

2019/2020 District Priorities in Review

BOARD OF EDUCATION STANDING COMMITTEE MEETING
SEPTEMBER 15, 2020

Outdoor Education

DIRECTOR OF EDUCATIONAL PROGRAMS CONOR MCMULLAN

Outdoor Place-based Learning



- Strong emphasis from PHO and Ministry for Outdoor Learning in response to COVID-19
- Alignment with District goals around Outdoor Environmental Education and Leadership
- Greater access to nature provides mental health/SEL benefits
- Provides opportunities to enhance school and community capacity

School Site Surveys



Professional Development, Resources & Learning Networks



- Virtual and site-based workshops
- Webinars (internal/external)
- Outdoor Learning Networks
- SD44 Curriculum Hub and SD44 website and portal presence
- Outdoor and Indigenous learning resources

Youth Leadership & Service Learning



- Leadership Program Pilot (HSS FOS)
 - Training and leadership development
 - Teacher mentoring & support for Outdoor Learning
- Service Learning Program @ Cheakamus
 - ODS Counsellor continuity
 - Volunteer & Work Experience hours



CHEAKAMUS CENTRE UPDATE



Cheakamus Foundation Activities



Grant projects in progress:

- \$10,000 TDFEF - boardwalk & aquatic habitat upgrade
- \$38,500 – UNITED WAY & AGRI-CANADA – Local Food Hub initiative
- \$500 – FIRESMART CANADA – Youth service learning stewardship project

Grant applications under review:

- \$250,000 – GRAND CHALLENGE CANADA: Indigenous Innovation Initiative – shortlisted
- \$ 20,000 – HONDA CANADA & TELUS community grants – Youth Leadership Program

Interns and Partnerships:

- BCIT EDUCATION & RESEARCH PROJECTS – interactive StoryMap; Campus Plan update
- UBC LAND & FOOD SYSTEMS – Garden Coordinator interns (2) Fall term
- ECO CANADA – Digital Marketing intern – 100% funded 6-month term
- SQUAMISH RIVER WATERSHED SOCIETY – Co-hosting Friends of Cheakamus public walks

Physical Literacy



Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.

International Physical Literacy Association, May, 2014

Physical Literacy Principles



- Motivation and confidence
- Physical competence
- Knowledge and understanding
- Behavioural Engagement



Physical Literacy Supports



- Opportunities to make learning active and physically engaging across all instructional areas
- Resources and instructional support for teachers
- Teaching in-services (virtual and in-person)
- Student Physical Literacy Assessments (review)
- Equitable access to PL opportunities



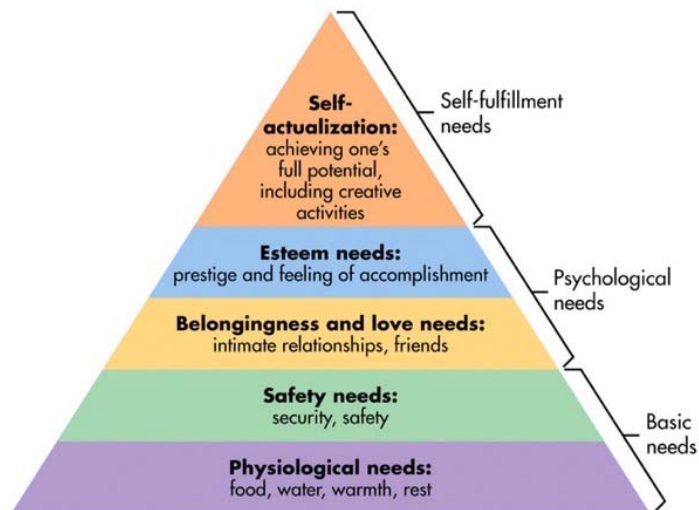
Indigenous Education

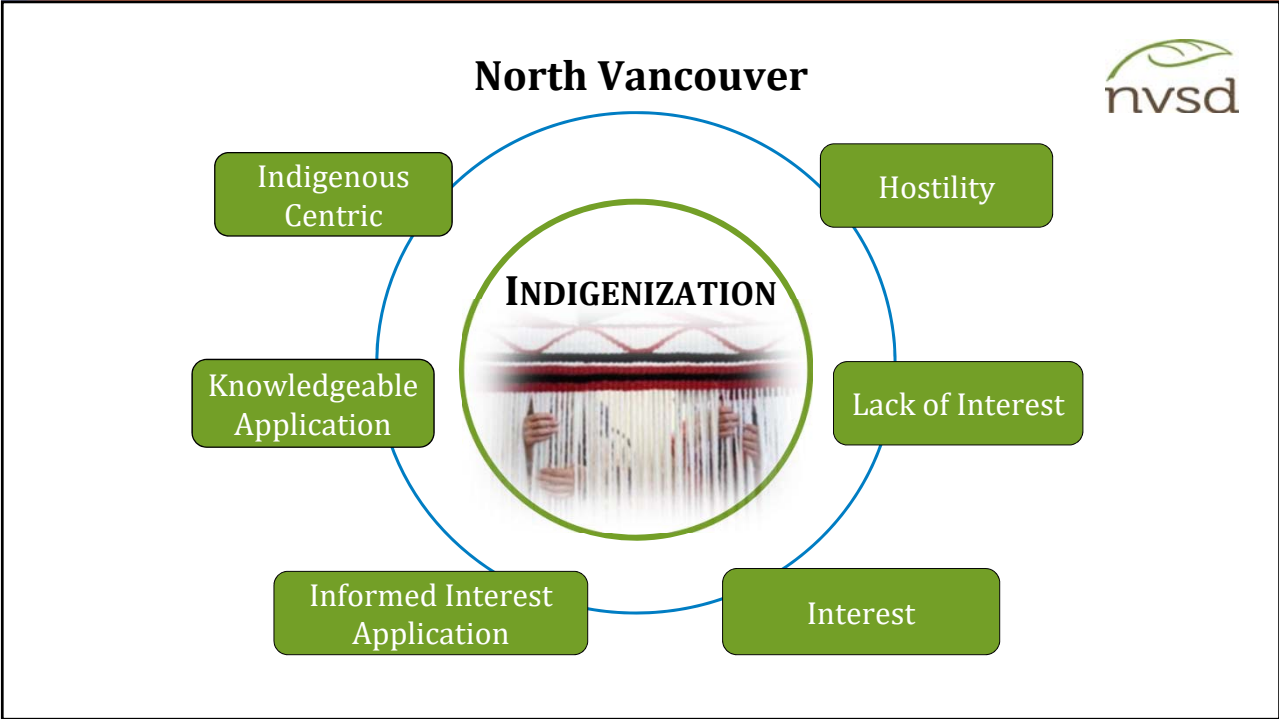
DISTRICT PRINCIPAL BRAD BAKER

Indigenous Education



Recognition of Needs





Areas of Growth – 2019/2020

- Equity Scan
 - Implementation of elementary student tracking system
- Attendance
 - Increase in attendance rates K to 12, pre COVID
- Academic Success
 - Term reports cards provided evidence of success

What is the plan – 2020/2021?



Social Emotional Support
In school and in the community

Remote Learning Support
Continued use of strategies to provide learning opportunities for Indigenous learners

Professional Development
Continued use of different modes of delivery

Chenchenstway



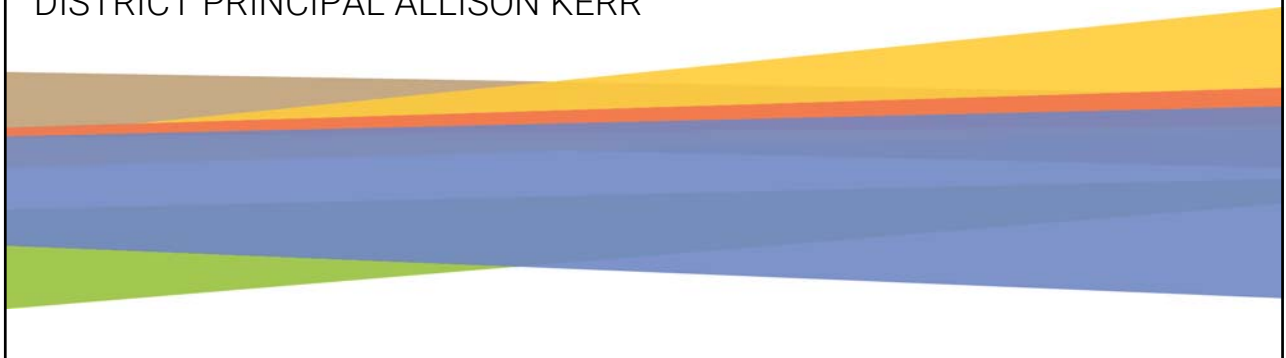


Go Forward With Courage



District Arts Education and Artists for Kids

DISTRICT PRINCIPAL ALLISON KERR



Artists for Kids

District Art Education

engaging a community, together

The strength of community within the AFK and District Arts Education, fosters a strong Sense of Belonging for our students, beginning with the positive relationships established with our educators. We see clearly that the District's shared language that support positive **Social & Emotional Learning**, that enables student engagement and enhanced learning, begins with strong relationships and



Personalization of learning which supports interdisciplinary thinking, utilizing Big Ideas, promotes deeper levels of student understanding within all subjects, including the Arts. With this, the Arts continue to place front and center, Assessment for Learning, that engages students to be at the heart of learning that is active and allows for deeper understanding. Arts teachers continue to act as mentors of British Columbia's Redesigned Curriculum.



Role Models who Shape Identity: Mixed Media Collages Inspired by George Littlechild

CREATED WITH CONTRIBUTIONS BY: Mary Haller, Bill MacDonald, Daylen Luchinger, Amelia spp, and Bev Myrtle

TOPICS: Using photographs, colour, and symbols to represent personal identities, cultures, and communities; Creating abstract imagery and collage techniques

SUBJECT(S): Visual Arts **GRADE(S):** 4-7

UNIT DURATION: 4 lessons

OVERVIEW & CULMINATING TASK: In this unit students will learn about the mixed media artworks of artist George Littlechild who addresses topics of identity, history, story, and memory. Students will be asked to research and represent role models that reflect their own identities, cultures, and communities.

Students will collect photographs or create drawings of their role models and will develop personally meaningful symbols and colour palettes in order to create a mixed media collage representing their own identities. Students will explore collage processes, symbolism, and layering.

INTRODUCTION:

"For my ancestors, I thank you for surviving when many did not. You make me proud of who I am because of who you were."
-George Littlechild from "This Land is My Land"

The above dedication succinctly describes the primary goal of this art focused unit. It is an attempt to instill pride, understanding, and respect for the heritage of Indigenous peoples as well as for every student's individual identities, cultures, and communities. It is hoped that the following activities will allow students to explore ideas and images about their own personal role models and to share their discoveries with their classmates in an atmosphere of trust and respect.

Few artists speak as directly and powerfully to children about overcoming prejudice and promoting pride in one's heritage and identities as does George Littlechild. His spirited work, full of symbols, bright



colours, strong shapes, photographs, and unusual collage elements, reflects a highly individual style and interpretation of his ancestry. He documents not only the struggles of Indigenous peoples but his own experience as a person of mixed race. His work is ideally suited to initiate students into an exploration and artistic interpretation of their own identities, cultures, and communities.



George Littlechild, Plains Cree Chief, 1996, 17 colour serigraph, 29 x 22.5 inches. Image courtesy of the artist.

This art unit is intended to be integrated with other subjects and skill areas in the curriculum. There are many social, political, and historical issues that are integral to Littlechild's work. Through discussion, art making, writing, and research the students will be able to clarify and articulate their own identities, cultures, and communities.

BIG IDEAS (What students will understand):

- Creative expression is a means to explore and share one's identity within a community. [Arts Education 4]
- Engaging in creative expression and experiences expands people's sense of identity and belonging. [Arts Education 5]
- Through art making, one's sense of identity and community continually evolves. [Arts Education 7]

The Fine Arts and AFK enrich the educational experience of both educators and students in the Indigenous ways of Knowing by using the the three pathways: student, educator, community, in our daily practice.



Smith Gallery



District Arts Education Team Artists for Kids

Arts Education across the School District

- Dance
- Drama
- Music
- Visual Arts
- Elementary Band and Strings
- District Festivals

Artists for Kids

- School and community programming
- AFK Studio Art Academy
- Print production and sales

Gordon Smith Gallery of Canadian Art

- Curation and management
- Smith Foundation liaison





District Arts

What does this Look like?

- o Paradise Valley Summer School of Visual Art, 27th year
- o Visual Art Day Camps at AFK
- o AfK Academy
- o Gallery Program: Interdisciplinary access for all educators
- o Spring and Summer Exhibition Program
- o StART Strong Program
- o Visual Art Outreach for Schools
- o Young Artist of the Week
- o After - School - Art
- o Specialty Enrichment, Grade 4 to 12 (Career Education)
- o Teacher Professional Learning, direct and through digital resources
- o Collaboration with Community Partners
- o Teachers supporting Teachers, direct mentorship
- o Scholarships
- o Canadian Art Permanent Collection Acquisition
- o Print Publications
- o Creating a community of giving: Volunteers
- o Grants Acquisition and Community Donors





AFK and District Arts Education creates a bridge that supports our students to develop the knowledge, skills and self confidence as learners beyond their school environment while building positive, engaged communities to support multiple **Career** options for our students.

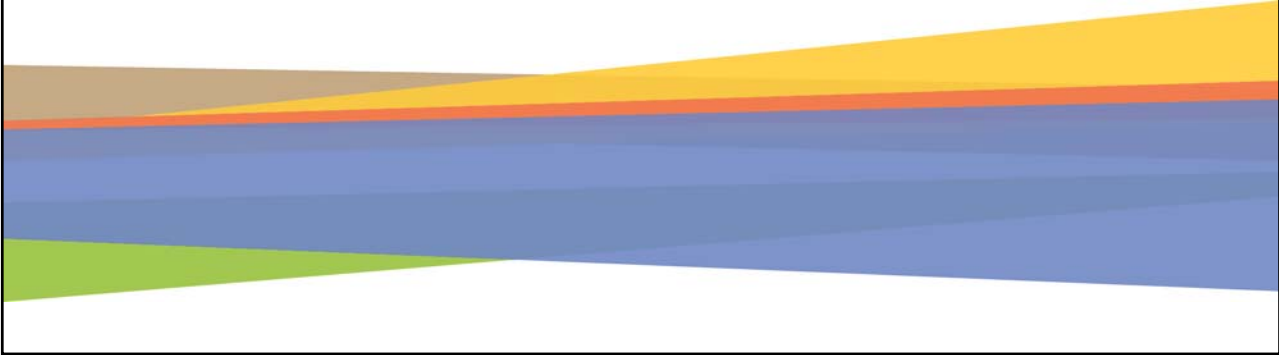


The appreciation of how individual differences make our lives more meaningful and the ability to share and celebrate these differences, is the foundation of the arts. The Arts continues to provide to all students, multiple entry points and adaptations for **all learners** to find success and belonging.



Careers

DISTRICT PRINCIPAL MIKE KEE



District Education Plan



ENHANCING
STUDENT
LEARNING



THE ABILITY TO COMMUNICATE EFFECTIVELY WITH
A RANGE OF AUDIENCES.

The Plan on a Page



Career Development



Vibrant Learning Community

Pillars of Educational Practice

Families of Schools

District Planning

School Planning

Resources



CAREER DEVELOPMENT

Career education is a bridge for students to engage beyond the school environment, explore varied interests and help determine their career path for the future.

The North Vancouver School District's priorities for career education include: 1) career development course opportunities for all students; 2) enhancing work experience placements; and 3) dual credit program options. These priorities have been determined in consultation with students via student survey, and the Career Program Working Group which includes a student from each high school. In addition, the Community Career Steering Committee with representatives from local businesses provides guidance and input.

We are committed to increasing the opportunities for students to develop the knowledge, skills and self-confidence to be self-directed, life-long learners. Key to this is examining and exploring career pathways appropriate to their likes, interests, skills and knowledge, and developing the skills to work safely, effectively, individually and collaboratively.

Priorities – Career Development



Career Development

Work Experience

Dual Credit Program Options

Career Development

Career programs provide students with the skills and knowledge to successfully enter into the workplace or into continued studies at the post-secondary level in a specific career or sector. Increasing educator knowledge and awareness in the process of student career development is central to this work.

Goal: Provide every student a fulsome appreciation of career options and directions available to them upon graduation.

Key Actions:

- Provide workshops for teachers
- Provide opportunities for the sharing of quality lesson plans
- Increase the number of Maker Fairs within schools

- Identify best practice methods and reinforce the Careers Handbook as a guide to action
- Implement the newly identified Career Courses in all elementary and secondary schools

Measures of Success/Indicators of Progress:

- Increase student enrollment in career related courses
- Provide teacher workshops to improve course implementation
- Ensure Career Education is being provided by all teachers in the required grade levels
- Increase in student request to work experience programs

Priorities – Work Experience



Career Development Work Experience Dual Credit Program Options

Work Experience

Work Experience develops students' confidence and the competencies needed to be self-directed, display initiative, set priorities, establish goals, and take responsibility for pursuing their goals. In addition, students develop the skills required to work effectively and safely with others, and to succeed both as individual and collaborative workers.

Goal: Increase the number of students enrolled in quality work experience opportunities.

Key Actions:

- Using the community steering group to develop positive community partnerships
- Targeting staffing to schools to support work experience

- Providing on-site support for WEX facilitators in supporting complex learners in the work place
- Advocating to the Chamber of Commerce as a school district to educate and solicit employer connections

Measures of Success/Indicators of Progress:

- Annual review of the number of work experience opportunities and analysis by sector
- Survey work experience employers as to enhancing the experience for them
- Develop an entrance and exit assessment for students, and employers

Priorities – Dual Credit Program Options



Career Development Work Experience Dual Credit Program Options

Dual Credit Program Options

Dual credit programs enable students to have a jump start on their career path while still in high school. For many students, this enables a more positive and healthy conclusion and transition from adolescence to young adulthood.

Goal: Increase the variety and volume of dual credit options for students

Key Actions:

- Develop our own additional dual credit programs with post-secondary institutions
- Further develop our partnerships with local colleges

- Work with VCC, BCIT, and Capilano University to secure and increase seats for North Vancouver student to enter into dual credit programs
- Target grade 12 students that don't have a full course load with dual credit options in partnership with local post-secondary institutions

Measures of Success/Indicator of Progress:

- Analyses of new program options
- Track student enrollment and participation
- Assess student Graduation Rates
- Evaluate transition rates into jobs and post secondary programs

Ministry of Education - BC's New Curriculum



BRITISH COLUMBIA BC's New Curriculum		English Français
HOME	CORE COMPETENCIES	CURRICULUM
BACKGROUND INFORMATION	APPLIED DESIGN, SKILLS, AND TECHNOLOGIES	ARTS EDUCATION
CURRICULUM OVERVIEW	K 1 2 3 4 5 6 7 8 9 10 11 12	K 1 2 3 4 5 6 7 8 9 10 11 12
EXPLORE/SEARCH CURRICULUM	CAREER EDUCATION	ENGLISH LANGUAGE ARTS
CONTINUOUS VIEWS	K 1 2 3 4 5 6 7 8 9 CLE CLC	K 1 2 3 4 5 6 7 8 9 10 11 12
INDIGENOUS EDUCATION RESOURCES	FRANÇAIS LANGUE PREMIÈRE	FRANÇAIS LANGUE SECONDE - IMMERSION
LANGUAGES TEMPLATE	K 1 2 3 4 5 6 7 8 9 10 11 12	K 1 2 3 4 5 6 6F 7 7F 8 9 10 11 12
INSTRUCTIONAL SAMPLES	LANGUAGES	MATHEMATICS
EDUCATOR UPDATES	5 6 7 8 9 10 11 12	K 1 2 3 4 5 6 7 8 9 10 11 12
TOOLS	PHYSICAL AND HEALTH EDUCATION	SCIENCE
	K 1 2 3 4 5 6 7 8 9 10 11 12	K 1 2 3 4 5 6 7 8 9 10 11 12
	SOCIAL STUDIES	ADDITIONAL OFFERINGS
	K 1 2 3 4 5 6 7 8 9 10 11 12	

Ministry of Education – Introduction to Career Education



Flexible teaching and learning

The language and design of the Career Education curriculum promotes flexibility for teachers in pursuing career-life development with students. This flexibility accommodates the range of student interests, needs, and goals, as well as the diversity of school and community contexts.

The Career Education curriculum consists of three major phases: Developing Foundations, Exploring Possibilities, and Pursuing Preferred Futures. The connection between grade levels and phases is one of emphasis: many high school students will still need to focus on developing foundations, for example. Students will transition through each phase based on their personal development, community context, and emerging career-life opportunities.

K-5: Developing Foundations in Career-Life Development

In Kindergarten to Grade 5, career-life development is largely about the expanding sense of self, positive community engagement, and reflection on learning and goal-setting. Students develop an awareness of their personal interests and strengths, and the roles and responsibilities of family, school, and community in supporting their lifelong learning journey.

Grades 6-9: Exploring Possibilities in Career-Life Development

In Grades 6-9, students continue to reflect on, self-assess, and set goals in personal competency development and determine their strengths and preferences as they explore career-life concepts such as identity, leadership, personal planning, and transferable skills. Students are introduced to increasingly diverse experiential learning opportunities and ways in which family, mentors, and community networks support their continued career-life development.

Grades 10-12: Pursuing Preferred Futures in Career-Life Development

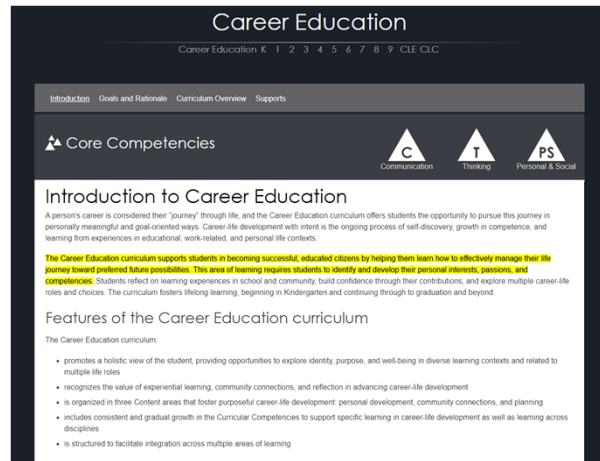
In Grades 10-12, students further refine personal career-life development goals through experiential learning, cultivating community connections, gathering authentic evidence of learning, and reflecting on competency development. They explore post-graduation possibilities in diverse educational, work, and personal life contexts and build the personal career-life management skills needed to effectively pursue who and how they want to be in the world. Career-Life Education (CLE) and Career-Life Connections (CLC) are part of the graduation requirements, and Career-Life Connections includes a career-life exploration component and a capstone.

For many students, contemplating career-life possibilities becomes prominent for the first time during grades 10-12. Curriculum that provides an intentionally aligned learning progression encourages students to move from exploring various career-life possibilities and practicing employability skills to applying their refined self-knowledge and career-life strategies as they move forward in advancing preferred future possibilities.

"...expanding sense of self...."

"...continue to reflect on, self-assess, and set goals...."

"...further refine personal career-life development goals...."



The screenshot shows a webpage titled "Career Education" with a navigation menu including "Introduction", "Goals and Rationale", "Curriculum Overview", and "Supports". Below the menu, there are three icons representing Core Competencies: "C" for Communications, "T" for Thinking, and "PS" for Personal & Social. The main content area is titled "Introduction to Career Education" and contains the following text:

A person's career is considered their "journey" through life, and the Career Education curriculum offers students the opportunity to pursue this journey in personally meaningful and goal-oriented ways. Career-life development with intent is the ongoing process of self-discovery, growth in competence, and learning from experiences in educational, work-related, and personal life contexts.

The Career Education curriculum supports students in becoming successful, educated citizens by helping them learn how to effectively manage their life journey toward preferred future possibilities. This area of learning requires students to identify and develop their personal interests, passions, and competencies. Students reflect on learning experiences in school and community, build confidence through their contributions, and explore multiple career-life roles and choices. The curriculum fosters lifelong learning, beginning in Kindergarten and continuing through to graduation and beyond.

Features of the Career Education curriculum

The Career Education curriculum:

- promotes a holistic view of the student, providing opportunities to explore identity, purpose, and well-being in diverse learning contexts and related to multiple life roles
- recognizes the value of experiential learning, community connections, and reflection in advancing career-life development
- is organized in three Content areas that foster purposeful career-life development: personal development, community connections, and planning
- includes consistent and gradual growth in the Curricular Competencies to support specific learning in career life development as well as learning across disciplines
- is structured to facilitate integration across multiple areas of learning

- Indigenous Education
- Inclusive Education
- Outdoor Learning
- Fine Arts
- Early Learning
- Social Emotional Learning

Where to from here? - Elementary



- Acknowledge, celebrate, encourage, and connect what school staff are already doing to the Career Education New Curriculum
- Highlight new Elementary Grant to encourage innovative learning opportunities for students
- Create in-service and sharing opportunities for staff

Where to from here? - Secondary



- Acknowledge, celebrate, encourage, and connect what school staff are already doing in Career Education
- Encourage school teams consisting of Career Program Teachers, Career Education Teachers, Work Experience Facilitators, and Counsellors to connect and promote a career education continuum
- Highlight Secondary Grant application processes to encourage innovative learning opportunities for students
- Increase connection between schools and community
- Create in-service and sharing opportunities for staff

Where to from here? - District



- Revise Career Education priorities and goals to reflect K-12
- Continue work in revising the Career Education section of the District website to better inform students, families, and the community about Career Education in the school district and to promote opportunities and pathways for students
- Continue to update the Career Education section of the Employee Portal and the Career Education Handbook to support the work of school staff and ensure alignment with Ministry of Education requirements
- Share and celebrate good news stories through the NVSD Communications Department
- Continue to build relationships with outside organizations (post-secondary, ITA, local businesses) to promote awareness, opportunities, and pathways for students (including Work Experience and Dual Credit opportunities)
- Implement Industry Training Authority (ITA) Grant for Work in Trades (apprenticeships)
- Increase focus on Indigenous students, complex learners, and female students in non-traditional careers



Inclusive Education

DISTRICT PRINCIPAL MELANIE LEAROYD

Return to www.sd44.ca

North Vancouver School District
the natural place to learn

Vibrant Learning Community Pillars of Educational Practice Families of Schools **District Planning** School Planning Resources

COMPLEX LEARNERS

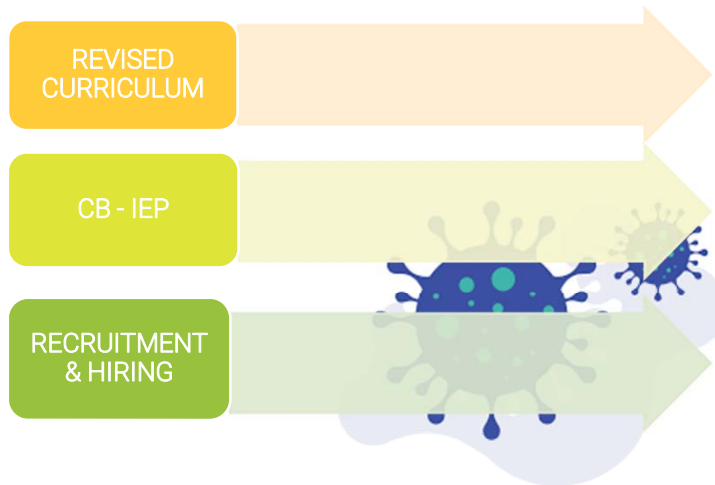
Priority One: Establish consistency of practice across each of our schools

Priority Two: Strengthening home and school partnerships through the Core Components

Priority Three: Modernising curriculum, instruction and assessment for all learners

7 Core Components

Contextual Change 2019/20



An Evolving Role

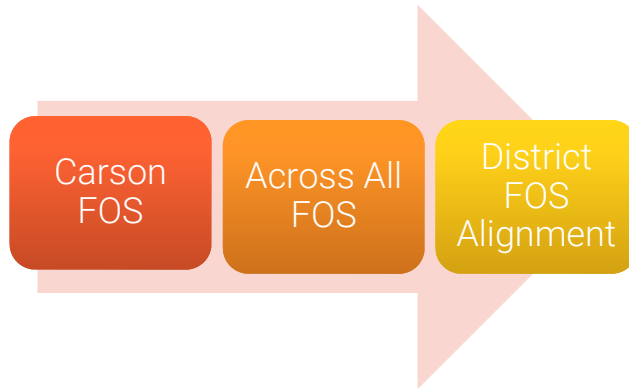


The Role of a Learning Services Teacher

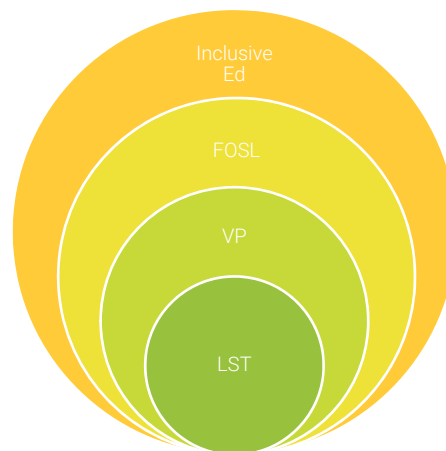
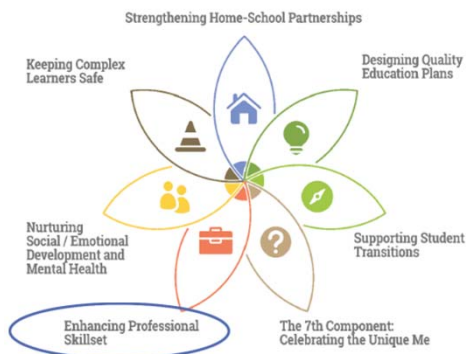
Learning Services Teachers promote academic and social inclusion by providing direct and indirect support to students with diverse needs.

Learning Services Teachers work alongside multi-disciplinary teams and classroom teachers to differentiate curriculum, instruction and assessment and to help ensure growth and achievement of all learners.

LST NETWORKS - Elementary



LST NETWORKS - Secondary



What's new with IEPs?



- Strengths Based Goal Writing
- Student Centered Planning
- Competency Based IEPs

UKERU Training



Policy 308
 • January 2019
 • Avoidance of Seclusion & Restraint

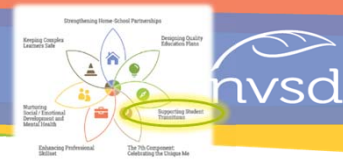


Trauma Informed
 • NVCI phase out
 • Staff & student supports

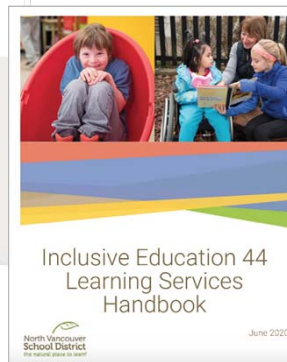


UKERU
 • Dec 2018 Train the Trainer
 • 2020/2021
 • 3 Levels (CLASS/FOSL,SEL,OH&S)
 • 3 BCBA staff

Inclusive WEX

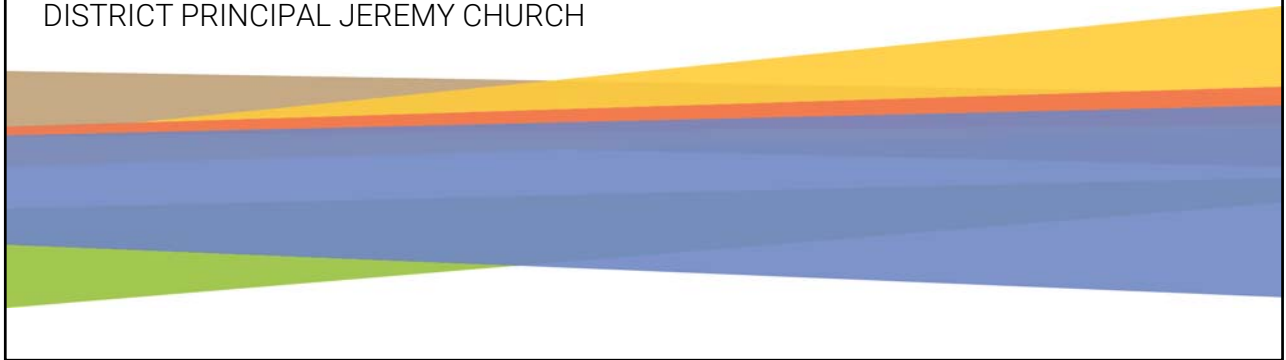


Handbook & Website Launch



Social Emotional Learning and Mental Health

DISTRICT PRINCIPAL JEREMY CHURCH



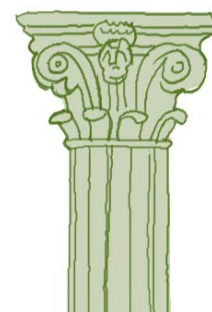
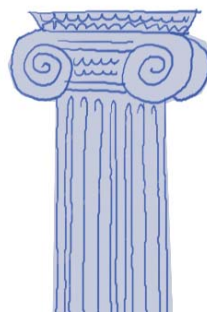
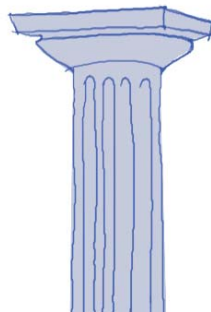
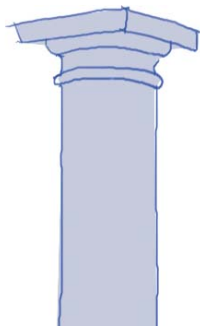
Pillars of Educational Practice

Curriculum

Instruction

Assessment

Social
Emotional
Learning



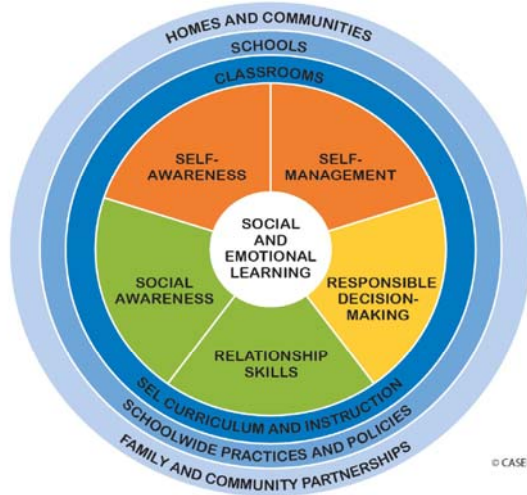


Highlights from 2019-20

- SEL Team
- Second Step - 13 schools
- Trauma Informed Practice
 - UKERU Connections
- SEL District Website
- COVID-19 Response
 - Website Section
 - Adaptive PD offerings
- Compassionate Schools



CASEL and Second Step



© CASEL 2017



- 22 Elementary Schools This Year
- Every FOS
- K-7 (with Grade 8 in the works)
- Local Indigenous Connections