

Provincial Resource Team
 Strategic Plan
 2011-2013

Long Term Outcomes:

All Community Learning Centres (CLC) are embedded in Government policies and are Centres for education and community development in their respective area

Intermediate Outcome	Short term outcomes/pre-conditions	Outputs	Activities/programs & strategies	Indicators	Assumptions
<p>School Board policies and practices ensure the existence of CLC's</p>	<p>Project implementation Committee (PIC) identifies areas for policy alignment with DG's, School Board and Advisory committee</p>	<p>Open 2 way communication between PRT, PIC and DG table</p>	<p>- School Board has knowledge and capacity to support and sustain the implementation of the CLC's. - Linkages between School Boards and CLCs are established and strengthened over time. -School Board Representative meet regularly with their Principals and Coordinators -PRT and School Board Representatives meet 2 to 3 time a year (2 out of 3 at CLC training session -School Board</p>	<p>- Participation of School Board representative in CLC initiative - Actions taken by School Boards and committees to support CLCs in their implementation. - Nature of communication between SBs and CLCs - Processes developed and documented to sustain CLCs - Level and type of support for the sustainability of CLCs.</p>	<p>- PIC has the ability and time to support School Board collaboration working with the DG table</p>
		<p>CLC culture and philosophy is supported at School Board level</p>			
		<p>All school Board and Commissioners are knowledgeable of CLC's</p>			

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			representative have a clear mandate to help the development of the CLC		
<p>Through collaborative partnership, students, their families and the community have access to educational services</p>	<p>All stakeholders are working towards CLC sustainability</p>	<p>Programs and services are in place</p> <hr/> <p>Stakeholders use resources and services at the CLC</p>	<p>Services and resources are mobilized to meet the needs of the CLC (human, financial and material)</p> <ul style="list-style-type: none"> - Follow action plan developed by CLCRC(DH) - Hold meetings 3-4x a year. - Disseminate information about Resource Committee CLCRC services and activities (via website and develop innovative projects with universities and Resource Committee based on a Life Long Learning approach (DH-PL) - Develop innovative projects with CLCRC in support to the 4 theme weeks (DH-BL) <p>PRT uses IVC to enable CLCs to offer services to parents and community members.(CB_PL)</p>	<ul style="list-style-type: none"> - Types of collaborations and projects created - Perceived impact of collaborations, according to Resource Committee members and CLCs - Types of support provided in establishing collaborations between CLC and regional/provincial partners - Meetings are held with community organizations to explain CLC concept (DH) --CLCRC assists coordinators in making connections to local, regional and provincial organizations. to develop theme weeks DH_BL) - 	<ul style="list-style-type: none"> - CLCRC members see opportunities to invest their own resources in CLCs. -Resource Committee members are prepared to identify additional supports and opportunities that may serve CLCs.

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			<ul style="list-style-type: none"> - PRT shares resources and expertise on parent and community engagement with CLCs. (PL) website? Newsletter? - -PRT Shares resources and expertise on Collaborative Partnerships and sustainability(DH-PL) 		
	<p>Theory of change (TOC) is completed, integrated into the management and educational school agreement and aligned with the School Board Strategic Plan</p>	<p>CLC's demonstrate organizational capacity</p>	<ul style="list-style-type: none"> - Presence of a PRT member when needed at different stages of the CLC development and implementation process.(all) 	<ul style="list-style-type: none"> - Range and type of members on Steering Committees - Nature and extent of communication and collaboration between PRT and CLCs on action plan. - Development and nature of CLC action plan. - Impact of support from PRT on development, implementation and evaluation of CLC action plans. 	<ul style="list-style-type: none"> - Schools will request support from PRT when desired.
<p>Partnership table is a representative group of stakeholders and is involved in the development of the theory of change and implementation</p>		<ul style="list-style-type: none"> - Support is adapted to the Guidebook and responds to needs that CLCs and PRT identify.(all) - Support is provided through VC and in person for individuals and groups of coordinators.(all) 			

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	<p>Theory of change (TOC) is completed, integrated into the management and educational school agreement and aligned with the School Board Strategic Plan</p>	<p>CLC's demonstrate organizational capacity</p> <hr/> <p>Partnership table is a representative group of stakeholders and is involved in the development of the theory of change and implementation</p> <hr/> <p>Principals exercise shared leadership -CLC coordinators are able to work effectively, efficiently and autonomously -Constructive relations exist between school board representative and coordinators -Effective partnership table is in place</p>	<p>- PRT provides support with the development, implementation and evaluation the action plan.(all) -School Board will support an action plan that has been developed by the CLC in collaboration with its community partners.(PL)</p>	<p>- Extent to which partnerships and services address needs identified by school and community. - PRT activities perceived to contribute to implementation of strategies by CLCs. - Student success measures such as improvement in achievement, graduation rates, attendance, and participation in after school activities are integrated in plan</p>	<p>- Schools will request support from PRT when desired.</p>

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CLC's exhibit enhanced access to intergenerational learning opportunities					
CLC's exhibit enhanced access to lifelong learning opportunities for the community					
CLC's enhances students engagement and success	Collaborating with partners is integrated into teachers practices	CLC teachers and community partners are planning together to enrich the curriculum	-CBSL <ul style="list-style-type: none"> • Help teachers make links to community groups and resources-(CLCRC) • Profile and disseminate examples of CBL and IVC projects.(MF_BL_CB) • Institute -Theme weeks <ul style="list-style-type: none"> • -Assist teachers in 	- School staff participation in yearly activity with PRT. - Types and range of CBL projects developed and implemented - Teacher feedback through self-reflection tool is completed - Document outlining the connections to QEP and CBL projects is completed by teachers - Teacher participation and	- Teachers are interested in learning about CBL and IVC. - Principals show interest and leadership towards CBL and IVC. - Principals are supportive and enable teachers' participation and development of new practices. - School Board consultants see CBL as an interesting link to the QEP.
	Teachers buy-in and support the development of the CLC	Teachers understand the CLC concept			

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<p>CLC's enhances students engagement and success</p>	<p>Collaborating with partners is integrated into teachers practices</p>	<p>CLC teachers and community partners are planning together to enrich the curriculum</p>	<p>developing projects and lesson plans for the 4 theme weeks (BL-MF)</p> <ul style="list-style-type: none"> • Support teachers in developing collaborative projects with other teachers in other CLCs.(M F_BL) <p>-Videoconference is integrate in the curriculum</p> <ul style="list-style-type: none"> • Introduce teachers to programs and curriculum currently being offered through the IVC. • Train Coordinators, Principals and teachers to use IVC through offer of services(MF) • Presentation to school staff (MF) • Develop with CHSSN 	<p>satisfaction with VC training.</p> <ul style="list-style-type: none"> - Principals support for on-going PD and teacher: teachers participation in CBSL institute <p>Database of CBL resources.</p> <ul style="list-style-type: none"> - Teacher participation in, and satisfaction with, PD on CBSL. - School Board consultants support for PD on CBL - Teacher participation in the e-area. - Statistics on collaboration; # of participants, # of schools, subjects/questions raised. - Type of support provided by PRT on CBL. - Teacher satisfaction with technical support from PRT. - Teachers meet and collaborate over the VCN - Student evaluations of CBL projects. - CBSL is part of the CLC action plan. - Teachers are sharing lessons and projects on CBL. 	<ul style="list-style-type: none"> - VC is available for teachers to meet, plan and implement projects. -Principals and school staff are ready to cooperate with community partners and vice versa
	<p>Teachers buy-in and support the development of the CLC</p>	<p>Teachers understand the CLC concept</p>			

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CLC's enhances students engagement and success	<p>Collaborating with partners is integrated into teachers practices</p> <hr/> <p>Teachers buy-in and support the development of the CLC</p>	<p>CLC teachers and community partners are planning together to enrich the curriculum</p> <hr/> <p>Teachers understand the CLC concept</p>	<p>a week of activities on a common theme: Health and Wellbeing.(BL)</p> <ul style="list-style-type: none"> • -Common e- area (listserv/website) is created(.MF-BL-CB) <p>- Facilitate activities that engage the network of CLCs.?</p> <p>- Support teachers in developing collaborative projects with other teachers in other CLCs.(M F_BL)</p> <p>-Presentations-are made-to LEARN consultants(PL-BW)</p> <p>Work with Principals and teachers to include CBL in success plan(JW)</p> <p>-Promotional items are distributed to CLC's teachersCB-PL</p>		<p>- Teachers are interested in learning about CBL and IVC.</p> <p>- Principals show interest and leadership towards CBL and IVC.</p> <p>- Principals are supportive and enable teachers' participation and development of new practices.</p> <p>- School Board consultants see CBL as an interesting link to the QEP.</p> <p>- VC is available for teachers to meet, plan and implement projects.</p> <p>-Principals and school staff are ready to cooperate with community partners and vice versa</p>
Evaluation findings are used to strengthen policy and practice	Best practices identified and findings are reinvested to strengthen practices	Evaluation findings are disseminated and utilized	<p>Presentations of results to all stakeholders</p> <p>- workshop on how to use the data</p>	-Results are reinvested as soon as they are available	Evaluation is an excellent tool to support implementation as it provides data and

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					information to be re-invested by the PRT
	A new evaluation is conducted from April 2012 to June 2014	PRT will use data to guide the implementation	Develop the ToR and support evaluation team in decision making and collection of data	Interim report is produced for June 2103 Final report is produced for June 2014	
	PRT and CLC's monitor results and outcome	CLC,s are using their Theory of Change for decision making and evaluation purposes	Each PRT members support their CLC cluster to develop and implement an evaluation plan	# of CLC's with a plan by June 2011 # of CLC,s with a report <ul style="list-style-type: none"> • Phase 1 and 2 by June 2013 • Phase 3 by June 2014 	CLC's understand the importance of using data to make educated decision