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WHERE WE'VE BEEN

The School Five Years Ago

The School's Learning Ecosystem

The School's approach to learning was developed in consultation with federal organizations and other key stakeholders to better understand the learning needs of public service organizations. This approach guides the School in developing learning priorities and delivering a common curriculum to support employees at every level.

Complete modernization of the School's delivery of learning is important in this final year of transformation. To provide public service employees across Canada with learning that addresses the whole-of-government context, the School introduced a flexible, easy-to-access online platform called GCcampus in May 2016. Built on the School's previous online tool, GCcampus has become the main portal to an increasingly rich and diverse collection of learning resources, including online courses, virtual classrooms, peer and social learning, videos, webcasts, job aids, workshops and other learning events. All of these resources are available anytime and from anywhere at no cost to the individual learner.

The School continues to enhance GCcampus in response to new priorities, needs and perspectives.

Under the new curriculum, public service employees across Canada have access to tech-enabled learning on the fundamentals of public service. The curriculum's rich, diverse collection of resources is designed to

- deliver public service-wide learning that responds to government priorities;
- align individual learning with the needs of federal organizations and the public service as a whole;
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FOUNDATIONAL DEVELOPMENT

Laying the groundwork for a common public service culture based on shared values, ethics and priorities,

of the program for supervisors, since managers move beyond one-on-one supervision to manage entire teams at the organizational level along with a more complex set of corporate and strategic responsibilities

EXECUTIVE DEVELOPMENT

The goal of this approach is to guide the establishment of meaningful learning priorities for the public service, further enrich the common curriculum and ensure the relevance of delivery types in support of the development of key public service competencies.

This approach also allows the School to ensure its learning products are aligned with government priorities, management policies and the learning needs of the public service. For instance, over the past year, the School has provided learning opportunities that support evidence-based policy development, delivery of results, diversity and inclusion and health workplaces, among other priorities.

Figure 1: 2016–2017 learning and development priorities

The School's products are reaching an increasing number of public service employees from across Canada. Since 2011, the number of unique learners¹ using the School's common learning platform (classroom and

Figure 2: Increasing number of unique learners (classroom and online) over the past five years

Throughout its transformation, the School has focused on its relevance while continuing to deliver quality learning.

More recently, the School has been developing a range of new initiatives to support learning in line with the government's commitment to delivering of meaningful results to Canadians and to renewing the relationship between Canada and Indigenous peoples.

Deputy Minister Seminar, where she engaged deputies in a dialogue on the balance between protecting the safety and security of citizens and maintaining Canada's tradition of protecting human rights.

- A special event on innovation, media and the impact of technology featured Don Tapscott, a leader of innovation and media, an expert on the economic and social impact of technology and author and co-author of 15 widely read books. His latest book, *Blockchain: The New Rules of Money*, explains how blockchain technology will fundamentally transform the internet.

The School is increasingly using webcasting to distribute content. Public service employees are now given access to events that were previously delivered only to those who could attend in person. The number of learners participating in an event in person increased by 61 percent from 2011–2012 to 2015–2016, while participation by webcast almost doubled in the same period.

Learning events have been an important way for the School to expand its reach and impact in responding to emerging learning needs. The School has almost tripled the number of learning events offered in a year to public service employees across Canada, from 132 in 2011–2012 to more than 300 in 2015–2016.

Figure 4: Increasing number of learning events

MORE ACCESSIBLE

A key goal of the transformation was to increase the accessibility of learning. Prior to the School's shift

reductions projected for 2017–2018 to \$78,893,944).³ The School continues to identify capacity gaps and support learning within the organization to build the skills necessary to successfully deliver the new learning model and culture.

The School is achieving further improvements by renewing its governance structure to promote collaboration and joint planning. In 2012, the Board of Governors was replaced with a deputy minister-level Advisory new learning

The School has made significant progress and is on track to achieving its transformation objectives.

ANNEX A - PERFORMANCE BY THE NUMBERS

Gaining Efficiencies

Figure 8: Increasing number of online products and decreasing number of classroom products

Figure 9 depicts total funding and expenditures for the School by fiscal year, showing a 27% decrease in expenditures (from \$125,940,826 in 2011–2012 to \$92,152,131 in 2015–2016). As set out in the School's

