

# New School Design & Handsworth Update

STANDING COMMITTEE MEETING – OCTOBER 2, 2018

## Mandate for the School System of BC



### Mission Statement

The purpose of the British Columbia school system is 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.

Statement of Education Policy Order, Vancouver, BC, Sept 1, 1989

## Goals of Public Education



Prime Goal of Public Schools – Supported by the Family and Community

### Intellectual Development

To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students a lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.

Statement of Education Policy Order, Vancouver, BC, Sept 1, 1989

## Goals of Public Education



Goals that are shared among Schools, the Family, and Community

### Human and Social Development

To develop in students a sense of self worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others.

Statement of Education Policy Order, Vancouver, BC, Sept 1, 1989

## Goals of Public Education



Goals that are shared among Schools, the Family, and Community

### Career Development

To prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with change in the workplace.

Statement of Education Policy Order, Vancouver, BC, Sept 1, 1989

## Success in the Workplace



### Skills

- Collaboration
- Creativity
- Communication
- Critical Thinking
- Problem Solving

### Attitudes

- Dependable
- Ethical/Moral
- Trustworthy
- Risk Taker
- Positive
- Resilient

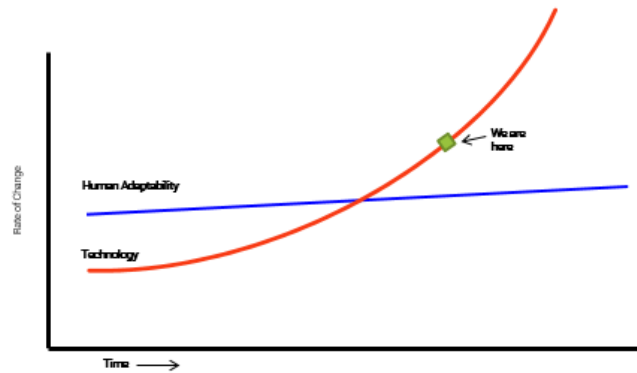
## CORE COMPETENCIES



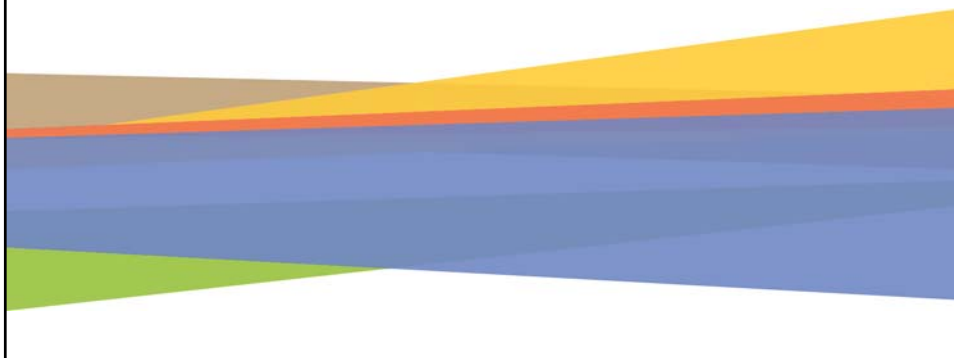
# Teller's Graph



The pace of change is accelerating



## North Vancouver School District School Design Principles



## Maximum flexibility and adaptability for today and the future:



- the design reflects current understanding of the diverse ways in which students learn but it is also flexible enough to adapt as that understanding evolves
- there are spaces designed that allow for transition from large group, small group, and individual activities
- a variety of learning and teaching styles are supported, consistent with foundational principles of inclusion
- every space is potentially a gathering and a learning space, where First Peoples Principles of Learning are evident

## Healthy, sustainable and accessible environment:



- a healthy, safe and accessible environment is provided for all users
- learning spaces are designed with sensory awareness, including natural lighting, temperature control, ventilation, sound field and acoustics
- there are provisions for outdoor learning and physical activities
- it is a pleasure to learn, teach, work, play, eat, and socialize in these spaces
- the building incorporates and visibly demonstrates sustainable and accessible design concepts
- the building is durable, low maintenance, highly energy and resource efficient, and reduces operating and maintenance costs

## School Community connections:



- the design promotes a feeling of belonging, a sense of community and a celebration of diversity
- small learning communities provide a home base, serve as a gathering space, and enable students to gather in different sized groups
- all learning spaces are designed to support inclusion
- learning spaces allocated for specialized support are dispersed throughout the building
- the design acknowledges and promotes Aboriginal ways of knowing

## Connections to the Wider Community:



- the design invites universal community participation
- the design allows for separation of learning spaces from community usage spaces (gym, multi-purpose room, library, meeting rooms)
- materials, massing, siting, and elevations contribute to an inspiring and coherent design
- the design establishes an appropriate civic presence in its neighbourhood
- the design reflects the design features and structure of the Coast Salish First Nations, specifically the Squamish Nation and Tsleil Waututh Nation

## Professional Support:



- educators have access to tools, resources, and spaces to share knowledge and practice with each other and other professionals, interact with experts in their field, and connect with their students, families and communities
- the design promotes an awareness among educators of the need to conceptualize learning in ways that consistently celebrate and support diversity
- each small learning community incorporates spaces to promote collaboration and professional sharing