

Strategic Priorities - Career Development

Background Information to Question 1: Student Success

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.

Strategic Priorities - Career Development

Responses to Question 1: Student Success

The District's role is to ensure that students have the ability to think and learn, foster a lifelong appreciation of learning, a curiosity about the world and the capacity for creative thought and expressions.

How could SD8 foster this?

1. Playful engagement, research tasks, individual work, a wider learning curriculum. I feel economics should also be in the curriculum. Time management should also be something taught from a young age. When they head into higher learning, the children simply aren't ready for a larger more complicated course load, more attention should go to the languages and the correctness of the languages. More order in the classroom wouldn't be out of place either. Classrooms are often raucous and loud, with kids running around and talking all the time. I think it would absolutely be ok to also teach them to work quietly as well, teach them how to focus.
2. Ensure all technology is modern, working well, with very little technology down time. Technology in schools is perhaps the most important toolset the students will take with them, going forward in real world. The entire world is computerized, and those with little computer skills could be left behind.
3. More self-directed study in higher grades, more job shadowing (higher grades)/presentations or talks from diverse groups/professions for all grade levels.
4. Focus less on graduation rates being high and more on keeping the learning standards high through the use of conventional practices combined with innovative pedagogical techniques. To ensure that students are thinking and learning they must be held accountable and pushed to reach a level rather than the level being brought down to where they are at. Creative thought and expressions can be encouraged through motivating peers to see other peers excelling, pushing themselves to do better than the last model that was created.
5. While the supporting statement for this question is admirable, it must not be achieved at the risk of diminishing the learning of basics. I feel there is too much distraction in some of our district schools with special days where spirit building efforts are overdone. Schools need to be more focused on learning and report cards that actually tell how a child is progressing. In our effort to be kind and accepting, are we losing the ability to be direct about a child's progress or lack of it. Discipline, order and constancy are not bad objectives and can be minimized by such things as "wear your pajamas to school day" or "wear a certain colour days". It fosters disruption and puts stress on families who are not as "organized" as others for these events when they happen a few times every month. It can be overdone and if elementary kids are feeling less safe at school, this could be part of the reason. It fosters disruption and chaos. Children at this age need to feel included and that they can expect outcomes. It seems to me a lot of time is wasted in our schools these days.

6. Engage students in inquiry-based, multi-age, hands-on, community-integrated learning. Focus on activities that will engender a sense of purpose and belonging by seeking developmentally appropriate opportunities for students to make purposeful contributions to their communities. Bring role models of all ages into the classroom to expose students to what curiosity and lifelong learning look like lived. Ensure that the educational experience offered in the district is geared towards the demands of daily living that students will face now and into the future - from practical knowledge and skills such as those for eating well, to the ethical foundation and experience for addressing personal and collective challenges such as climate change.
7. Ensure kids are learning at grade level so they are successful. Age-appropriate projects dealing with real life stuff. How should Nelson's green spaces develop? Cooking. How does the food grow that you put in any food dish you make? What does it take to grow it-water, fertilizer, workers? Doing taxes. Real life math. Saving money. Getting a job. Writing resume. Fixing a vehicle. Building things. Computer literacy. Pick a foreign country and every kid in class write a blurb about a type of food, community problem, sights you could see, topography, currency value in relation to ours and so on and read to class. What do we do about homelessness? How do you get into university? Clean up community. Do real things to learn grade level skills.
8. I believe the school district and perhaps BC puts way too much influence on upper-level mathematics and not at all in music. Since they share a very similar compartmentalized area of the cranial hemispheres' importance in patterns, computing, and numeracy, why not emphasize music AND math. If you were to ask a student which they prefer, I'd put my money on music every time. The stress of upper math crushes students' dreams and motivations of post-secondary education. Seriously, when was the last time you used logarithmic functions in your work?
9. By focusing on ideas rather than ideology. Allowing disagreement with accepted narratives. Concentrate learning objectives on skills that will be valuable in the rapidly evolving job market.
10. More staff and resources in schools:
11. More teachers (smaller classes), non-enrolling teachers, and EAs. In order to differentiate, we need the support of adults to facilitate the many ways of learning and communicating.
12. More access to technology in schools (laptops especially). Every student should have consistent access in order to develop the computer literacy skills they will use heavily in life after school.
13. Easier and faster access to assessments and diagnoses.

14. By implementing a multilevel grad program. Current courses and expectations are being watered down in order to inflate false "grad" rates at the high school level and everybody knows it. How about everybody grads, but with different levels of certification? Expand the avenues for success in academic as well as nonacademic areas. Encourage presentation of student achievement in both the school and community frequently (as in every day.) Support nonacademic interests and paths more vigorously: band, arts, music, speech arts, drama, speech arts, athletics, journalism, interest clubs (chess, music, and woodworking clubs, bands, skateboarding). Greatly expand and support with time and money the pursuits and nonacademic pursuits of students. Teachers have to commit to extracurricular support of their students as part of the job. The district must create an environment where teachers feel the desire and obligation to commit themselves to much more than academic instruction,

15. - more EAs in the classroom, and EAs that are actually qualified to teach academic subjects (we only have 2 at our school and neither one of them are capable of doing 10-12 math or science)

16. - provide teachers with more easy-to-use classroom resources. I teach science and we almost never have math/science pro-D opportunities and the ones that we do have aren't very useful. I went to one a few years ago which was interesting, but the guy told us to stop doing math notes, but we weren't provided with any resources on what to do instead or how to implement that.

17. - give time during the school day for club activities - not all students have the resources to stay late after school to participate in extracurricular activities that strengthen their connection with others and demonstrate how learning can happen in many areas outside of the classroom.

18. share about lifelong learning & cultivating an ability to be nimble & have the capacity to shift and change as life and the world shift, the role of self-education and community education

19. I would like to see more integrated curriculum development. Project-based learning that spans multiple subjects, involves critical thinking and exploration, that is open-ended and has student-led cumulative assessments. Cross-curricular planning amongst staff is integral to a dynamic learning environment. Ensuring that students feel their learning is relevant to their lives and their futures is essential for secondary student "buy in".

20. Teach basic life skills like income tax and budgeting.

21. Team building. More sports introduced in school that build a team mentality. The leadership skills and value created as being part of a team environment is required in many of our lives after school.

22. Truly help develop students' unique gifts: Where would the world be without tradespeople, artists, entrepreneurs and professionals, and etc. In spite of much rhetoric, there is still too much focus on limited pathways to success and not enough focus on a comprehensive education which ultimately enriches individuals and communities.

23. We need to prepare our students for the multi-crisis they will live with: Climate Breakdown, Biodiversity Loss, Environmental Degradation. Prepare for the future to come.

24. Business plan, cash flow, bookkeeping, research, grant applications and other entrepreneurial studies available at high-school level

25. A mandatory money management class high-school level

26. Clear grad plan. It would be great if the grad plan for students (especially French immersion students) was more clear. It is very difficult to plan out grades 11 and 12 when you are not completely sure what the required classes are and also how to plan out all your classes.

27. schools should prepare students to do the basics: do taxes, prepare meals, do a budget, write a resume.

28. Are grade 12 students still provided the opportunity to go into trades? [implication is that this is important, and trades training needs to continue]