Report of Senior Administration to the Board of Trustees

May 9, 2011

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This report from members of the Brandon School Division Senior Administration is submitted respectfully for your consideration, action, and information.

Dr. Donna M. Michaels
Superintendent of Schools/
Chief Executive Officer

A. Business Arising for Board Action

I. PRESENTATIONS

FROM LEARNING SUPPORT SERVICES

M. Peirson, V. Adams, G. MacKay – Program Specialists Report

II. HUMAN RESOURCES

III. SECRETARY-TREASURER

1. WESTOBA CREDIT UNION SCHOLARSHIP

For Action.....G. Barnes

Westoba Credit Union would like to establish a scholarship in the Brandon School Division. The conditions for establishing the scholarship have now been completed and an Agreement prepared. The scholarship is to be known as "The Westoba Credit Union Scholarship" in the amount of $500 to be awarded annually to a graduating student from École Secondaire Neelin High School who has applied to and been accepted at a Manitoba University or Community College to pursue post-secondary student in a business related field. The scholarship recipient shall have demonstrated academic achievement and being a member or a child of a Westoba Credit Union member will be considered as additional assets whenever opportunity permits. The Scholarship shall continue indefinitely, subject to notification on or before March 1st of any year should the parties wish to terminate the agreement. The Agreement is attached as Appendix A. A recommendation approving the Agreement is included in the agenda. Please contact me should you have any questions in this regard.

RECOMMENDATION:

That the Agreement for establishment of a scholarship for a graduating student from École Secondaire Neelin High School who has applied to and been accepted at a Manitoba University or Community College to pursue post-secondary student in a business related field to be known as "The Westoba Credit Union Scholarship" in the amount of $500.00 be approved and the Chairperson and Secretary-Treasurer be and are hereby authorized to affix their signatures and the seal of the Division thereto.

2. PUBLIC RELEASE OF PRINCIPAL APPOINTMENT

For Action.....G. Barnes

As per Policy 5003 – "Reassignment of School Principals", Senior Administration presented their recommendation to the Board of Trustees in-camera at the Regular Board Meeting held April 25, 2011. The recommendation was approved and a motion is required in order to announce publicly the name of the successful candidate.

RECOMMENDATION:
That Confidential report No. 2 adopted at the Regular Board Meeting on April 25, 2011 containing the following recommendation be now presented for public record: That Mr. Rick Stallard be appointed as Principal of Earl Oxford School and Mr. Shawn Lehman be appointed as Principal of J.R. Reid School effective September 6, 2011.

3. RECOGNITION OF TRADE EXPERIENCE

For Action.....G. Barnes

Article 8.03 of the current Collective Agreement between the Division and the Brandon Teachers' Association provides for the recognition of increments for related experience for teachers holding a special certificate and employed in the areas of vocational industrial education, agriculture and marketing education. These programs are offered at Crocus Plains Regional Secondary School.

Mr. Greg Malazdrewicz, Associate Superintendent and Mr. Darren Hardy, representative of the Brandon Teachers' Association, have reviewed the documentation submitted related to the Ms. Peggy Ficek related work experience for increment purposes for a staff member as follows:

Ms. Peggy Ficek, Industrial Vocational Teacher – Hairstyling Program at Crocus Plains Regional Secondary School a total of 199 months or the equivalent of 16.58 years of relevant trade experience has been identified which on the basis of 3 increments for the first 3 years of trade experience and an additional 6 increments for the remaining 13 years of trade experience, a total of 9 increments is recommended.

RECOMMENDATION:
As per Article 8 of the Collective Agreement, that Peggy Ficek, Industrial Vocational Teacher, be granted 3 (three) increments for the first 3 years of trade experience and an additional 6 (six) increment for the remaining 13 (thirteen) years of trade experience, providing her with a total of 9 (nine) increments.

IV. SUPERINTENDENT OF SCHOOLS

1. ÉCOLE SECONDAIRE NEELIN HIGH SCHOOL OFF-SITE ACTIVITY REQUEST

For Action.....G. Malazdrewicz

École Secondaire Neelin High School has submitted an off-site activity request (attached as Appendix B for Trustee consideration) for 7 (seven) high school French students, Grades 11 and 12, from École Secondaire Neelin High School to make a trip to France from July 2, 2011 to July 10, 2011.

Mr. Michael Adamski, Principal, École Secondaire Neelin High School, and Mr. Greg Malazdrewicz, Associate Superintendent, have approved this trip. Approval from the Board of Trustees is respectfully requested.

RECOMMENDATION:
That the trip involving 7 high school French students from École Secondaire Neelin High School to France from July 2, 2011 to July 10, 2011 be approved and carried out in accordance with Board Policy/Procedures 4001: Off-Site Activities.

V. SENIOR ADMINISTRATION RESPONSE TO TRUSTEE INQUIRIES

B. Administrative Information

I. HUMAN RESOURCES

1. PERSONNEL REPORT

For Information ..... B. Switzer

Included in the agenda package as Confidential #1 is the Personnel Report, a listing of resignations and employment approved by the Superintendent of Schools and Secretary-Treasurer since the last meeting.

II. SECRETARY-TREASURER

1. NEELIN HIGH SCHOOL / ÉCOLE SECONDAIRE NEELIN HIGH SCHOOL

For Information ..... G. Barnes

Michael Adamski, Principal, Neelin High School, has forwarded correspondence in regard to having Neelin High School known as École Secondaire Neelin High School to reflect the school's bilingual component. This is not considered a name change as referenced in Policy and Procedures 9058. Therefore, the change is only operational in nature and is considered acceptable. This is provided as information and should Trustees have any questions, please contact me or have them discussed at the Board meeting.

III. SUPERINTENDENT OF SCHOOLS

BOARD OF TRUSTEES GOVERNANCE GOALS AND ACTIONS – 2010 - 2014

For Information ..... D. Michaels

The Board of Trustees met on January 7, 2011 (pm) and January 8, 2011 to consider, develop, and prepare a draft statement of Governance Goals for 2010-2014.

These goals provide the foundation and focus of the Board's governance work for 2010-2014 in providing leadership for the Brandon School Division's direction towards innovative change that will serve all students well and effectively.

The Governance Goals were approved at the Regular Board Meeting held January 24, 2011 by motion 09/2011. The appropriate Board Committees have now reviewed their respective Governance Goal and developed strategic action plans to actualize the goals over the next three and a half years. Attached as Appendix C to this report is a copy of the Governance Goals and Strategic Actions to be taken.

1. SCHOOL INFORMATION

For Information ..... D. Michaels

SCHOOL VISITS (APRIL 20 – MAY 2, 2011)

- Thursday, April 21, 2011 – Meadows School
- Tuesday, April 26, 2011 – Earl Oxford School
- Monday, May 2, 2011 – Alexander School

A. QUALITY LEARNING

QUALITY LEARNING AT ÉCOLE O'KELLY SCHOOL

Report prepared by Ms. Angela Voutier, Principal, École O'Kelly School

Quality Learning Goals for the 2010/2011 school year at O'Kelly are in the areas of Numeracy, Wellness, and School Spirit. The key accomplishments to date are as follows.

Numeracy Goal

Our school numeracy committee met in January and discussed the school needs to put together a rubric and work towards a profile that can be used throughout a student's time at O'Kelly School. The committee also developed a continuum for all the math outcomes from Kindergarten to grade 8 and showed it to staff for approval. The goal is for teachers to use the continuum when assessing (by highlighting possibly) to show progress throughout the terms. All staff members were given a copy. The committee also talked about the need for a math profile, focusing on the four strands in math. A meeting on April 27, 2011 started work on our goal for next year. This meeting included Teresa Timmerman's input to help come up with a more concise goal and provide strategies as to where to go from here. Currently we are getting four more SmartBoards in our school so that will help us in achieving our "integrating Information Communication Technology (ICT) into teaching and learning" and Teresa is coming back to our school to talk with us and share ideas to help "implement the actions of this plan" (out of our current goal).

School Spirit and Wellness Goal

This school committee committed to using *Stop, Think & Act Respectfully and Responsibly (STARR)* card program again this year and this has resulted in monthly school wide draws for prizes and Principal of the Day Program. There have been four students selected as Principal of the Day. In addition, the Effective Behaviour Support (EBS) committee has organized three assemblies that involved school wide activities based around bullying, Halloween, and recycling. Other school-wide spirit/fun activities and celebrations have been ongoing to create positive memories and relieve stress by having fun and have or will include such things as sports events, recess intramurals, spirit week and days, talent show, cross-grade buddies, and class cheers.

B. QUALITY TEACHING

QUALITY TEACHING AT WAVERLY PARK SCHOOL

Report prepared by Mr. Bob Lee, Principal, Waverly Park School

Waverly Park is participating in the Reggie Routman writing initiative. It involves thirteen lessons that provide discussion, video, and opportunity to practice and reflect on a variety of writing strategies. Our final two sessions are taking place in May 2011. This initiative is referred to as the Optimal Learning Model (OLM) as it provides ongoing dialogue between classroom practitioners and is designed to foster the best practice of "I do it. You do it. We do it". Students have the chance for *guided* practice.

Staff have also been involved with Information Communication Technology (ICT) professional development through Word Press this school year; helping move class and school web pages to this new more user friendly software.

Staff have attended sessions on brain-based learning, student engagement, literacy support by Faye Brownlee and numeracy exploration of various SmartBoard sites, Origo math and numeracy recovery. Strategies experienced at these sessions have been brought back to the classrooms. Our High Ability Learner Enrichment Program (HALEP) teacher is connecting with staff (Kindergarten to grade 8) and developing units promoting differentiated instruction and exposure to enrichment activities.

We have also continued to work together with a school wide theme of "Going Greener" and to date have held three out of four activities this year to foster student connection with our environment and the value of Reduce, Reuse, Recycle (litter less lunch, Christmas recycle store, mail-art – post cards and trading cards). Our final activity will be for a paperless day in June.

Quality Teaching is also being promoted through our involvement with the Professional Development School (PDS) partnership with Brandon University. Four student teachers have been with us on a half-day basis since returning in January. These students and staff are able to hold Quality Teaching discussions on a daily basis and then have opportunity to put them into practice. Seven other student teachers are also currently experiencing their practicum at Waverly Park School.

C. QUALITY SUPPORT SERVICES

QUALITY SUPPORT SERVICES AT J.R. REID SCHOOL

Report prepared by Mr. Rick Stallard, J.R. Reid School

Several Quality Support Services initiatives have been taking place at J.R. Reid School this year.

Social Emotional Learning

- "Triple P Parent Program" (Positive Parent Program) introduced and instructed by J.R. Reid Resource Teacher.

  This program teaches parents effective ways to deal with the challenges of raising happy, healthy children. It is based on building strong, nurturing relationships, good communication, and positive attention to help children develop. It is a Healthy Child Manitoba Initiative.

  J.R. Reid partnered with the Child and Adolescent Treatment Centre to offer the program over the course of three evening sessions.

- Strong Kids Pilot Project with grades 4 and 6 instructed by Bill Bolley, Social Worker, Brandon School Division.

  This program was designed to provide a social and emotional learning curriculum for the students. It included twelve lessons and many valuable skills were introduced.

- Learning Disability Project (Kindergarten to grade 1)

Class Summary and Profiles

- Summary of information on grade level classes from Kindergarten to grade 8. Individual student assessment documented and used for school data.

- School-wide profiles and data collected by Resource Teacher, Guidance Counselor and Administrator. Data is assessed and reported in support of resources for classrooms and individuals.

These data collection tools allow J.R. Reid staff to plan and communicate with the Division personnel to set up and implement programming with Quality Support Services at the forefront.

Random Acts of Kindness

Random Acts of Kindness is a program implemented at J.R. Reid catching kids in action performing kind and respectful behaviours on a daily basis. Staff recognizes individuals in the school that display these attributes. These attributes inserted onto our Wall of Fame located on the north and south hallways of J.R. Reid. This program

coincides with the previous program implemented at J.R. Reid – Pay It Forward. Both of these programs were initiated from the Effective Behaviour Support (EBS) training provided to the staff at J.R. Reid.

D. ADMINISTRATIVE AND STATISTICAL INFORMATION

SUSPENSIONS

SCHOOL	NO./STUDENTS	NO./DAYS	REASON
Crocus Plains	4	3, 5	Assaultive, Unacceptable Behaviour

2. DIVISIONAL INITIATIVES

For Information ..... D. Michaels

A. QUALITY LEARNING / QUALITY TEACHING

BRAIN-BASED LEARNING SESSION / APRIL 18, 2011

On April 18, 2011 the Quality Learning Steering Committee sponsored a professional learning session on Brain-Based Learning (BBL). The facilitator was Mr. Gary Anaka, teacher, author, researcher.

Gary is a teacher with 32 years experience in several areas including English as an Additional Language, Early Childhood Education, Special Needs (Autism, behaviorally-challenged), learning disabled. In 1997 Gary saw an increasing number of students (K-12) with learning difficulties; "fragile brain" students. He undertook to learn about this reality and it lead him to Brain-Based Learning. His study of the nine principles of BBL deepened with further research. Today, Gary is a full-time BBL facilitator and coach. He works with several Canadian school divisions; providing teachers, support staff, administrators, parents, corporate personnel with learning sessions in applied neuroscience.

Mr. Anaka facilitated two sessions; in the morning for teacher representatives from each school (approximately forty-five in attendance) and in the afternoon for administrators and Learning Support Services personnel.

Brain-Based Learning is an emerging area of professional learning in education. It references neuroscience, child development, and pedagogy with an emphasis on the influence and impact of the brain's development and operations on the human learning process. It is at the basis of our work/learning in differentiated instruction, curriculum implementation, assessment of students' learning styles, students' developmental adaptations, organization of classrooms and schools for effective learning and the application of differentiated resources for the motivation of learning.

Mr. Anaka provided information and practical applications in all of these areas; drawing on his indepth professional experiences and his dedication to the learning of all students (K-adults). Some of the key points from his presentations are noted below:

- Brain-Based Learning – Different Brains
  Brains are different. Most teachers will tell you that the students of today are very different from past students. Why are they so different? Here is what the experts are saying. Infants today are having less contact time with their parents. Changing economics finds many families on the move changing schools often. Children are not playing games with their parents and parents are not reading stories with them. Sedentary living and obesity are rampant.

- Brain-Based Learning – Reticular Activating System
  Students who are engaged usually learn and perform better. How can you turn on the student brain? There is a system in your brain that pays attention. It is called the Reticular Activating System (RAS) or the "hook". Turn on the hook and you have got their attention.

  Teachers need to engage the RAS of the student brain because that is where learning starts. How? Ask questions; give choices; challenge; curiosity.

- Brain-Based Learning – Prior Knowledge
  Information in your brain does not exist in isolation. Everything is connected to everything else. All new learning must connect to prior learning. In introducing a new concept, it has to find a place in those already established memory networks.

  How? Mind maps (draw what you know) are excellent for accessing prior knowledge. Do you have any experience with this topic? What facts do you know about this topic? Do you have any questions about this topic? How does it connect to your life?

  The greater the prior knowledge, the easier the learning.

- Brain-Based Learning – Learning Styles
  Do all students learn in the same way? Obviously not. In every classroom from Kindergarten to grade 12 there will be visual, auditory and kinesthetic learners.

  If a student received information best visually, and the teacher tends to talk a lot or give lectures, the student is at a disadvantage. That teaching style can also drive kinesthetic kids up the wall generating attitude or behaviour issues.

  Diversity in the classroom needs to be honoured. Enrich the learning situation with all three learning styles every day.

To learn anything effectively and efficiently you have to see it, hear it and feel it.

- Brain-Based Learning – Digital Brains
  Neuroscientists call them digital students. They spend a tremendous amount of time surfing the net, texting, playing video and computer games, flooding their brains with images and endless data from digital technology. This has created a brain gap between parents and their children and between the student and the teacher.

  Today's brains are different from all other previous generations. Their brains have been wired by electronic toys since birth. Children have more video hours than their parents will ever have. They have less reading hours. Children today have not been raised with books. Their brains have evolved in a digital environment. They are different. Our world is different.

  If the children's brains are wired differently from past generations, who needs to change?

  A good resource book on this topic is: *iBrain (Surviving the technological alteration of the modern mind)* by Gary Small and Gigi Vorgan, 2008.

- Brain-Based Learning – Auditory Learners
  Ways of receiving information are called learning styles. It is very valuable for parents and their children to know what his or her individual learning style is. Is your son or daughter an auditory learner? Here is a simple overview that can give you some clues: loves to talk; learns best with verbal instructions (from others or self); remembers best by auditory repetition; spelling – uses the phonics approach, talks about things, pros and cons, what to do; and loves music, songs and knows all the lyrics.

  Obviously, when the auditory learners need to study some material at any grade level, they have to repeat things out loud to themselves or have someone read it to them. Then discuss it.

  To learn anything effectively and efficiently you have to see it, hear it and feel it.

- Brain-Based Learning – Visual Learners
  Ways of receiving information are called learning styles of which there are three major ones. All of us have our own individual learning style. Is your son or daughter a visual learner? Here is a simple overview: visual learners learn best by seeing, watching or observing; forgets names but will remember faces; writes things down, likes to take notes; generally good visualizers, thinks in pictures; hand writing is generally good; and spells by site.

When students have to study material and they know their learning style they can use this to great advantage. Visual learners need to see what they need to remember.

To learn anything effectively and efficiently you have to see it, hear it and feel it.

- Brain-Based Learning – Kinesthetic Learners
  Ways of receiving information are called learning styles. Is your son or daughter a kinesthetic (tactile) learner? Here are a few clues: learns by doing things, touching, feeling, manipulating; loves to be directly involved; often is a poor speller – spells to determine if words "feel" right; doesn't like sitting for long periods of time, fidgets, has to move; and not an avid reader.

  Often kinesthetic kids are the ones with the most challenges in school. Their brains are engineered to touch, do and move but the school setting requires them to sit, sit and sit some more.

  To learn anything effectively and efficiently you have to see it, hear it and feel it.

- Brain-Based Learning – Safety
  The human brain is an information processor. Its number one preoccupation is survival. Students in the classroom are constantly on the alert for any kind of threat.

  Threats hijack the brain. Threats (fear, harm, anxiety, mistrust) to the brain are a huge issue. These states hijack the brain putting it into flight, fight of freeze mode.

  Danger and threats cause the hormone cortisol to be released. Chronic levels of cortisol over time can really interfere with the brain. Too much of this stress chemical can interfere with the memory formation and make kids sick.

  Safe, non-threatening environments are a key principle for brain compatible teaching.

  Maintain safe stress-free learning in your classroom.

- Early Childhood Education
  Growing a healthy brain is one of the most important activities of early childhood. Only a few years ago, it wasn't recognized by neuroscientists how important experiences impacted the structure of the brain.

  The reality is that the early years are very critical. There are ways to foster greater intelligence that are practical, easy and natural. The brain feeds on stimulation and experience.

Good resource book – *Magic Trees Of the Mind,* by Marian Diamond.

Caregivers need to know that they are literally the architects of the child's brain.

Participants commented positively on Mr. Anaka's presentation – its dynamic and useful nature.

The Quality Learning Steering Committee, chaired by Darlene Wilkinson, will continue its work on Brain-Based Learning in 2011/2012.

EXAMINING THE "E" IN TESOL: ANNUAL *TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES* CONVENTION / APRIL 2011

Report prepared by Ms. Joanna Ford, English as an Additional Language Specialist

EAL Teacher Kelly Fuhr and I attended the TESOL Convention in New Orleans from March 15-20, 2011. The following report details some of the workshops I attended at the convention:

<u>Site Visit to Jefferson Parish High School Newcomer Program:</u>
At this site visit, we were given information about the reception and assessment process that Jefferson Parish uses when registering newcomers, as well as information about the EAL programming at the high school we toured. The Assessment Centre is open throughout the year (including the summer months) and they continue to register and assess students in all 12 months of the year. The Centre services 20 different schools in the Parish.

There are several similarities between the Jefferson Parish Assessment Centre, and ours in the Brandon School Division. Newcomers make two separate appointments; one for registration and another for assessments (they do not complete math assessments at the centre, but later in the classroom). They offer translators for their three largest language groups to assist those with limited English. Currently, the assessment tool they are using is called the LAS, however they are in the process of changing to the W-APT, which is what we are currently using.

Newcomer students who are in the beginning stages of English are placed (upon parental consent) into one of two Newcomer Programs (one for the West Bank and one for the East Bank). This programming is only offered at these two locations. There is alternative EAL programming at the other schools, but not as intensive as is available at the Newcomer Programs. Students are in these sheltered classes for the entire day; the classes we observed included English I and II, reading I, math, and science. In the first semester, students are placed into what is considered the first stage, and in the second semester, students are placed into the second stage (similar classes, at a more advanced level of English instruction). After the first year, students are usually mainstreamed into regular classes, however if they need additional support, they can remain in the sheltered classes for another semester.

After completing the Newcomer Program, students can return to their catchment schools, but are still tracked and monitored. Their grades/assessment results are inputted into a central system where they are kept track of to ensure that they are making progress. Detailed records are kept of student achievement and assessments and are updated three times a year. Student reports are managed by stage coordinators. There are three coordinators in the Parish, one for beginners, one for students at the intermediate stage, and one for advanced students. These coordinators keep track of student progress, even after they have exited EAL programming. These coordinators are also responsible for sharing information about students, investigating when students are not doing well, helping teachers with appropriate programming for EAL students, and professional development in the Parish.

At the school we visited there are 200 EAL students in EAL programming, and there are 5 full time EAL teachers. There are 4,000 EAL students in the entire Parish. Divisionally, there are 26 employees working in the EAL department who are not teachers. They include the reception centre staff, parent liaison workers, counselors, psychologists, coordinators, social workers, etc.

The Reception Centre also has a parent liaison worker; this person is responsible for maintaining close parent connections with newcomer parents. Some aspects of her role include sharing information about programming, scheduling, school conduct, offering workshops for parents, coordinating support groups, taking parents into the community, doing home visits, setting up meetings with principals, social workers, etc.

Some of the workshops offered to parents include computer assistance (there were several computers that parents could use in the office), parenting information, bullying, school rules, and cultural values. The parent liaison collaborates with school social workers and psychologists to coordinate group therapy and counseling for parents, offers violence prevention classes for students who have been suspended or expelled from school, and so on. Interpreters and babysitting services are offered to parents attending the workshops. Several modules have been developed for these workshops.

It is also important to note that EAL program descriptions have been detailed and translated so parents have a clear understanding of what kind of programming their children are receiving when they are placed into the Newcomer Program, as well as other types of EAL programming. Also, other school policy and codes of conduct have also been translated to ensure that parents understand the school system.

Session Highlights:

There were specific sessions that I especially enjoyed attending, probably because the topics were those that I am especially passionate about. One of the sessions I took away useful information from was, “The Development of a Framework to Integrate Content with English Language Proficiency Standards”. The presenters at

this session provided us with a link to a document titled, "Content Area and English Language Proficiency Linking Tools Exemplars". The purpose of the framework is to provide teachers with a practical tool to differentiate instruction and to integrate language with content objectives so that EAL students can improve their academic skills and access grade level material.

This particular school district made it a professional development priority to train teachers to differentiate their mainstream content and instructions to make it possible for EAL learners to interact in their classes. The district worked together with the Centre of Applied Linguistics (CAL) to develop the framework. The schools in the district identified key teachers to form teams with researchers from CAL and create sample lesson plans for math, science, social studies, and language arts in grades 3-5.

Please see this link for the framework exemplars:
http://www.marylandpublicschools.org/NR/rdonlyres/494C2E72-8C85-47C6-B2C4-E2363B81B026/19770/MCPS_Linking_Tool_093008.pdf

Another session that I enjoyed was, "Collaboration: Structures and Supports to Make it Happen". This district employed several facilitators/instructional coaches to work with EAL and mainstream teachers to guide and support them in using a co-teaching approach. The presenters of this session spoke about the importance of having teachers on board in order for the co-teaching approach to be successful. They used surveys with Google documents to gather information from teachers about their attitudes and feelings around co-teaching. From there, they identified key teachers who would be willing to work on pilot projects in small groups. They found this was also an important way to gather information about staff preferences and needs for professional development.

Through the surveys, they also asked questions about staff perceptions of EAL students, and found that many had assumptions that EAL students could not handle the rigorous course work they gave to the mainstream students. This was important, because if teachers feel that EAL students are not capable of handling content materials, they may not see the benefits of co-teaching (they may believe that EAL students need the pull out instruction to receive basic English instruction before they "belong" in the mainstream).

Through their work, they developed a more robust EAL service plan, were able to provide targeted PD, and focused more explicit attention on EAL concerns in school improvement plans.
A third session that I found very practical was, "Effective Vocabulary Instruction For All Levels". Throughout this session, the presenter provided us with great examples of how to integrate vocabulary into lessons for students at all levels. She also included a little theory of language acquisition, by speaking about three stages students go through to really learn and understand new vocabulary words. She

provided us with many examples of activities to use with students to walk them through these three stages to get them to the point where they acquire new vocabulary. We were given a comprehensive handout that I plan to pass on to teachers at my next workshop on vocabulary acquisition on April 26th.

I have been able to find several electronic versions of the power points and handouts from the workshops that attended. If anyone is interested in seeing these, I will be posting them on the EAL Conference site, in the folder titled, TESOL 2011.

B. QUALITY LEARNING

PRINCIPAL PREPARATION PROGRAM - SESSION 8 "OUTREACH TO THE SCHOOLS" / APRIL 19, 2011

Report prepared by Mr. Jaime Lombaert, Vice Principal George Fitton School

Based on the Principal Preparation Program Steering Committee meeting the following process was discussed to facilitate the discussion. The three facilitators for the evening were Darlene Wilkinson, Principal, Valleyview Centennial School; Jaime Lombaert, Vice-Principal, George Fitton School; and Barb Miller, Principal, Alexander School; therefore, three groups of ten participants in each group, one facilitator per group. In these groups there were nine questions encompassing each of the six dimensions. All questions are attached as Appendix D.

Facilitator #1
Question 1 – moral purpose
Question 2 and 3 – understanding change

Facilitator #2
Question 4 – relationships
Question 5 – knowledge sharing
Question 6 – building coherence

Facilitator #3
Question 7, 8 and 9 – building leadership

The groups spent thirty minutes per facilitator and then switched groups, which allowed for enough time to surface the key ideas and make sure everyone had a chance to contribute.

The facilitators then dealt with the general leadership questions as a whole group so that everyone heard the suggestions. Each facilitator took a couple of questions and led the group discussion.

Overall the format was a good change from regular presentations. Participants had the chance to share their knowledge they learned from the course.

C. QUALITY TEACHING

STRATEGIC LEADERSHIP COUNCIL MEETING / APRIL 25, 2011

A regular meeting of the Strategic Leadership Council was held on April 25, 2011.

Teresa Timmerman, Numeracy Specialist, presented draft Policy 4059 – *Numeracy*. This will be a newly proposed policy in Brandon School Division and development of this policy has been one focus of Ms. Timmerman's work as Numeracy Specialist. Principals were asked to review the draft policy and provide feedback to Ms. Timmerman by mid-June. It is anticipated that this policy will go forward to the Education Committee early in the fall; then to the Board of Trustees.

Draft Policy and Procedures 4053 – *Literacy* were reviewed. The Literacy Steering Committee has been working on this policy and meeting with grade groups. Discussions around "best practices" are occurring. It is anticipated that draft Policy and Procedures 4053 will go forward to the Education Committee at its June meeting.

Proposed changes to Policy/Procedures 5010 – *Interview, Selection and Assignment of Professional Teaching Staff* were reviewed. This will remain a draft policy for the 2011-2012 school year. Interview questions have been revised based on principal feedback and to ensure that they correspond more closely with the Standards of Excellence outlined in Policy 5001 – *Supervision and Evaluation of Educators.* Principal feedback on the revised interview questions is requested following the spring staffing period.

Mr. Malazdrewicz, Associate Superintendent provided a brief update on upcoming changes to Policy 4001 – *Off-Site Activities*. Schools will be required to provide more information regarding off-site activity requests, in the form of a pre-trip proposal including risk assessment, as well as a post-trip report for all off-site activities.

The Strategic Leadership Council will meet again in the fall of 2011.

MIDDLE YEARS INITIATIVE REPORT / APRIL 2011

Report prepared by Ms. Betty Howell, Principal, St. Augustine School

In the fall term, the revised assessments for Grade 5 & 7 in literacy were conducted over the September – October time period and results were collected for analysis. The revised format, based on tasks that closely mirror typical classroom literacy tasks, received positive feedback from the teachers. The fact that the collection of evidence occurs with opportunities to examine more pieces of work on which to base the teacher's evaluation aligns with best practices in assessment. The aggregated results have been distributed to schools and will contribute to school planning.

The Middle Years literacy support teachers have continued to meet throughout the year to implement support to students who have literacy delays in middle years. Discussion has centered upon strategies to increase comprehension, improving response to text, increasing level of text the students can read with understanding, decoding and word study strategies, and improving writing skills. Part of the focus for this year has been sharing various implementation models for literacy support, as some of the participating schools had developed a concept that fit the context of their school needs. We have discussed the implementation of a pull-out model, a blended model with some in-class and some pull-out, and a collaborative co-teaching model designed to introduce strategies into the classroom instruction and provide support within the classroom. We have also discussed logistics such as longer time blocks for students receiving pull-out services in order to more fully engage in the literacy task, length of time students receive service – full year or cycling groups of students into support and back into the classroom, every day vs. every other day service. The discussion at the end of the year will provide information to this project as it moves forward with the addition of Grade 3-4 transition/ Middle Years literacy positions in all schools through the budget enhancement provided by the Board of Trustees. We are looking forward to the exciting work as additional schools join the discussions.

The impact of literacy teams has also been embedded in this work. Two professional learning sessions were held over the course of the year, with Faye Brownlie facilitating. The Middle Years and Early Years literacy support teachers attended with classroom teachers and this allowed for school literacy team discussion. Cory Nevill, Literacy Specialist, also arranged for several literacy teachers to attend the Adolescent Literacy Summit , organized by the Manitoba Reading Council. Three of our teachers, Don Cuggy, Joanne Campbell, and Sandy Harrison, presented poster sessions on aspects of literacy instruction and High Ability Learner Enrichment (HALEP) Programming. Cory Nevill also presented a session based on her research into literacy development for boys. This two day institute featured many internationally recognized speakers on topics such as literacy teams and school-wide planning, differentiating instruction, teaching with culturally relevant books, improving comprehension and many more. It will be valuable to share the information with school teams.

3. COMMUNITY CONNECTIONS

For Information ..... D. Michaels

ALLIANCE BRANDON STEERING COMMITTEE MEETING / APRIL 19, 2011

The third meeting of the Alliance Brandon Steering Committee was held on April 19, 2011. In attendance were Mayor Shari Decter-Hirst (Chair); Chief Executive Officers of Assiniboine Community College, Brandon School Division and Brandon University; and representatives of the City of Brandon Management staff.

Our Steering Committee is working on developing a process to engage the community/citizens of Brandon in BUILDING A SMART CITY. In this process the six pillars of a Smart City will be explored:

- SMART ECONOMY (Competitiveness)
- SMART PEOPLE (Social and Human Capital)
- SMART GOVERNANCE (Participation)
- SMART MOBILITY (Transport and ICT)
- SMART ENVIRONMENT (Natural Resources)
- SMART LIVING (Quality of Life)

In this process the characteristics and factors for Brandon as a Smart City will be identified, determined, and assessed for ongoing community development.

Please see Appendix E for reference information.

Our next Steering Committee meeting will be held prior to the end of May.

Appendix A

THIS AGREEMENT made this day of , 2011

BETWEEN:

WESTOBA CREDIT UNION

AND:

THE BRANDON SCHOOL DIVISION

WHEREAS Westoba Credit Union has offered to fund a scholarship in Brandon School Division;

AND WHEREAS the Board of Brandon School Division has agreed to assist with the administration of such an award;

NOW THEREFORE, the parties of this agreement do hereby mutually agree as follows:

1. That this scholarship in the amount of $500.00 shall be known as the Westoba Credit Union Scholarship;

2. That this scholarship shall be awarded annually to a graduating student from École Secondaire Neelin High School in Brandon who has applied to and been accepted at a Manitoba University or Community College to pursue post-secondary study in a business related field;

3. The recipients of this scholarship shall have demonstrated academic achievement.

   In addition, being a member or a child of a Westoba Credit Union member will be considered as additional assets whenever opportunity permits.

4. That the Division will undertake to circulate information on the scholarship to potential applicants during the spring of each school year, and the school will supervise the selection of the successful candidate, and notify Westoba Credit Union in order that a representative may participate in the annual presentation of the scholarship. The preparation of letters or certificates to be given to the recipient at the annual presentation of the scholarship shall be the responsibility of Westoba Credit Union. The actual payment of the award shall be made by Westoba Credit Union upon presentation, by the recipient, of proof of acceptance at a Manitoba University or Community College;

5. That this scholarship shall be in effect commencing at the date of signing this agreement, continuing indefinitely, subject to notification on or before March 1st of any year should Westoba Credit Union or Brandon School Division wish to terminate the agreement.

DATED at Brandon, Manitoba this day of , 2011.

AGREED to on behalf of The Brandon School Division

_____
Chairperson

_____
Secretary-Treasurer

AGREED to on behalf of Westoba Credit Union

_____

GOAL STATEMENT: MONITORING PERFORMANCE RESULTS – PART 1 - STUDENTS

STANDING COMMITTEE RESPONSIBLE: (Education Committee)

GOAL: To increase grade 12 graduation rate to 85%+ over the next four years through an emphasis on the quality of student engagement in learning.

PERFORMANCE MEASURES: We will measure our achievement using the indicator and targets below....

STRATEGIC ACTIONS TO BE TAKEN	PERFORMANCE INDICATORS			
	2011	2012 *	2013 *	2014 *
1. Monitor Grade 12 graduation rates.	• Increase in grad rate in June, 2011	• Increase in grad rate to 82%	• Increase in grad rate to 84%	• Increase in grad rate to 85%+
2. Monitor proportion of students entering Grade 9 at grade levels in literacy and mathematics.	• Examine data, discuss with senior high principals and Superintendent/ Chief Executive Officer			
3. Monitor course completion rates in senior high, Grade 9-12.	• Examine data, discuss with senior high principals and Superintendent/ Chief Executive Officer			
4. Monitor students' perceptions of their engagement in learning.	• Receive and review initial Student Engagement Survey Reports (2010/11) in Sr. High Schools, Kirkcaldy Heights School and Linden Lanes School.			

*Specific annual performance indicators to be established for nos. 2, 3, 4 based on 2011 data; utilizing such as benchmarks.

GOAL STATEMENT: MONITORING PERFORMANCE RESULTS – PART 2 - STAFF

STANDING COMMITTEE RESPONSIBLE: (Personnel Committee)

GOAL: To focus, assist, support the professional learning of all staff to maximize student engagement in learning.

PERFORMANCE MEASURES: We will measure our achievement using the indicator and targets below....

STRATEGIC ACTIONS TO BE TAKEN	PERFORMANCE INDICATORS			
	2011	2012	2013	2014
1. Prepare a detailed report on the professional development budget allocation.	• Provide a detailed report on the professional development budget allocation. • Assess what is being undertaken presently throughout the Division. • Staff survey on P.D. opportunities/ needs.	• Review information received and establish guidelines for future years; providing for flexibility on professional development delivery.	• Monitor professional learning activities and results.	• Monitor professional learning activities and results.

GOAL STATEMENT: POLICY DEVELOPMENT

STANDING COMMITTEE RESPONSIBLE: (Education Committee)

GOALS: 1) To conduct program reviews to determine efficacy, quality of engagement and outcomes of student learning in electives & required courses and programs,
2) To develop transition programming for senior high (9-12) "high risk"/behaviourally-challenged students based on a comprehensive assessment of those students' needs.
3) To develop alternative programming to accommodate 16-18 year old students through sustainable partnerships with community agencies.

PERFORMANCE MEASURES: We will measure our achievement using the indicator and targets below....

STRATEGIC ACTIONS TO BE TAKEN	PERFORMANCE INDICATORS			
	2011	2012	2013	2014
1. Conduct Program Reviews	• Grade 7 and 8 Electives • Instrumental Music Program (BSIMA) • Alternate Programming under Policy 4044.2 (Interim report)	• French Immersion (K-12) • Full Day/Every Day Kindergarten • Vocational Programming • Alternate Programming under Policy 4044.2 (Comprehensive report)	• AP/IB Programming • Vocational Programming	• Full Day/Every Day Kindergarten
2. Review needs assessment regarding bridging between regular High School Programming and Off-Campus Programming	• Commence in-depth review of programming for "high risk" behaviourally challenged students			
3. Study Bill 13 Legislation and connect with High School administrators to determine implications of proposed legislation.	• Board briefing and preparation of documents for Legislative Committee (April 2011).			

GOAL STATEMENT: COMMUNITY INVOLVEMENT

STANDING COMMITTEE RESPONSIBLE: (Divisional Futures & Community Relations Committee)

GOAL: To enhance relations with the community through a rigorous, comprehensive, communications approach.

PERFORMANCE MEASURES: We will measure our achievement using the indicator and targets below....

STRATEGIC ACTIONS TO BE TAKEN	PERFORMANCE INDICATORS			
	2011	2012	2013	2014
1. Continue building relationships with existing and new stakeholder groups.	• Identify the number of stakeholder groups with which the Committee has met and report on specific successes. • Be more specific about communicating to the public the results of the stakeholder meetings. • Provide more information on webpage regarding student achievement results. • Make better use of print media, WCG and radio in communicating with public.			
2. Ensure continuous identification of new stakeholder groups.	• At the end of each school year, provide the Board with a list of groups with which the Committee has met noting any new stakeholder groups which have been added during the year.			

GOAL STATEMENT: ADVOCACY

STANDING COMMITTEE RESPONSIBLE: (Divisional Futures & Community Relations Committee)

GOAL: To undertake an organized advocacy strategy approach to strengthen public education in the Brandon School Division.

PERFORMANCE MEASURES: We will measure our achievement using the indicator and targets below....

STRATEGIC ACTIONS TO BE TAKEN	PERFORMANCE INDICATORS			
	2011	2012	2013	2014
1. Lobbying the municipal, provincial and federal governments through better communications on a yearly basis.	Municipal: • Meet with City Council to discuss items of mutual interest on a yearly or as needed basis. • Continued participation in Joint Task Force Committee. Rural Municipalities: • Meet with five municipalities which are part of BSD to discuss items of mutual interest. Provincial: • Meet with Minister of Education in the fall of each school term. • Meet with local MLAs on an annual or as required basis. Federal: • Meet with local MP for Brandon and Area.	Municipal: • Meet with City Council to discuss items of mutual interest on a yearly or as needed basis. • Continued participation in Joint Task Force Committee. Rural Municipalities: • Meet with five municipalities which are part of BSD to discuss items of mutual interest. Provincial: • Meet with Minister of Education in the fall of each school term. • Meet with local MLAs on an annual or as required basis. Federal: • Meet with local MP for Brandon and Area	Municipal: • Meet with City Council to discuss items of mutual interest on a yearly or as needed basis. • Continued participation in Joint Task Force Committee. Rural Municipalities: • Meet with five municipalities which are part of BSD to discuss items of mutual interest. Provincial: • Meet with Minister of Education in the fall of each school term. • Meet with local MLAs on an annual or as required basis. Federal: • Meet with local MP for Brandon and Area	Municipal: • Meet with City Council to discuss items of mutual interest on a yearly or as needed basis. • Continued participation in Joint Task Force Committee. Rural Municipalities: • Meet with five municipalities which are part of BSD to discuss items of mutual interest. Provincial: • Meet with Minister of Education in the fall of each school term. • Meet with local MLAs on an annual or as required basis. Federal: • Meet with local MP for Brandon and Area
2. Prepare a public strategy for forthcoming elections, both Provincial and Federal.	• Develop a questionnaire for all candidates regarding their position on specific educational matters. • Host an all candidates debate revolving around educational issues.			

GOAL STATEMENT: FINANCIAL STEWARDSHIP

STANDING COMMITTEE RESPONSIBLE: (Finance Committee)

GOAL: To provide and optimize the use of resources necessary to meet the 21st Century needs our students.

PERFORMANCE MEASURES: We will measure our achievement using the indicator and targets below....

STRATEGIC ACTIONS TO BE TAKEN			
2011	2012	2013	2014
• To research education funding to address the 21st Century needs of students.	• Outline a model to be used in assessing the Division's utilization of resources.		

GOAL STATEMENT: FACILITIES PLANNING

STANDING COMMITTEE RESPONSIBLE: (Facilities/Transportation Committee)

GOAL: To ensure schools are more accessible to the public through new initiatives and public partnerships.

PERFORMANCE MEASURES: We will measure our achievement using the indicator and targets below....

STRATEGIC ACTIONS TO BE TAKEN			
2011	2012	2013	2014
• Hold 3 public consultations regarding proposed public use of school facilities.	• Monitor implementation of use of schools by outside organizations.		
• Revise Policies and Procedures regarding use of schools by outside organizations			
• Revise Joint Use Agreement with City for use of school facilities.			

Research and Reflection Questions

Principal Preparation/ Mentorship

April/2011

Based upon the principles from "Leading in a Culture of Change: Personal Action Guide and Workbook" by Michael Fullan.

Framework for Leadership:

1. Moral Purpose
2. Understanding Change
3. Relationship Building
4. Knowledge and Creation Sharing
5. Coherence Making
6. Commitment

Leadership and Moral Purpose:

" Moral purpose means acting with the intention of making a positive difference in the lives of individuals, such as employees and customers or clients, and society."

" To be effective, leadership has to:

- Have an explicit, "making- a –difference" sense of purpose
- Use strategies that mobilize many people to tackle tough problems
- Be held accountable by measure and debatable indicators of success
- Be ultimately assessed by the extent to which it awakens people's intrinsic commitment- the mobilizing of everyone's sense of moral purpose" (Fullan , p.23)

Question #1:

As a leader in your school, can you describe an issue that really challenged you to enact moral purpose?

Understanding Change

The six leadership styles that Goleman (2000) identified are:

1. Coercive: demands compliance. ("do what I tell you")
2. Authoritative: Mobilizes people toward a vision. (Come with me")

3. Affiliative: creates harmony and builds emotional bonds. (“People come first”)
4. Democratic: forges consensus through participation. (What do you think?”)
5. Pacesetting: sets high standards for performance. (“ Do as I do, now”)
6. Coaching: develops people for the future. (“ Try this”) (Fullan, p.61)

Question #2

The change process is complex and requires different kinds of leadership. Can you discuss a major change initiative in which you have been involved in a leadership role (within your school or within the Division), and describe the type(s) of leadership that you had to employ in the course of this work?

Question #3

In your opinion, what type of leadership is most effective for implementing change that sustains beyond the leadership of one or more individuals?

Building Relationships

“ The single factor common to every successful change initiative is that relationships improve. If relationships improve, things get better. If they remain the same or get worse, ground is lost. The combination of moral purpose and relational trust generates the wherewithal to go the extra mile.” (p.77, Fullan)

“ The role of the leader is to ensure that the organization develops relationships that help produce desirable results.” (p.77, Fullan)

Question #4

Considering the statements above, can you share an experience in your career where the relationships among a group led to a positive outcome/ improvement for students? What role were you in – leader or participant or both? What factors in the leadership employed brought about the climate amongst the participants?

Knowledge and Creation Sharing:

“ Effective change leaders work on changing the context, helping to create new settings that are conducive to learning and to sharing the learning (naming knowledge sharing as a value, creating mechanisms to share it, and reinforcing it when it occurs).” (p.122)

“ An organization that creates and shares knowledge is characterized by:

- Access to the (explicit and tacit) knowledge and skills of individuals.
- People sharing the same set of beliefs about a learning culture (everyone is a teacher and a learner – at all levels.)
- Professional development opportunities in a learning community.
- Communication and sharing up and down the hierarchy as well as laterally." (p.141)

Question #5

What are some of the strategies you have used as a leader to create a culture where knowledge exchange is a valued and regular practice? How do you arrange for teachers to have the opportunity and time to share strategies and discuss best practices?

Coherence Making

" The most powerful coherence is a result of having worked through the ambiguities and complexities of hard to solve problems." (p.167)

" In many organizations, the problem is not the absence of innovations but the presence of too many disconnected, episodic, piecemeal projects with superficial implementation." (p.159)

Question #6:

Can you describe either a successful or unsuccessful experience in building coherence around a change initiative? What factors made the process successful or unsuccessful?

Commitment and Building Leadership

Three important concepts about developing leadership:

- The vital and paradoxical need for slow knowing
- The importance of learning in context
- The need to have leaders at all levels of the organization in order to achieve the widespread internal commitment. (Fullan, p. 185)

" The main mark of effective leaders is how many effective leaders they leave behind." (Fullan . p.185)

Question #7

"What does the concept of slow knowing and learning in context mean to you? "

Question #8

"What do you do as a leader to encourage and nurture leadership within your school?"

Question #9

" In order to develop leadership, it means you sometimes have to let go – how do you balance your need to lead with the need to let others lead?" "How do you build capacity within your school?"

General Leadership Questions:

Question #10

What aspect of being a principal do you find the most challenging?

Question #11

In considering the process of hiring, selection and evaluation of staff, what are the most important factors upon which you place emphasis?

Question #12

The school planning process is integral to the leadership of the school. Can you describe some of the processes you have used to involve and engage all staff in the process?

Question # 13

Increasingly, our decision making is based in student achievement data. How do you as a principal make use of this data to inform school planning?

Question #14

Instructional leadership is one of the essential roles of the principal. Depending upon your own teaching background, it can be an easy or challenging aspect of the principalship. How do you provide instructional leadership in an area outside your area of expertise?

Local and international accessibility are important aspects of Smart Mobility as well as the availability of information and communication technologies and modern and sustainable transport systems. Smart Environment is described by attractive natural conditions (climate, green space etc.), pollution, resource management and also by efforts towards environmental protection. Finally, Smart Living comprises various aspects of quality of life as culture, health, safety, housing, tourism etc.

Fig. 3: Characteristics and factors of a smart city

SMART ECONOMY (Competitiveness)

- Innovative spirit
- Entrepreneurship
- Economic image & trademarks
- Productivity
- Flexibility of labour market
- International embeddedness
- *Ability to transform*

SMART PEOPLE (Social and Human Capital)

- Level of qualification
- Affinity to life long learning
- Social and ethnic plurality
- Flexibility
- Creativity
- Cosmopolitanism/Open-mindedness
- Participation in public life

SMART GOVERNANCE (Participation)

- Participation in decision-making
- Public and social services
- Transparent governance
- *Political strategies & perspectives*

SMART MOBILITY (Transport and ICT)

- Local accessibility
- (Inter-)national accessibility
- Availability of ICT-infrastructure
- Sustainable, innovative and safe transport systems

SMART ENVIRONMENT (Natural resources)

- Attractivity of natural conditions
- Pollution
- Environmental protection
- Sustainable resource management

SMART LIVING (Quality of life)

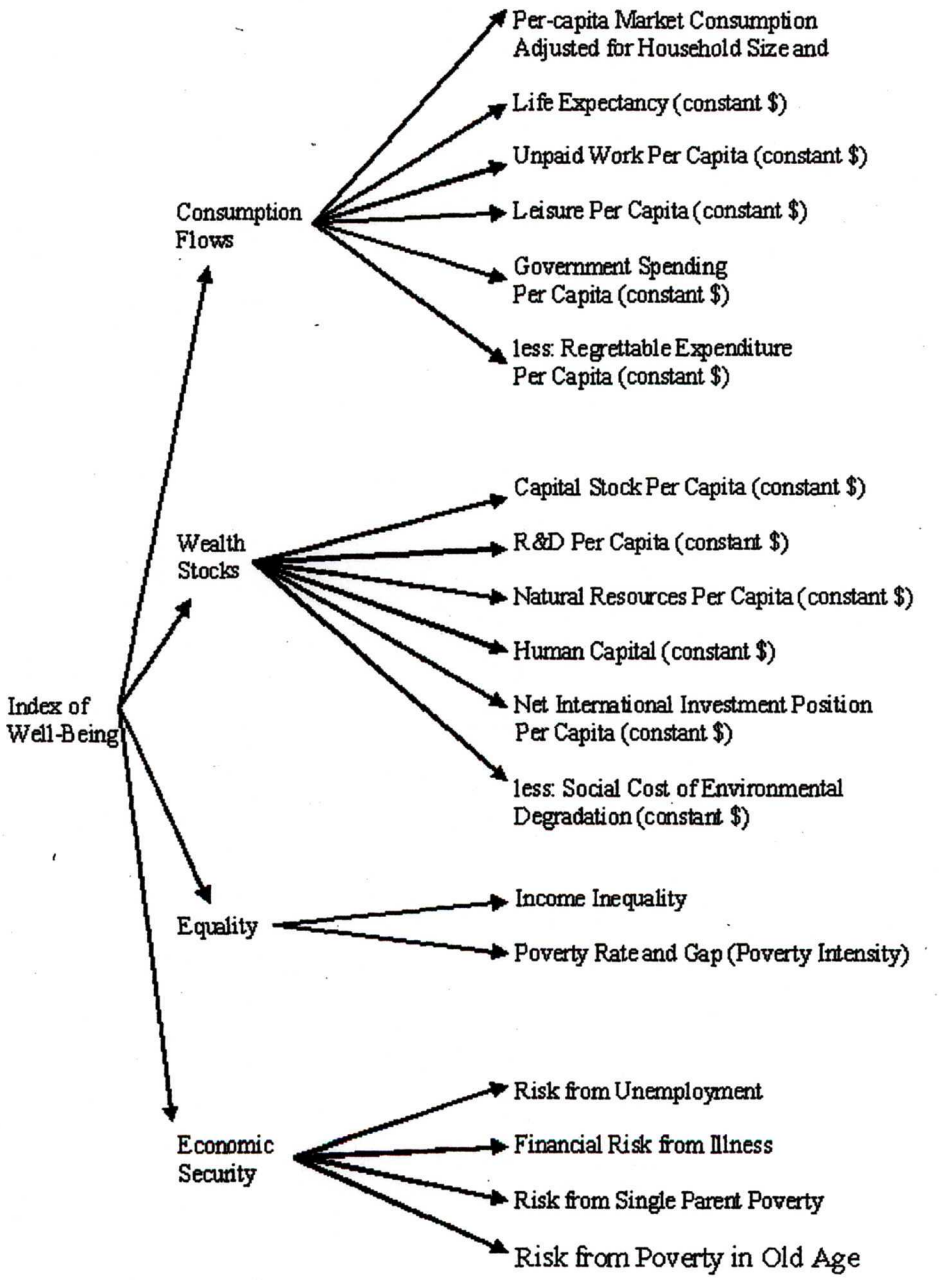
- Cultural facilities
- Health conditions
- Individual safety
- Housing quality
- Education facilities
- Touristic attractivity
- Social cohesion

These characteristics and factors form the framework for the indicators and the following assessment a city's performance as smart city.

Tab. 5: List of indicators

	factor	indicator	year	level
Smart Economy	Innovative spirit	R&D expenditure in % of GDP	2003	regional
		Employment rate in knowledge-intensive sectors	2004	regional
		Patent applications per inhabitant	2003	regional
	Entrepreneurship	Self-employment rate	2001	local
		New businesses registered	2001	local
	Economic image & trademarks	Importance as decision-making centre (HQ etc.)	2007	regional
	Productivity	GDP per employed person	2001	local
	Flexibility of labour market	Unemployment rate	2005	regional
		Proportion in part-time employment	2001	local
	International embeddedness	Companies with HQ in the city quoted on national stock market	2001	local
		Air transport of passengers	2003	regional
		Air transport of freight	2003	regional
Smart People	Level of qualification	Importance as knowledge centre (top research centres, top universities etc.)	2007	regional
		Population qualified at levels 5-6 ISCED	2001	local
		Foreign language skills	2005	national
	Affinity to life long learning	Book loans per resident	2001	local
		Participation in life-long-learning in %	2005	regional
		Participation in language courses	2005	national
	Social and ethnic plurality	Share of foreigners	2001	local
		Share of nationals born abroad	2001	local
	Flexibility	Perception of getting a new job	2006	national
	Creativity	Share of people working in creative industries	2002	national
	Cosmopolitanism/ Open-mindedness	Voters turnout at European elections	2001	local
		Immigration-friendly environment (attitude towards immigration)	2006	national
		Knowledge about the EU	2006	national
	Participation in public life	Voters turnout at city elections	2001	local
		Participation in voluntary work	2004	national
Smart Governance	Participation in decision-making	City representatives per resident	2001	local
		Political activity of inhabitants	2004	national
		Importance of politics for inhabitants	2006	national
		Share of female city representatives	2001	local
	Public and social services	Expenditure of the municipal per resident in PPS	2001	local
		Share of children in day care	2001	local
		Satisfaction with quality of schools	2005	national
	Transparent governance	Satisfaction with transparency of bureaucracy	2005	national
		Satisfaction with fight against corruption	2005	national

	factor	indicator	year	level
Smart Mobility	Local accessibility	Public transport network per inhabitant	2001	local
		Satisfaction with access to public transport	2004	national
		Satisfaction with quality of public transport	2004	national
	(Inter-)national accessibility	International accessibility	2001	regional
	Availability of ICT-infrastructure	Computers in households	2006	national
		Broadband internet access in households	2006	national
	Sustainable, innovative and safe transport systems	Green mobility share (non-motorized individual traffic)	2001	local
		Traffic safety	2001	local
		Use of economical cars	2006	national
Smart Environment	Attractivity of natural conditions	Sunshine hours	2001	local
		Green space share	2001	local
	Pollution	Summer smog (Ozon)	2001	local
		Particulate matter	2001	local
		Fatal chronic lower respiratory diseases per inhabitant	2004	regional
	Environmental protection	Individual efforts on protecting nature	2004	national
		Opinion on nature protection	2006	national
	Sustainable resource management	Efficient use of water (use per GDP)	2001	local
		Efficient use of electricity (use per GDP)	2001	local
Smart Living	Cultural facilities	Cinema attendance per inhabitant	2001	local
		Museums visits per inhabitant	2001	local
		Theatre attendance per inhabitant	2001	local
	Health conditions	Life expectancy	2001	local
		Hospital beds per inhabitant	2001	local
		Doctors per inhabitant	2001	local
		Satisfaction with quality of health system	2004	national
	Individual safety	Crime rate	2001	local
		Death rate by assault	2001-03	regional
		Satisfaction with personal safety	2004	national
	Housing quality	Share of housing fulfilling minimal standards	2001	local
		Average living area per inhabitant	2001	local
		Satisfaction with personal housing situation	2004	national
	Education facilities	Students per inhabitant	2001	local
		Satisfaction with access to educational system	2004	national
		Satisfaction with quality of educational system	2004	national
	Touristic attractivity	Importance as tourist location (overnights, sights)	2007	regional
		Overnights per year per resident	2001	local
	Social cohesion	Perception on personal risk of poverty	2006	national
		Poverty rate	2005	national



Economic well-being increased 1.20 per cent per year in Canada over the 1981-2008 period. This was below the 1.58 per cent average annual growth of per-capita GDP, the indicator most commonly cited as a metric of economic welfare. Growth of overall economic well-being was slower than per-capita GDP growth throughout the 1980s and 1990s, but the reverse was true in the 2000s. It is clear that the domains of economic well-being that are not included in GDP (equality, security, etc.) have an important impact on the measurement of well-being. The chart below illustrates the trends in the Index of Economic Well-being and per-capita GDP over the 1981-2008 period.