



## GPPSD STRUCTURES AND PROCESS ALIGNED TO THEORY OF ACTION

| Implementation of SLQS/LQS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Implementation of LQS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Implementation of TQS                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Optimum Learning for All                          |
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| “IF the central office does X                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | then principals will be able to do Y                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | which will help teachers to Z                                                                                                                                                                                                                                                                                                                                                                                                                                                   | which will help students learn at higher levels.” |
| <b>System Leadership Planning</b> <ul style="list-style-type: none"> <li>Weekly educational director meetings</li> <li>Monthly all director meetings</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>School All Admin Planning</b> <ul style="list-style-type: none"> <li>Engage in monthly all admin meetings</li> <li>Schedule planning time</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Build Teacher Capabilities</b> <ul style="list-style-type: none"> <li>Demonstrate knowledge of curriculum, the learner, responsive planning with assessment and instruction, and incorporates resources</li> <li>Meet the continuum of student needs through a variety of instructional strategies</li> <li>Use assessment practices that respond to student needs through planning and instruction</li> <li>Develop individual inquiry based professional growth</li> </ul> | <b>Optimum Learning for All Students</b>          |
| <b>Monthly All Administrator Professional Learning (PL)</b> <ul style="list-style-type: none"> <li>Two monthly admin meetings               <ul style="list-style-type: none"> <li>PL focus in person (full day)</li> <li>Operations online (1 hour)</li> </ul> </li> <li>Aligned to 3 Year Education Plan</li> <li>Instructional &amp; Visionary Leadership focus</li> <li>Knowing-Being-Doing embedded into planning and dialogue</li> <li>Reflective questions to connect learning to practical application at school sites</li> <li>Integration of Adaptive Schools</li> <li>Templates for school leaders to capture their planning, and provide feedback to system leadership</li> <li>Collaborative dialogue whole and small group</li> </ul> | <b>Year Plan for Monthly Professional Learning</b> <ul style="list-style-type: none"> <li>Integrate process and structures from All Admin PL into their School PL (one full Friday per month for embedded PL)</li> <li>Align PL to School Education Plan</li> <li>Reflect on Knowing-Being-Doing (Where do I need to start with my staff?)</li> <li>Embed Optimum Learning Framework and companion documents, Indigenous Education Document, and Career Pathways Framework</li> <li>Model the use of evidence based decision making</li> <li>Enhance teacher instructional capabilities</li> <li>Enhance staff capabilities to collaborate</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                   |



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| <p><b>School Admin Team Inquiry</b></p> <ul style="list-style-type: none"> <li>• Collaborative Inquiry 5-6 times per year</li> <li>• Inquiry focus for all schools is on enacting an area of their school education plan</li> <li>• Coaching role (generative dialogue on curiosity of admin practice, strategies to support, and evidence of growth)</li> </ul> | <p><b>Support Teacher Professional Growth</b></p> <ul style="list-style-type: none"> <li>• Plan professional learning to meet teacher needs</li> <li>• Make evidence based decisions</li> <li>• Structure individual inquiry based professional growth planning for teachers</li> <li>• Engage in classroom observations to support teacher instructional growth</li> </ul> | <p>plan based on student evidence</p> <ul style="list-style-type: none"> <li>• Identify alignment of their focus to the School Education Plan</li> <li>• Identify their role in actualizing the School Education Plan, implement strategies, and evaluate the impact</li> </ul> |  |
| <p><b>Principal Instructional Leadership 1:1 Meetings</b></p> <ul style="list-style-type: none"> <li>• Coaching and consulting to meet the needs of the principal and support their professional growth</li> </ul>                                                                                                                                               | <p><b>Support Vice Principal Professional Growth</b></p> <ul style="list-style-type: none"> <li>• Co-develop a plan with vice-principal(s)</li> <li>• Provide opportunities to expand vice principal knowledge and capabilities (instructional leadership and operations for growth and succession planning)</li> </ul>                                                     |                                                                                                                                                                                                                                                                                 |  |
| <p><b>Education Plan and Results Report</b></p> <ul style="list-style-type: none"> <li>• Collaborative meetings to support development</li> <li>• Division templates: pre-populated data</li> <li>• Reflection Questions</li> <li>• Alignment provincial – division – school - individual</li> </ul>                                                             | <p><b>School Education Plan and Results Report</b></p> <ul style="list-style-type: none"> <li>• Collaboratively explore data, develop and identify strategies, take action to implement and evaluate impact of the School Education Plan with staff</li> <li>• Analysis of data to develop School Results Report</li> </ul>                                                 |                                                                                                                                                                                                                                                                                 |  |
| <p><b>Collaborative Development of Frameworks and Foundational Documents</b></p> <ul style="list-style-type: none"> <li>• Division Three Year Education Plan</li> <li>• Optimum Learning Framework</li> <li>• Planning Companion Document</li> <li>• Career Pathways Framework</li> <li>• Indigenous Education Guiding Document</li> </ul>                       | <p><b>Implement Frameworks</b></p> <ul style="list-style-type: none"> <li>• Introduce frameworks and supporting documents to staff</li> <li>• Integrate frameworks/documents into professional learning, education plan, and professional growth</li> </ul>                                                                                                                 |                                                                                                                                                                                                                                                                                 |  |