

Strategic Priorities - Connected Learners

Background Information for Question 2: Teaching and Learning

Mandate of the B.C. School System

To enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.

The Educated Citizen

School districts must assist in the development of citizens who are:

- thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and who have a positive self-image;
- capable of making independent decisions;
- skilled and who can contribute to society generally, including the world of work;
- productive, who gain satisfaction through achievement and who strive for physical well-being;
- cooperative, principled and respectful of others regardless of differences;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.

Prime Goal of Public Education

- Intellectual Development
- Human and Social Development
- Career Development

Reconciliation Framework for Public Education

The Declaration on the Rights of Indigenous Peoples Act (Declaration Act) establishes the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) as the Province's framework for reconciliation, as called for by the Truth and Reconciliation Commission's Calls to Action. This framework outlines the commitment for provincial government and public education on reconciliation.

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Responses to Question 2: Teaching and Learning

The District's role is to ensure that students develop a sense of self-worth and personal initiative, that they value and honour diversity, as well the significance of physical well-being, and are leaving school prepared for their future.

How could SD8 foster this?

1. Curriculum that focuses on these non-academic life skills
2. Student voice on upkeep and property management.
3. More access to and variety of groups and clubs and them resources to run them
4. Allow for greater risks outdoors.
5. Create relevant, real life resources that we (teachers) can teach students to really make it feel like students have something important to work towards
6. Providing opportunities for them to be involved in the school community, and for their voices and perspectives to be heard. Clubs, teams etc.
7. Bring in people with careers and have career days where kids can ask questions about their future.
8. funding for students to earn things like their food safe, babysitting, or lifeguarding certificates so they can feel they are able to choose options that improve their own lives with skills not normally provided in school settings.
9. ' - More community workshops / engagements to support and educate parents on relevant issues (digital footprint, racism, nutrition...)
10. When teachers teach their students about a certain subjects like math or science or a project that won't benefit us in the future. So, what I recommend is teaching our students about things such as, how to do stocks, how to have positive income per year or learn about income, or how to use simple and compound interest. Of course, you can have some side projects like how to make power with some wires and parts and a light bulb. or basic cooking skills or have a good mental health state and how to budget. and a lot about online businesses on what you can learn to trust and use.
11. Focus on individual qualities, similarities and differences between people, families, cultures. As a whole, we focus on kindness and lead with the motto that differences make the world a better place.
12. More exposure to a broader range of cultures, careers and activities.
13. Using the Whole School's Circle of Courage model in a wildflower program.
14. Clubs, extra curricular activities. Smaller classes more continuity if teachers and principals from year to year at the same school.

15. Hire more EA support for kids and teachers! Support connection and relationship building with teachers-students-families at elementary-middle school levels. Again, get out into the real world (community engagement, fieldtrips, outdoor learning. Make it easier for teachers (less paperwork) to accomplish this. Less administration pushed onto teachers. Administrators should be listening and learning from teachers.
16. Support opportunities beyond the classroom. But for a young child to shine, adequate staffing is necessary to create an environment which will foster such goals.
17. Increase the number of teachers so that teachers can increase their interaction time with students and students have more access to support from their teachers. Reduce barriers to students learning outdoors and in community settings.
18. Allow students to develop competence by having them allowed to actually engage in difficult, challenging activities. This would require more funding directly to classrooms, teachers, and removing barriers to activities of actual merit (camping, hiking, extended excursions).
19. Continue the personalized projects and inquiry initiatives with collaborative projects that foster the values of diversity.
20. same as above, as well as more teachers involved in clubs, being real & honest about struggles, sharing sessions, and assignments that reflect self worth, teaching students about owning their power, what they can control, and being honesty about addictions & social media (and education that actually pertains to kids). Finding guest speakers to achieve this; lived experience-addictions, gay/transgender, social media influencers, successful graduates, and local business folks. Yoga and meditation sessions at school.
21. Allow the student council to actually have a level of influence at the schools, relax paperwork required for small events, etc. to happen, as full school engagement helps encourage diversity. Have fun days that are whole grade/school that are actually fun. Stop creating restrictive policies with no enforcement/focusing on 'creating inclusivity' when data shows that the types of policies you keep making, in fact, do the opposite. Actually listen to student complaints of racism and bullying, and be transparent about what happens in those cases where multiple complaints are made.
22. Promote embodied learning and teach secular practices for mindfulness in all aspects of life. Emphasize relational intelligence and create conditions for students and staff and community to form lasting bonds. Bolster staff ranks with outside adult supports in order to ensure that each child is seen and valued and supported through their learning journeys. Engage students in actively shaping their own learning journeys and reflecting on the personal development that will lead them to their evolving learning goals.

23. By focusing on the unique qualities that every individual brings to the table rather than reverting to tribalistic group identities. Stop dividing people by identifying students by the groups they identify with; instead, focus on each person as an individual and recognize that each of those group identities are only small parts of what make them a unique and whole person.

24. I am grateful the JVH school offers a breakfast program and wish they had healthier options. I realize this would take more time for staff to provide and wish students would have healthier options other than bagels. I also wish the students could do more work in the community i.e., working with seniors to foster more awareness of being an engaged community member.

25. More connection to what each community offers in terms of career choices - tie these into learning.

26. Reduce barriers for students to learn in the outdoors and community settings.

27. This could be done by leaving the classroom more often. There is so much to see, do and learn outside the classroom that can help prepare kids for the variety that life beyond school has.

28. - Make facilities more welcoming

29. - Less stretched 'on the ground' resources so staff has the faculties to meet the needs of their learners and the community without complete burnout

30. - Focus on environment and climate action and empower students to be leaders in these areas

31. - Provide enough support that staff can meet the needs of their learners wherever they are at

32. This is a very broad question that covers many different aspects of learning.

33. I think this starts with a good relationship between the student and teacher and children feeling safe and supported at school. Children naturally want to learn about their world and are all engaged learners as babies and toddlers. I think the school's job is to foster this through elementary school and allow their natural curiosity to flourish. Too much memorizing and testing in elementary school can get in the way.

34. In regards to physical well-being I am happy to see that my elementary age kids have gym every day. I think they should get outside as much as possible and enjoy all that our area has to offer. I would like to see kids skiing, swimming, hiking etc. through the school.

35. Show leadership in discussing and addressing the climate crisis. SD8 needs a climate action plan and needs to make meaningful progress.

36. Confidence in self is key for self-worth and initiative. I think that peers play a huge role in generating or undermining the confidence of a child. I believe modern school systems are already encouraging effort over results and other confidence boosting things. The SD cannot impact home life, where a lot of confidence-building background takes place.
37. Preparation for the future: I think schools should teach practical applications of knowledge. E.g., mathematics: how to do your taxes, how to make and stick to a budget, considerations around investing vs simple saving (e.g., teaching compound interest). For the economy to flourish and thus their future to flourish these things should be integral. Also, current affairs, politics, understanding our governments and how they function, where to find information to allow for an informed vote, etc. this may be covered now but it certainly wasn't when I was in school. If your parents didn't understand it and/or talk about it (mine didn't) then you were left to flounder until you figured it out the hard way. I don't think that the school system set me up for success there. I can recall learning of Shinto religion and the reproductive cycle of fungi, what the 'umbilical cord' of a chicken egg is called (a chalaza) and how to read liquid measures at the meniscus. I thought critically and made poignant arguments in essays. More to the point, I did well in math and social studies/history. I can still solve for 'x' and recall a lot of what I learned about democracy vs autocracy and the wars. But if a little practical financial and political information have been instilled, I would have not only been a successful scholar but a successful societal contributor.
38. Stop allowing teachers in high school to teach their personal beliefs and political values. Students should be provided an atmosphere which is diverse and not one's own agenda. They cannot make informed decisions when given only half of the information.
39. Practical life skills education, internet safety, cultural education that speaks to the reality of colonization and genocide in Canada and locally
40. Invite third party professional individuals and teams that encourage, support and develop self confidence.
41. Support true outdoor education as this provides many opportunities for personal initiative, physical well being, and decision making that promote self-worth. In fact, this is one of the main goals of outdoor education.
42. Better preparation for what the kids will be facing online. Even from an early age, there should be conversations about online etiquette, boundaries, education.
43. Implement the teaching of communication and conflict resolution skills. Use Restorative Justice practices and philosophy as a response to breaks in relationships in the school. Focus on children's passions and unique gifts and contributions to their classroom.
44. Older students can pick their own passions to do leadership projects on.
45. Value a diversity of learning styles and cater to those learning styles.

46. Tone down the incredible workload of teacher's and principals so they can be relaxed and present to the students on their care.
47. Please provide real life opportunities for students to connect their school learning to the real world. Or enable teachers or schools themselves to access funds to do this. What happened to cultural exchange opportunities for students in middle and high school?
48. I think having more guests in the school who are experts in this would be amazing. As well as having more support, which would allow teachers to be able to work on this. More financial support for Pro-D related to this would also help.
49. We know through research that a child starts to develop racial bias (as well as other biases) as early as their infancy. SD8 could support Community Services Organizations to offer Early Years Programs within the schools that model inclusion and honour diversity is a way to ensure children have influences from early on that foster inclusion and honour diversity. Early Years Programs also integrate gross motor development, food security and honouring the child and family as a whole, which will have an impact on the child's trajectory.
50. Providing real life experiences. Connecting with children deeper on individual basis.
51. Fostering needs when it comes to meal/eating times. Instruction time vs. Break time should follow children's leads more instead of Administration making that choice.
52. Provide opportunities for learning outside of the classroom.
53. Continue with capstone projects where students' passions can direct learning. Make learning relevant to the real world. Bring in people from the community. Let children lead and come up with ideas to pursue. Create a community feel within the school environment where every child feels known and accepted.
54. Courses that tie the students to the community - we have programs that go and build houses in Mexico, yet we don't have improvement initiatives within our own communities. Our communities need the youth to participate and be aware of our community needs and initiatives. You can't work in a vacuum, there needs to be more connection.
55. Continue to learn from our local First Nations band. career education around fighting climate change. Climate action courses in the classrooms.
56. Schools need to be healthy spaces for our students.
57. Reduce air pollution by rapid adoption of electric buses
58. Electrification of schools to reduce air pollution from burning fossil fuels indoors.
59. More outings and engaging in the community

60. By removing the increasing number of barriers being put in place to students having positive learning experiences outside of the classroom. The new policies around outdoor ed, field trips, and other activities are serving to prevent students from having great educational experiences that "develop a sense of self-worth and personal initiative" by filling them with so much red tape that they become impossible to accomplish. The very best ways for students to develop these crucial life skills are through experiences such as outdoor ed. If we never give students a chance to face challenges, overcome them, and build resiliency, how can we expect them to develop their self-worth? We need to decrease barriers to these types of experiences, not increase them. The district needs to worry far less about their own potential liability and far more about the life and educational experiences of the actual students in their care.
61. Ask and communicate HOW the district is developing the above. What evidence do you have that students are leaving prepared for their future?
62. Enable more self-directed learning to occur. I would love to see more opportunities to celebrate personal initiatives. Project based learning, celebrations of learning, communicating learning: Find and promote and engage the community in actually celebrating examples of personal initiative, thinking and creativity.
63. Celebrations of learning: The Capstone concept is a good one but could be expanded, and even shared in the younger grades.
64. Allow more outdoor, community and environmental learning. What better way to increase students' sense of well being and self-worth than by bringing them OUT of the classroom to experience themselves in the context of their environment and their communities? This needs to be fostered and made simple for staff and teachers, rather than discouraged through hyper risk-management policies and paperwork.
65. Authentic learning. Reduce barriers to students learning outdoors and in the community settings.
66. More Indigenous education. Enhance current Indigenous programming on ceremony, Indigenous world view, relationship with nature, respect for Elders, and legacy of residential schools and other racist programs and policies.
67. Preparation and examples of what upper grade learning looks like in younger grades.
68. Preparation for high school from middle school: timetable management, finding classes, mixing with new groups