has been achieved...

- when each student is provided with a program to meet his or her needs
- when each student's accomplishments are recognized regularly
- when school timetables provide time and personnel for teachers and students to meet for mentoring and conferencing
- when school timetables provide time to allow and encourage staff to participate in leadership roles in the co-curricular programs in the schools
- when the learning activities in each school address each student's development as a whole person

*Key Aspiration D: That each of our students reaches high levels of achievement and acquires the knowledge, skills and values needed to become a responsible member of a democratic society*

We will know this Key Aspiration has been achieved...

- when students show that they have learned how to learn
- when each student exits his or her program with confidence in his or her own skills and with a sense of future goals
- when students demonstrate awareness of, and actively participate in, social and global issues
- when students act in accordance with expected standards

*Key Aspiration E: That each of our staff members is valued and feels valued*

We will know this Key Aspiration has been achieved...

- when each staff member is treated with dignity
- when each staff member contributes actively and positively to the system's improvement
- when each staff member has opportunities to use his or her special personal talents
- when school timetables provide time to allow and encourage staff to participate in leadership roles in the co-curricular programs in the schools

*Key Aspiration F That each of our staff members is encouraged and supported in her of his responsibilities and opportunities within our school system*

We will know this Key Aspiration has been achieved...

- when any systemic barriers to employment opportunity have disappeared
- when each staff member has access to the resources, equipment and development opportunities needed to perform at a high level
- when each staff member is given the opportunities to reach his or her professional goals
- when school timetables provide time to allow and encourage staff to participate in leadership roles in the co-curricular programs in the schools

*Key Aspiration G: That our families and communities work with our schools in helping our students learn*

We will know this Key Aspiration has been achieved...

- when the expertise of the community members is creatively and innovatively used in teaching and learning
- when the membership on, and involvement with, each School Council is reflective of the composition of that school's community
- when clear communication plans make our services and opportunities known across the system and within each school community
- when each school develops and implements policies and practices which support family involvement with student learning
- when each school implements practices which support codes of behaviour in our learning environments

*Key Aspiration H: That our families and communities share in celebrating the range of accomplishments of our students and school system*

We will know this Key Aspiration has been achieved...

- when each student's accomplishments are recognized regularly
- when each school-based plan addresses the range of student needs and experiences in that school
- when the learning activities in each school address each student's development as a whole person
- when each student exits his or her program with confidence in his or her own skills and with a sense of future goals

*Key Aspiration I: That our school system encourages innovation and creativity in our learning and working environments*

We will know this Key Aspiration has been achieved...

- when proposals which reflect innovative approaches to learning opportunities within the mandated curriculum receive support for their implementation
- when learning partnerships are established, according to Board policy, to promote and encourage active student participation and community involvement across the curriculum
- when ideas and best practices are shared among schools across our system and beyond
- when opportunities are provided for flexible assignments (e.g. job-sharing and short-term internships)
- when employee incentive programs acknowledge and reward innovative and helpful ideas

*Key Aspiration J: That our students and staff are able to function effectively in their daily lives in this age of information*

We will know this Key Aspiration has been achieved...

- when resources, training and support are provided equitably to assist staff and students to acquire the necessary skills and knowledge to use information technology effectively in their daily lives
- when all schools and sites have information literacy plans to develop a continuum of skills and knowledge for students and staff
- when partnerships are developed according to Board policy to acquire and provide training in the use of information technology and resources

*Key Aspiration K: That our school system demonstrates responsible use of resources in implementing our Education Plan*

We will know this Key Aspiration has been achieved...

- when policies are in place to ensure that all resources -- finance, equipment, materials and personnel -- are strategically aligned to the Education Plan
- when a comprehensive accountability policy is in place to ensure the implementation, monitoring and review of the Education Plan, equipment, materials and personnel -- are strategically aligned to the Education Plan
- when clear communication plans actively explain to all system partners how resources are being used to support the implementation of the Education Plan.