Strategic Priorities – Career Development

Background Information to 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.

Strategic Priorities – Career Development

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. My answer is similar to the one for question 4. We need to address children that fall through the Ministry created wide crack that requires them to lose all self-worth before help is available. These children leave school wondering if they will make it out in the real world. If they were able to access services sooner, on the early years, they would have higher achievement and higher self-worth. We also need to spend more time honouring diversity those that were once considered mainstream are now feeling uncomfortable and unsafe, it used to be the students that were not mainstream that were ostracized now being mainstream is considered wrong by students. We need to celebrate all students not only those that would normally be recognized. I noticed at last year's graduation ceremony that very few students were attending post-secondary after high school most were going to go work and discover themselves before pursuing higher education. I wonder if students aren't feeling ready or are feeling overwhelmed and exhausted?
3. By being taught exercises that give children an opportunity to observe and have more awareness of their own feelings. Continue to have discussions about diversity and indigenous traditions. Teaching children to set goals and begin to think about what steps they can take to meet those goals both in school and after graduation.
4. Bring in people with careers and have career days where kids can ask questions about their future.
5. 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.
6. hen 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.
7. Giving students more responsibility and ability to act as a person in the more senior grades instead of telling them what to do.

8. More staff to be able to connect with the kids and explore what really works for them and their learning and implementation styles and skills. More counselors to ensure kids are getting the credits they need and the encouragement and support to explore post-secondary options.
9. Classes from Gr 10 to Gr 12 focusing on college applications/apprenticeships/differences between trade schools/ doing taxes/ paying bills
10. 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.
11. Stop forcing ideas on them that they are not interested or comfortable with. SD8 is 100% not preparing students for the reality of the life. You are failing our students. As an employer, we do not see anyone coming out of school in recent years that is employable.
12. Time management skills, organizational skills and study skills need to be a focus in middle school to prepare students for high school and beyond.
13. Rewarding self-starters encourages initiative but finding creative ways to encourage those who aren't naturally motivated would be even more meaningful. I think the school district is doing a great job in honouring diversity, but I find the significance of emphasis on physical health varies greatly between individual teachers, never mind schools within the district. Alignment on curriculum and what students are expected to have learned in any given grade across the district could help with students finishing the school year ready for the next.
14. More connection to what each community offers in terms of career choices - tie these into learning.
15. 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.
16. More access to technology- students need to be able to access and learn how to use technology at school so that they are able to adapt and engage in a technology-forward world.
17. Providing students with choice and opportunities to choose their life-paths earlier. Also, my school currently only has two EAs for a school of 130 kids.
18. Set the bar high. The world is not going to give them special treatment - they should be given skills to contribute to society, hold down a job, do great things.
19. 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.

20. 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.
21. Cooking, physical education and health should be more closely related. Teaching them how to make s'mores in the oven is not setting them in the right course for the future. Teach them where the food comes from, how to prepare basic healthy meals and what a healthy diet does for your body and wellbeing.
22. We need to present real-life problems such as knowing how to do basic math on interest rates and how credit is to be used and know when not to use it. How to create a budget and plan ahead so young people are actually prepared for life. This should not be an option, as it is right now, this should be basic math skills for all to learn. They need to demonstrate how credit cards, loans and mortgages work, focus more on how life works and what options are available outside of school, i.e., trades, Police, army etc., other options outside of college and university. From speaking to former students in the Nelson area, the only way they knew about these other options was through friends or family, not the school. Everything is geared towards going to college and university, which may not be the right choice for some students.
23. Drop the Career Life Presentation that Grade 12s have to do. It's a waste of time. I cannot believe this is a main factor for people to be able to get their high school diploma.
24. We need to stop presenting the idea that you can identify as a cat, or it or whatever flavor of the day is. It is absurd. A potential employer takes one look at these people and sends them on their way. Yes, it is active discrimination. But, unspoken, unless we have thought police now as well?
25. Sexual identification should not be a topic at school. From what I see, people who feel that they are a girl, when they have a penis, need some counseling and/or therapy. Again, from speaking to former students, we cannot change our whole education and language to accommodate the ever-changing whims of a hormonal teenager. They are going to be hit hard in the real world and it won't be tolerated. Yes, all the corporations of the world may say they are accommodating blah, blah, blah, but it is all a wash to keep everyone placated in order to buy their products and services. We are all very deluded if we really believe any of that crap.

26. To be gay is one thing, to identify as a cat/girl/boy nonbinary etc. is a cop out of dealing with the actual problems that may be going on in that person's life. They are seeking attention and they need help, not a pronoun.
27. This fashion right now of changing the English language that has been developed over hundreds of years is another absurdity and needs to stop. It needs to stop where it started. In schools, colleges, and universities. Teachers need to stick with the subject matter and not be allowed to express their opinion on current events. This is very important. It is up to the parent to educate them on the current events of the world and what is right and wrong.
28. Diversity - study experiences of LOCAL Indigenous, Doukhobor, European, Chinese and Japanese people to learn more about all of our histories in the Kootenays. Bring local speakers in to share their experiences.
29. Physical well-being - Offer support for mental well-being and continue with the variety of sports already offered.
30. Preparing for the future - educate on financial topics like investing, mortgages, banking, and interest rates so that kids understand money management.
31. Engage the students and create a post grad plan to support them. Involve and invite post grad institutions (universities, colleges and trades) into the schools to say this is who we are, this is what we do, and this is what we can teach you. More than a single day. Make it a week, it would be a good investment. Get the kids excited about their future and give them the options that are out there.
32. More counsellors are needed to support students and this need has been there for many years but even more now. Students need to have more support available to help them determine their strengths and interests to decide on career paths. More options for activities at lunch hours could be helpful, they could use the gym or attend wellness related sessions that students could lead, give options to students to develop their leadership skills but having them create opportunities for student learning.
33. Have teachers trained on taking a coaching approach with students, listening skills and asking powerful questions- let the students problem solve and come up with solutions in a supported environment.
34. Teachers need to be better at supporting students to get out of their comfort zones like presenting in front of their peers. Many adults aren't comfortable with public speaking why is there such a push in classes now for student to do this? If this is a requirement teachers need training on to better support students in taking baby steps - not criticizing a student in front of their class on how they presented- if reading off their notes is what the student needs - then let them.
35. More basic communication skills training could be helpful for students and teachers. Starting at a young age. Communication can build trust which can help reduce anxiety in students.
36. Grade 12 students have voiced that they see a need to learn more about career perspectives.