

CBE –Engagement Study

Employee In-person engagement

Key goal: Find out how employees want to be engaged, how service units and schools can work effectively together on public engagement and what principles should guide this work.

10 minutes

Introductions

- Purpose of the session
- Relevant context

15 minutes

Part 1: When and how do you gather input and feedback from students, parents and/or other employees? Is it effective? Why or why not?

Part 2: What would be helpful to you in consulting with and engaging stakeholders? Tools, resources, information?

25 minutes

This exercise is focused on how the CBE consults with and engages employees. Working together as a group, create a set of principles the CBE should use in asking for **your** opinions and feedback and the opinions and feedback of **all employees**.

Definition: principles are rules or beliefs that govern correct behaviours and attitudes.

Format

- Draw a line down the centre of the page. On the left side, list a set of behaviours that would be an exemplary demonstration of engagement.
- On the right side, list a set of behaviours that are not acceptable in terms of engagement.
- Once you have developed both sides of the list, group your ideas into logical categories and give each group a descriptive label, ideally a one-word label.
- For each category, create a sentence with the following structure: “We believe (value)... Therefore, we will... (behaviours)” – the “we” in this question is CBE
- Put a check mark beside the principles you believe CBE already demonstrates.

20-30 minutes

Take a moment to think of all of the ways the CBE has engaged with you in the past. Work together to create a list of actions that the CBE currently takes with respect to engagement.

- Once you have created your list, decide (as a group) which actions the CBE should **STOP** doing as they are no longer useful or add little value to engagement
- Then decide which actions the CBE should **CONTINUE** to do, as they are useful for engagement.
- Finally, create a list of actions that the CBE should **START** when considering an improved engagement strategy. These are things that the system can do differently to improve their engagement system.

STOP	CONTINUE	START
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

10 minutes (question to be asked if time allows)

What would be the best and worst outcomes of this initiative to develop a new approach to public engagement?

5 minutes

Conclusion and next steps

Principal and Assistant Principal engagement

Key goal: Find out how employees want to be engaged, how service units and schools can work effectively together on public engagement and what principles should guide this work.

10 minutes

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- Purpose of the session
- Relevant context

15 minutes

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STOP	CONTINUE	START
11.	11.	11.
12.	12.	12.
13.	13.	13.
14.	14.	14.
15.	15.	15.
16.	16.	16.
17.	17.	17.
18.	18.	18.
19.	19.	19.
20.	20.	20.

10 minutes (question to be asked if time allows)

What would be the best and worst outcomes of this initiative to develop a new approach to public engagement?

5 minutes

Conclusion and next steps

COSC Discussion

Key goal: Learn what school councils can tell us about effective engagement.

5 minutes

Introductions & process.

DISCUSSION QUESTIONS

15 minutes

1. Based on your own personal experiences as a parent and school council member, what have been the most effective ways the CBE has asked for ideas, opinions and/or feedback from parents and the public on system or school-specific initiatives and topics? Why was that effective? Think about who was involved, how ideas and information was gathered, what happened, timing of events etc.
 - Discuss as a table. Identify 5 – 7 success factors.

15 minutes

2. What could be improved?
 - Discuss as a table. Identify 5 – 7 improvements.

15 minutes

3. In developing a new approach to public engagement, there will be opportunities to explore new ways of doing things. What are some ways you think the CBE and its school councils could work more effectively together to engage school communities? Are there tools, resources or information that would be helpful?
 - Discuss as a table and identify 3 – 5 opportunities and any associated tools and resources.

15 minutes

4. What are the top three things that you think are most important for the CBE to consider in developing a new approach to public engagement?
 - Discuss as a table and create a list

20 minutes

Report back – question 3 and 4.

5 minutes

Wrap up

- What we will do with this information.
- Opportunities for further engagement
- Discussion guide

Parent and Public In-person engagement

Key goal: Find out what's important to parents and the public regarding public engagement.

10 minutes

Introductions

- Purpose of the session
- Relevant context
- Ground rules

20 minutes

Part 1: Based on your personal experiences, what have been the most effective ways the CBE has asked for ideas, opinions and/or feedback from parents and the public on system? This could school-specific or system-wide initiatives and topics.

- What factors/conditions (clear information, timely communication, many ways to share ideas etc.) helped make these experiences effective?

Part 2: Again, based on your personal experiences, what could be improved? Which methods have been the least effective?

Part 3: What do you think accounts for the difference in the effective and less effective experiences?

Table scribe/note taker: Note what topics were being addressed. Where possible, note which were school-based and which were CBE overall (system-level)

10 minutes

What factors/conditions contributed to the effectiveness of how well informed are you about the decisions the CBE makes that affect students and/or your child(ren) and why those decisions are made?

10 minutes

What determines the kinds of topics you would like to provide your opinions and feedback on?

30 minutes

Working together as a group, create a set of principles by which CBE should determine when and how it engages with its stakeholders.

Definition: principles are rules or beliefs that govern correct behaviours and attitudes.

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- Once you have developed both sides of the list, group your ideas into logical categories and give each group a descriptive label, ideally a one-word label.
- For each category, create a sentence with the following structure: “We believe (value)... Therefore, we will... (behaviours)” – the “we” in this question is CBE
- Put a check mark beside the principles you believe CBE already demonstrates.

20 minutes

Take a moment to think of all of the ways the CBE has asked for your opinions or feedback on topics in the past. Work together to create a list of actions that the CBE currently takes with respect to engagement.

- Once you have created your list, decide (as a group) which actions the CBE should **STOP** doing as they are no longer useful or add little value to engagement
- Then decide which actions the CBE should **CONTINUE** to do, as they are useful for engagement.
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STOP	CONTINUE	START
21.	21.	21.
22.	22.	22.
23.	23.	23.
24.	24.	24.
25.	25.	25.
26.	26.	26.
27.	27.	27.
28.	28.	28.
29.	29.	29.
30.	30.	30.

15 minutes

This is a difficult question and we really need you to reflect on your own individual situation and not think about others you might know.

One of the difficult parts of engagement is getting the people you want to come to the engagement.

- What is the best way to get you actively involved in an issue? How do we get you to show up to in-person sessions and participate?

10 minutes

What would be the best and worst outcomes of this initiative to develop a new approach to public engagement?

5 minutes

Conclusion and next steps

Student Engagement

Key goal: Find out how students want to be engaged and on what topics.

5 minutes

Introductions

- Purpose of the session
- Relevant context

10 minutes

On what CBE or school topics have you had a voice? This might include sharing your opinions or offering feedback on plans.

- Was it a positive or negative experience?

What made it positive or negative?

10 minutes

How well informed are you about decisions the CBE makes that affect your education and why those decisions were made?

10 minutes

What topics do you want to be asked to provide ideas and feedback on?

*30 minutes (no time for this on Nov. 6)

Working together as a group, create a set of principles by which CBE should determine when and how it engages with its stakeholders.

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Format

- Draw a line down the centre of the page. On the left side, list a set of behaviours that would be an exemplary demonstration of engagement.
- On the right side, list a set of behaviours that are not acceptable in terms of engagement.
- Once you have developed both sides of the list, group your ideas into logical categories and give each group a descriptive label, ideally a one-word label.
- These categories you have created are very likely core values. For each category, create a sentence with the following structure:
“We believe (value)... Therefore, we will... (behaviours)” – the “we” in this question is CBE
- Put a check mark beside the principles you believe CBE already demonstrates.

10 minutes

What are the best ways to get students to participate in sharing their ideas? What methods or techniques would be most effective?

5 minutes

Conclusion and next steps

