



2020-21

Legislative International Education Study Group

BRIEF ON HIGH-PERFORMING SYSTEMS: BRITISH COLUMBIA

Overview

British Columbia turned in one of the strongest records of student achievement in the world when the Programme for International Student Assessment (PISA) was first administered in 2000. These results were further distinguished by the lack of large disparities in student scores across socioeconomic, ethnic, and racial lines. In the more recent iterations of PISA, the province has remained a top performer. In 2015, British Columbia scored at the top of the charts in reading and science and almost as high in math. In 2015, British Columbia scored first in the world in reading, second in science, and sixth in math. In 2018, British Columbia remained a top performer, although its scores declined by a statistically significant margin in all three subjects. British Columbia continued to demonstrate high levels of equity in student performance, however, with no significant performance difference between immigrant students and non-immigrant students in reading in 2018.

British Columbia educates about 11 percent of Canada's five million students and is known for its language and cultural diversity. About 30 percent of its population are immigrants, and 20 percent speak a language other than English at home; the proportion of immigrants is higher in the cities, such as Vancouver, which educate most of the province's students. British Columbia's population is highly concentrated in the southern part of the province, with many of its smaller districts scattered throughout its vast geography to the north. Indigenous people make up about 6 percent of the overall population of the province and more than 10 percent of the student population; there has been a strong commitment to both better serving the needs of the indigenous population and also honoring their history and culture.

Much of the province's educational success is attributed to its high-quality teaching force. However, a history of strained relations between the teacher unions and the Ministry of Education made it very difficult to implement education reforms at the system level until recently. The 2011 Education Plan marked a turning point. It outlined five key elements of education reform: personalized learning for every student; quality teaching and learning; flexibility and choice; high standards; and learning powered by technology. A prominent example of this new approach is the redesigned provincial curriculum, a key outcome of the Education Plan. The goal of the curriculum reform was to create "a more flexible curriculum that prescribes less and enables more, for both teachers and students [and] ... that will best prepare students for their futures and based on a curriculum that prescribes fewer but more important outcomes." To develop the curriculum, the Ministry consulted closely with teachers and relied on their advice to come up with a plan that teachers could support. This engagement sent the message that the Ministry would be relying on the professional expertise of teachers. The resulting curriculum began implementation in phases in 2015 and was fully implemented in all grades by 2020.

Alongside the reform of the curriculum, British Columbia has revamped their provincial assessment to align with the content and goals of the curriculum; reviewed their funding model with a goal of improving equity in funding across districts; and revamped their framework for planning and monitoring progress in districts (called the Framework for Student Learning) to update both the goals to be monitored and the process for

Governance and Accountability

Governance Structure

There is no federal education ministry in Canada and education is overseen almost exclusively by the provinces and territories. Like all Canadian provinces, British Columbia has its own Ministry of Education, which is run by a Minister of Education appointed by an elected Prime Minister (Premier). The Ministry sets standards, determines curricula, allots funding to the schools in the province, and oversees the teacher certification process and the provision of school support services (transportation, health and food services, and libraries). The province assigns much of the responsibility for operating schools to school boards. Local school boards are elected bodies, and they work in conjunction with the provincial government. School boards are responsible for all major hiring and personnel decisions, from the superintendent to the teachers. They also set annual budgets and may have some oversight of new programs and policies. British Columbia has 60 school boards; 59 represent geographic areas and one includes all of the francophone schools in the province. There is a Canada-wide Council of Ministers of Education (CMEC), and the provinces and territories do collaborate and benchmark policies against one another.

Education Finance

The British Columbia government provides funding directly to school districts. About 90 percent of school funding is provided in the form of “operating grants,” which can generally be spent flexibly. More than three-quarters of the operating grants funding is allocated to schools on a per-pupil basis. The rest is allocated based on the number of students who need additional support, such as language learners, and district factors like rural location. In addition to operating grants, the province provides “special grants” for specific purposes, such as facilities maintenance and early childhood programs. These grants amount to about 10 percent of funding. Independent schools (including religiously affiliated schools) also receive per-pupil funding from the province. Independent schools whose per-pupil costs are the same as or less than public schools receive 50 percent of their local district’s per-pupil funding amount, including supplemental funding for students who need additional support and any “special grants,” described above; independent schools that have higher per-pupil costs than the public schools receive 35 percent of the local district’s per-pupil funding amount.

During the 2019-20 school year, every school district in British Columbia received a funding increase for the first time since 2006. This was due to an additional investment of CAN\$116 million (US\$90 million) in operating funding for school districts, resulting in a 10 percent increase in average per-student funding compared to three years prior.

Funding for some students increased even more; for example, additional funding for Indigenous students increased by nearly 20 percent. While the proposed budget for the 2020-21 school year, introduced in February, includes CAN\$134 million (US\$98.6 million) in additional operating funding, the coronavirus pandemic has had a significant negative impact on British Columbia's economy and its impact on budget approval during this summer's legislative session is not yet clear. In late June, the government introduced legislation that, if passed, will allow the province—typically required to keep a balanced budget—to operate at a deficit for the next three years while the economy recovers.

In 2018, the government undertook a review of the provincial education funding formula and appointed an independent panel to consult with stakeholders and consider alternatives. The panel recommended sweeping changes in funding for students with special needs and proposed strengthening accountability for student outcomes and financial management. The Ministry formed working groups to study the implementation of the recommendations and consulted with teachers and parents. The Ministry has now released plans to implement an initial set of the recommendations beginning in 2020-21. During 2020-21, the province will provide additional funding for vulnerable student populations, including children in foster care, children with mental health needs, and children in low-income families. The province will also implement new accountability measures for resource allocation, such as requiring school districts to engage families and community members in developing district strategic plans and setting school budgets. Additional recommendations, for which a specific implementation timeline has not yet been set, include revising the funding and delivery of inclusive education as well as supporting students' post-secondary transitions by expanding career-focused programming during grades 10-12.

Accountability System

In 2015, the legislature abolished British Columbia's Accountability Framework and replaced it with the Framework for Enhancing Student Learning. The Accountability Framework, which mandated that districts produce annual achievement contracts and report on student achievement, was criticized for not allowing districts flexibility to set district-level goals. The goal of the new Framework is to encourage local districts to take ownership of their own school improvement efforts. It provides very broad guidelines but allows districts flexibility in how to design school improvement plans. The Framework requires schools and districts to develop public, multi-year improvement plans that identify performance gaps among particular groups of students—including Indigenous students, children in foster care, and students with special needs—and plan support measures to address these gaps. Outcomes to be measured include performance on provincial assessments, graduate and transition rates and district determined measures for student well-being. There is no common format that schools and districts must follow in creating these improvement plans, and they set their own performance goals, based on the performance gaps they have identified. Schools and districts publish public annual progress reports that include aggregate and subgroup results on student outcomes; the province also reports annually on student performance overall and by subgroup. The results are used to inform policies at the district and provincial levels. The Framework was piloted in early 2020 and was just finalized this

fall.

The independent panel that reviewed the school funding formula recommended that the province adopt a new accountability and reporting system that would establish greater consistency across districts. During 2019, the Ministry formed an Advisory Committee for Enhancing Student Learning to provide guidance on implementing this recommendation, which will continue to meet at least six times per year.

Support for Low-Performing Schools

Under British Columbia's Framework for Enhancing Student Learning, schools are required to create teams and local partnerships to address struggling student populations including Indigenous students, students in foster care and students with special needs. The Framework recommends that districts design supports that: engage local partners; leverage existing resources; and use team-based approaches, such as a provincial team to support Indigenous students. Because districts have flexibility to design their own supports within these broad guidelines, approaches to supporting low-performing schools vary across the province. The Ministry can also issue administrative directives and deploy special advisory teams to assist districts by building local capacity if the Ministry determines there is a need.

Learning System: Pre-Primary to Secondary School

Supports for At-Risk Pre-Primary Children and Families

Families in British Columbia are eligible for child care benefits from the federal government as well as from the province, including:

- The Canada Child Benefit, a national monthly child care benefit for families with children under age 6, and
- The British Columbia Affordable Child Care Benefit, which provides additional child care support based on the number of children in the home, the number of children with special needs, the type of child care, and other factors. The benefit is income-based; families with incomes below CAN\$45,000 (US\$34,000) are eligible for full benefits, while those with incomes from CAN\$45,000 (US\$34,000) to CAN\$111,000 (US\$84,000) are eligible for partial benefits.

The Affordable Child Care Benefit, which replaced the previous provincial child care subsidy system in 2018, is part of a three-year, CAN\$1 billion (US\$761 million) investment launched in 2019 to improve access to affordable child care in the province. The investment also includes funding to create 22,000 new child care spaces by 2021 and to better support early childhood educators. The support measures for early childhood educators include pay raises, financial support for initial preparation and in-service professional learning, opportunities for collaborative professional learning through the Community Early Childhood Facilitators Program, and an online platform providing tools and resources to support ongoing professional learning. The province

has also committed to reviewing and updating the occupational standards for early childhood educators, and ensuring that education and training programs align with these updated standards.

The province also has created StrongStart Early Learning Centers. These centers are school-based, free of charge, and offer play-based education and support services for all families with children up to age 5. There are over 300 across the province located in all school districts. The goal is to ensure that children are ready for school. In 2008, the province began a program to support outreach to families in remote and hard to serve areas of the province.

British Columbia's Early Learning Framework, introduced in 2008, applies to early learning programs in all settings, including StrongStart Early Learning Centers, preschools, and other early childhood development or child health programs. It sets a vision and principles for early learning and provides specific guidance on topics like supporting the transition to primary school. In 2019, British Columbia updated the Framework and expanded it to cover children up to age 8 and to align to the primary school curriculum. Other key changes include an increased focus on inclusive education practices and incorporating Indigenous perspectives. The Ministry plans to release an online professional learning course for early childhood educators linked to the updated Framework.

Primary and Secondary System Structure

British Columbia offers free, full-day kindergarten for all 5-year-olds. Compulsory school starts at age 6 and extends through age 16. Elementary schools include grades 1-7, and secondary schools are from grade 8 to grade 12. Under regulations put in place in 2018, in order to earn a British Columbia Certificate of Graduation (called the Dogwood Diploma), students in grades 10-12 must earn a minimum of 80 credits and take provincial graduation assessments in numeracy and literacy. The 80 credits include 52 credits for required courses and 28 elective credits. These graduation requirements are different in two key areas since the new curriculum was put in place: when the provincial graduation assessments in numeracy and literacy were introduced, a set of required subject-specific end-of-course exams was eliminated; and required career-life education coursework was revised to focus specifically on career-life education (rather than other related areas, like health education), include a broader set of pathways, require a capstone project for graduation, and provide more flexibility in local implementation.

Standards and Curriculum

Building on the Education Plan adopted in 2011, British Columbia has recently rolled out a new curriculum designed to help students succeed in a fast-changing, interconnected world. During the 2019-20 school year, the curriculum was introduced in grades 11 and 12, the last two grades to implement it. The new curriculum outlines Learning Standards, formerly called Learning Outcomes, that specify what all students should know (Content) and be able to do (Curricular Competencies) in a particular grade and subject area. For each grade and subject area, the curriculum also includes a

set of Big Ideas that students need to understand. Six Core Competencies (communication; creative thinking; critical thinking; personal awareness and responsibility; positive personal and cultural identity; and social responsibility) are integrated into all subject areas.

British Columbia has curricula for grades K-9 in English Language Arts; Mathematics; Science; Social Studies; French; French as a Second Language; Languages; Physical and Health Education; Arts Education; Career Education; and Applied Design, Skills, and Technologies. The curriculum for Languages only covers grades 5-9. The Ministry of Education defines “what to teach” but not how to organize the time, learning environment, or teaching methods. Teachers are encouraged to create courses, modules, thematic units, or learning experiences that meet students’ needs and interests. At grades 10-12, curriculum is provided for specific courses within subject areas. For example, within the Mathematics subject area, there are curricula for courses like “Pre-calculus 11” and “Calculus 12.”

In both grades K-9 and grades 10-12, the curriculum is designed to support both disciplinary and interdisciplinary learning and encourage a variety of learning environments. The Ministry has provided guidance and sample instructional materials for certain subjects and grade levels, but it is primarily the responsibility of districts and teachers to design and implement school level curriculum.

Assessment and Qualifications

All students take the Foundation Skills Assessment (FSA) in reading, writing, and numeracy in grades 4 and 7. Individual students’ results are reported to parents and teachers, but the FSA does not have consequences for students. Its purpose is to provide schools, districts, and the province with performance data that can be used to plan interventions to support student learning, allocate resources, and inform education policy, the curriculum, and research. The FSA has recently been updated to align with the province’s new curriculum, such as by adding ungraded collaboration and self-reflection activities, allowing student choice in assessment questions, and adding more interactive questions to the online portion. There has been some pushback from parents on FSA testing and a significant portion of students in some districts have opted out of tests.

All students also must take literacy and numeracy assessments in high school. These assessments, which students must take in order to earn a diploma, were introduced alongside the curriculum reform and replace subject-specific exams in grades 10-12. They assess development of broad literacy and numeracy skills, an emphasis of the new curriculum, rather than mastery of specific subject-area curricula. Students’ scores are reported on a four-point proficiency scale. The numeracy assessment, introduced in the 2017-18 school year, is administered in grade 10. Literacy assessments will be administered in grades 10 and 12. The grade 10 literacy assessment was introduced in the 2019-20 school year (January 2020), and the grade 12 literacy assessment will be introduced in 2020-21.

As in the previous curriculum, assessment guidance in the new curriculum also encourages teachers to use formative assessment, such as daily student work, teacher-

made tests and quizzes, writing assignments, and group projects. To provide support for teachers to implement formative assessment, the Ministry developed a Framework for Classroom Assessment and convened teachers to develop sample assessments and scoring criteria. These are not mandated.

There are also national assessments that are carried out periodically. The primary national assessment is the Pan-Canadian Assessment Program (PCAP), which assesses the reading, math, and science skills of a sample of 13- and 16-year-old students. The PCAP was formulated to be much like PISA; each year, one of the three core test subjects is the primary focus of the examination. In addition to the tests, PCAP also collects data on Canadian learning contexts. Students, principals, and teachers complete surveys that ask about school learning environments and how much value is placed on the core subjects. PCAP's results are reported by CMEC and are analyzed by province, gender, and language spoken. They are used to inform broad policy decisions and as a benchmarking standard across provinces, but CMEC does not provide data on individual schools or school districts to the public.

British Columbia also participates as a jurisdiction in PISA and the Progress in International Reading Literacy Study (PIRLS). PISA is administered every three years to 15-year-olds and measures reading literacy, mathematics literacy, and science literacy. British Columbia has scored among the top performers on PISA since its first administration in 2000. PIRLS is administered every five years to fourth graders.

Although the province's sample was not large enough to compare to international benchmarks, British Columbia was the highest-scoring Canadian province in 2016.

British Columbia does not have a qualifications system. Each postsecondary institution sets its own admissions criteria, although most colleges, universities, and institutes (which award certificates, associate degrees, and applied bachelor's or master's degrees) require a high school diploma and certain academic prerequisites. Some universities in the province, led by the University of British Columbia, have expanded their admissions criteria for a more holistic assessment of applicants.

Supports for At-Risk Students

British Columbia has a provincial-level education funding system that distributes funding equally across the province. The funding formula provides funds to districts on a per-pupil basis, and provides additional funds for disadvantaged student populations—including students with special needs, language learners, Indigenous students, and socioeconomically disadvantaged students—and for districts in remote areas. Districts generally have flexibility to determine how they will use these additional funds to support students. In 2018, as noted above, the Ministry called for a review of the funding formula to strengthen equity and appointed an independent panel to make recommendations. The panel's report called for significant changes, particularly in funding for students with special needs (see below). The Ministry will implement the panel's recommendations gradually beginning in 2020-21, although a specific timeline has not been set for all recommendations. During 2020-21, the Ministry will provide additional funding for vulnerable student populations, which school boards can use flexibly for supports like trauma counseling, school breakfast or lunch

programs, additional support in the classroom, or tutoring.

Indigenous (First Nations, Metis, and Inuit) families are a traditionally underserved group across Canada, and the federal government has assumed responsibility for funding their education. About 11 percent of British Columbia's students identify as Indigenous. They are served at a mix of federal and province-run schools. The federal government has also made it a stated goal to establish education in the official minority languages in each province and provide funding to support the development and maintenance of these programs. British Columbia has also established an initiative to address systematic barriers affecting achievement for Indigenous students. Under the Equity in Action project, field tested in 2017-18, districts conduct an equity scan to assess their own programs and outcomes and develop strategic plans for improvement. The project is expected to be fully implemented by 2020-21.

Supports for Struggling Students

The Framework for Enhancing Student Learning requires districts and schools to develop local partnerships to address achievement gaps between disadvantaged student subgroups, such as Indigenous students, and overall student performance. Districts and schools have flexibility to design these support measures, which can include interventions like forming partnerships with community early learning programs or collaborating more closely with local Indigenous leaders.

British Columbia also has processes in place to support individual students struggling academically. When a classroom teacher notices that a student is struggling, the teacher can refer the student to the school's Learning Assistance Teacher (LAT), who is responsible for supporting classroom teachers working with students who have mild to moderate difficulties in learning and behavior. Some schools have a designated LAT position, while in others the LAT position is combined with other support services. The LAT works with the classroom teacher to design academic supports for the student, which can include short-term individual or small group remedial teaching to help close knowledge or skills gaps. Additional supports for struggling students are designed at the school and district levels. For example, districts receive funding to provide summer learning, which can include remedial courses. One goal of British Columbia's recent curriculum reform was to provide teachers with more flexibility to offer personalized learning supports in the classroom, including for students struggling academically.

Special Education

British Columbia emphasizes inclusion of students with special needs in the mainstream education system. Most students with special needs are now served in mainstream schools. The basic funding allocation each district receives factors in the costs of serving students with learning disabilities, students with mild intellectual disabilities requiring moderate behavior supports, and students who are gifted.

Students with more severe disabilities, including those with severe physical handicaps, serious mental illness, autism, and those requiring intensive behavioral interventions, receive supplemental funding. The reforms recommended by the independent panel

that reviewed the funding formula would replace the current system with “prevalence” funding, which would provide funds to schools based on the overall prevalence of a disability in the population rather than the specific number of students with the disability that the school serves. This recommendation is highly controversial, however, and the Ministry convened a working group during 2019 to look more closely at its implications. The Ministry has not yet announced a decision or timeline for implementing this recommendation.

Career and Technical Education

Vocational education in British Columbia is primarily offered at the postsecondary level. At the secondary school level, Career Education courses are offered alongside academic courses in comprehensive high schools as requirements for graduation. The goal is to give students many opportunities to explore and develop personal interests, strengths, and competencies while making connections with experiential learning, career-life possibilities, and preferred post-graduation opportunities. As part of British Columbia’s most recent curriculum revision, all high school students are now required to complete two Career Education courses in grades 10-12: Career-Life Education (CLE) and Career-Life Connections (CLC). CLC requires students to complete a capstone project. In addition, as part of the Career Education curriculum, students must complete 30 hours of work experience or career-life exploration before they graduate. This can be a school-approved work placement; volunteer or community service; paid student employment; or fieldwork, entrepreneurship, or projects focused on an area of student interest.

High schools may choose to offer additional career-focused elective courses beyond the required Career Education courses. The Ministry has developed two elective Work Experience courses for students in grade 12. Students in Work Experience courses spend the majority of course time in authentic work experience placements (paid or unpaid). There is also a Youth Work in Trades program, jointly supported by the Ministry of Education and the provincial Industry Training Authority, for students in grades 11 and 12 who have secured apprenticeships in the trades. This allows students to begin accumulating the paid work-based training hours required to complete a postsecondary apprenticeship and earn industry credentials. There are also other career-focused elective courses available at the secondary level—offered by the Ministry Education, the Industry Training Authority, or jointly—but these are generally lower-enrollment than the two options described above.

At the end of high school, students earn a British Columbia Certificate of Graduation (Dogwood Diploma). They may then enter the workforce or a postsecondary program (institute, college, or university) in a technical or general field. Students who complete the Youth Work in Trades youth apprenticeship program are well-positioned to transition into a full apprenticeship in their trade.

Students who complete a postsecondary vocational education and training program earn a provincial Certificate of Qualification from British Columbia’s Industry Training Authority (ITA). The ITA offers more than 100 postsecondary programs to prepare

students for specific occupations, like aircraft maintenance technician or cook. About half of these are “Red Seal” programs, meaning they are included in the national Canadian Red Seal program, an interprovincial standards framework covering 56 occupations and overseen by the Canadian Council of Directors of Apprenticeship.

Programs participating in the Red Seal program are recognized as having met industry standards of excellence; students who have completed these programs must pass a national Red Seal examination in their field in order to earn a Red Seal endorsement on their Certificate of Qualification, which makes their credentials portable across Canada. The Red Seal endorsement is seen as an employment advantage, providing holders with higher wages and career advancement opportunities.

Teacher and Principal Quality

British Columbia has a strong teacher workforce, with well-regarded teacher preparation programs and competitive salaries. However, British Columbia faces challenges recruiting and retaining sufficient numbers of teachers.

Teacher Recruitment and Compensation

British Columbia teacher pay scales vary by district within guidelines set by a provincial-level collective bargaining agreement. In general, teacher pay is on par with that of other similarly educated professionals in the province. Teachers in some rural districts are eligible for “remote recruitment and retention allowances” to help alleviate recruitment challenges. However, British Columbia’s teacher salaries are lower than those in other provinces, making it more difficult to recruit and retain teachers in British Columbia.

British Columbia has been highly focused on teacher recruitment since the Supreme Court of Canada ruled in 2017 that 2002 legislation barring teachers from negotiating class size and composition, including the share of students with special educational needs in classes relative to available support resources, was unconstitutional. As a result of this ruling, the school system agreed to restore language from previous contracts that called for smaller class sizes. The government has invested over CAN\$400 million (US\$300 million) following the ruling to hire more than 3,500 teachers and specialty teachers in classrooms across the province. Part of the challenge is attracting teachers to rural communities. An additional CAN\$1.6 million (US\$1.23 million) was targeted to help rural districts in teacher application management, coordination of national and international recruitment, and local incentives to help cover relocation expenses, transitional housing, and professional development.

Teacher Initial Education and Training

British Columbia’s Professional Certificate to teach in K-12 schools requires a bachelor’s degree plus completion of a teacher education program. The teacher education program must include 48 credits, or about one to two years of full-time study, and can be a bachelor’s degree or diploma in education or teacher training coursework completed as

part of a bachelor's degree in another area. There are nine universities that offer initial training for teachers, and all programs include a practical experience. After completing a preparation program and earning a Professional Certificate, teachers are assigned a Teacher Qualification Service category, which is used by school boards to set salary levels. There are seven categories that correspond to teachers' academic qualifications.

The British Columbia Teachers Council has the responsibility of approving any new teacher education program and requires that the programs meet provincial standards. The Council is currently reviewing these standards, after a year-long process of gathering input from teaching candidates, current teachers, school leaders, parents and the public. The Ministry of Education has supported the teachers' union to oversee the New Teachers Mentoring Project—which provides voluntary mentorship support to new teachers in districts that do not have formal induction programs, particularly rural districts—for the past five years. The project is currently on hold, as the Ministry is planning to redesign it to support the new curriculum and assessment system.

Teacher Career Ladders

While there is no formal career ladder, British Columbia teachers' careers follow trajectories quite similar to those in the majority of top-performing countries. Successful teachers may be promoted to department head and can take part in professional development and training to take on leadership roles in the school and the school system later in their careers.

Teachers in British Columbia can advance Teacher Qualification Service categories by completing additional programs (which may be degrees, diplomas, or integrated programs, defined as programs of at least 30 credits that focus on a common theme or purpose), qualifying them to move to the next categories and earn higher salaries.

Salary is not related to teacher evaluation. Teacher evaluation is not required in British Columbia, and it is regulated by district agreements with teachers' unions. In general, it is required only in cases when there is a serious issue. Many principals do meet with teachers to develop professional development plans for the year.

Teacher Professional Development

Teachers are also required to have six professional development days each year. As of 2015, the Ministry certifies approved courses and categories of courses. The Ministry of Education provides workshops for teachers and the main teachers' union, the BC Teachers Federation, also organizes professional learning opportunities. In 2011, the Ministry supported the development of "inquiry-based" professional learning communities. These are networks of teachers that meet regularly to focus on understanding and addressing specific challenges in their schools. In some schools, coordinator of inquiry were released from their teaching duties to support these networks. While the Ministry is no longer supporting this initiatives, they still exist throughout the province and the University of British Columbia has continued to work with districts to initiate and support these networks.

School Leader Development

There are no formal requirements for the principalship, although districts generally require principals to have a teaching certificate and a master's degree, preferably in educational leadership or with coursework in leadership. Universities and professional organizations like the British Columbia Principals' and Vice-Principals' Association offer a range of pre-service training opportunities, including graduate programs and summer induction programs for new school leaders. Some districts offer their own formal non-credit pre-service programs for school leaders. The province has made efforts to produce a leadership framework but is still deciding how to move ahead with implementation.