

**ADMINISTRATIVE MEMORANDUM**

**Meeting Place:**

Education Services Centre  
2121 Lonsdale Avenue  
Mountain View Room – 5<sup>th</sup> Floor  
North Vancouver, British Columbia

**Format and Date:**

PUBLIC BOARD MEETING  
Tuesday, January 21, 2025, at  
6:30 pm

		Estimated Completion Time
<b>A.</b>	<b>Call to Order</b>	
A.1.	Acknowledgments	6:30 pm
A.2.	Approval of Agenda (that the agenda, as recommended in the Administrative Memorandum, be adopted.)	6:30 pm
A.3.	Approval of Minutes (that the minutes of the Public Meeting of December 17, 2024, be approved as circulated)	6:35 pm
A.4.	Public Questions/Comments *	6:40 pm
A.5.	Educational Presentation – District Student Leadership Council	6:50 pm
<b>B.</b>	<b>Action Items</b>	
B.1.	Board/Authority Authorized (BAA) Courses	7:00 pm
B.2.	Proposed Revised Policy 205 – Outdoor Learning	7:10 pm
B.3.	Repeal Policy 206 – Continuing Education	7:20 pm
B.4.	Proposed Revised Policy 101: Board of Education- Role and Function - Administrative Procedures	7:30 pm
B.5.	Notice of Motion – Motions for BC School Trustees Association for Annual General Meeting	7:45 pm
B.6.	Notice of Motion – Strategic Plan	8:00 pm
<b>C.</b>	<b>Information and Proposals</b>	
C.1.	North Vancouver Teachers’ Association Professional Development Report – 2023/24	8:10 pm

\* Additional Community Presentations or Delegations are welcomed with advanced notice - see [Policy 104: Board of Education - Meetings](#) and its [Administrative Procedures](#).



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C.2.	Committee Reports – Written Update <ul style="list-style-type: none"><li>• Education Week Planning Committee</li><li>• Teacher Mentorship Committee</li><li>• Sustainability Committee</li></ul>	8:15 pm
C.3.	Land Management - Written Update	8:20 pm
C.4.	Superintendent's Report	8:35 pm
C.5.	Report Out – British Columbia School Trustees Association and BC Public School Employers' Association	8:40 pm
C.6.	Trustees' Reports/Highlights	8:50 pm
<b>D.</b>	<b>Future Meetings</b>	8:55 pm
<b>E.</b>	<b>Public Question &amp; Comment Period</b>	9:00 pm
<b>F.</b>	<b>Adjournment</b>	9:00 pm

**Note:** The completion times on this agenda are estimates intended to assist the Board in its deliberations.

**School District No. 44 (North Vancouver)**

Minutes of the Public Meeting of the Board of Education, School District No. 44 (North Vancouver) held in the Mountain View Room of the Education Services Centre at 2121 Lonsdale Avenue in North Vancouver, British Columbia, on Tuesday, December 17, 2024.

**PRESENT:** L. Munro, Chair  
A. Wilson, Vice Chair  
D. Anderson  
C. Gerlach  
K. Mann  
G. Tsiakos  
L. Tumaneng

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**A. Call to Order**

Board Chair Linda Munro called the meeting to order at 6:30 p.m.

**A.1. Acknowledgments**

Board Chair Munro acknowledged the traditional territorial lands of the Sk̓wx̓wú7mesh (Squamish) Nation and səliłwətaʔ (Tsleil-Waututh) Nation.

**A.2. Approval of Agenda**

Board Chair Munro advised that the proposed draft of Administrative Procedures to introduce term limits in Policy 101, which was expected to be reviewed at this meeting, will be brought forward at a future meeting for approval.

Moved by G. Tsiakos

that the agenda, as recommended in the Administrative Memorandum, as amended be adopted.

Seconded by L. Tumaneng

Carried

**A.3. Approval of Minutes**

Moved by K. Mann

that the minutes of the public board meeting of November 19, 2024, be approved as circulated.

Seconded by A. Wilson

Carried

**A.4. Public Question/Comment Period**

There were no public questions or comments received by the Board.

**A.5. Educational Presentation: Artificial Intelligence and Critical Thinking**

Dr. Pius Ryan, Superintendent, welcomed Suzette Dohm, Director of Instruction, Dean Yeo, Principal, Larson Elementary School, Brigitte Gerandol, Principal, Blueridge Elementary School and Simon Worley, Helping Teacher, to provide an overview of the initiatives that are underway in the school district and shared how the North Vancouver School District is supporting students, families and staff to navigate Artificial Intelligence and Critical Thinking.

The presenters responded to Trustees' questions.

**B.1. Board/Authority Authorized (BAA) Courses**

Dr. Ryan, Superintendent provided opening comments and welcomed Adam Baumann, Assistant Superintendent to present the Board/Authority Authorized Courses recommended to the Board of Education for approval.

Staff responded to Trustees' questions.

Moved by C. Gerlach

That the Teaching Assistant 12 Board/Authority Authorized course be separated from the Board/Authority Authorized course package and deferred for further consideration.

Seconded by G. Tsiakos

Carried

Moved by K. Mann

that the Board of Education, according to its power and capacity in Section 85(2)(i) of the *School Act* and in harmony with the course standards established by the Ministry of Education and Child Care, hereby approves the Board/Authority Authorized (BAA) courses for submission to the Ministry, as attached to this Administrative Memorandum of December 17, 2024, with the exception of Teaching Assistant 12.

Seconded by D. Anderson

Carried

Moved by A. Wilson

That the Teaching Assistant 12 Board/Authority Authorized course be deferred for further revision and brought to the January 2025 Public Board Meeting for approval.

Seconded by K. Mann

Carried

**C.1. Artists for Kids Annual Report**

Dr. Ryan, Superintendent, welcomed Allison Kerr, Director of the Artists for Kids and District Principal of Fine Arts, and Daylen Luchsinger, Vice Principal of Arts Education to present the Artists for Kids 2023/24 Annual Report.

The presenters responded to Trustees' questions.

**C.2. Secondary School and Academy Fees**

Superintendent Dr. Ryan introduced Assistant Superintendent Adam Baumann, who presented the Secondary School and Academy Fees for the 2025/26 School Year.

Assistant Superintendent Baumann responded to Trustees' questions.

**C.3. School Calendar Update – 2025/26**

Board Chair Munro welcomed Assistant Superintendent Baumann to provide an update regarding the school calendar for the 2025/26 school year.

Assistant Superintendent Baumann responded to Trustees' questions.

**C.4. Notice of Motion: Motions for the BC School Trustees Association (BCSTA) Annual General Meeting**

Board Chair Munro provided opening comments about the BCSTA and Board of Education requirements for Notice of Motions and advised that two Notice of Motions are being presented for information only. Both motions will be considered at the January Public Board meeting for decision.

Board Chair Munro introduced Trustee Gerlach to speak to the extraordinary Notice of Motion on Accessibility Funding. Trustee Gerlach reminded Trustees that this motion was brought forward last year, but was not passed, and is being reintroduced this year.

Motion 1: that the North Vancouver Board of Education approve the substantive motion relating to new funding to support school districts in addressing both physical and non-physical barriers in accessibility, as attached to this memorandum of December 17, 2024.

Board Chair Munro invited Trustee Anderson to speak to the second Notice of Motion concerning the foundational mission and values for the BCSTA.

Motion 2: that the North Vancouver Board of Education approve the extraordinary motion to amend the wording of the Foundational Statement Mission and Foundational Statement Values as attached to this memorandum of December 17, 2024.

**C.5. Notice of Motion: Strategic Plan**

Board Chair Munro introduced Trustee Anderson to speak to the Notice of Motion. Trustee Anderson spoke to the current cycle and the benefits of moving to a four-year cycle.

Motion: Be it resolved that the North Vancouver School District transition to a four-year strategic planning cycle, commencing in January 2028.

The notice of motion will be considered at the January Public Board meeting for decision.

**C.6. Committee Reports – Written Update**

Written updates on the Accessibility Advisory Committee, the Policy Review Committee and the Safe & Healthy Schools Committee were included in the Board Package, staff responded to Trustees' questions.

A short break was observed

**C.7. Land Management – Written Update**

A written update on current land management projects was included in the Board Package. Staff responded to Trustee's questions.

**C.8. Superintendent's Report**

Dr. Ryan, Superintendent provided an update to Trustees on events, initiatives, and programming across the school district.

No questions were asked.

**C.9. Report Out – British Columbia School Trustees Association and BC Public School Employers' Association**

Trustee Anderson did not have any updates regarding the BC School Trustees Association.

Trustee Gerlach did not have any updates regarding the BC Public School Employers' Association.

**C.10. Trustees' Reports/Highlights**

Trustees shared their recent highlights, for activities from November 20 to December 17, 2024, with an emphasis on their roles as school liaisons.

- Meetings attended by Trustees included:
  - Public Board Meeting
  - Trustee Seminars
  - BCSTA Trustee Academy
  - Dinner Meeting with Mayor and Council of the District of North Vancouver
  - North Shore Standing Committee on Substance Use
  - Sustainability Committee Meeting
  - Screening and Selection of Vice Principals meetings
  
- Events attended by Trustees included:
  - Curriculum Implementation Day
  - Digital Media Academy Open House
  - Christmas Tree Lightings in Edgemont Village
  - Parent Advisory Council meetings at Lynnmour Elementary and Windsor Secondary
  - Various school visits or events at Braemar Elementary, Blueridge Elementary, Boundary Elementary, Canyon Heights Elementary, Carson Graham Secondary, Cleveland Elementary, Cove Cliff Elementary, Highlands Elementary, Larson Elementary, Lynnmour Elementary, Mountainside Secondary, Norgate Elementary, Ross Road Elementary, Seymour Heights Elementary, Upper Lynn Elementary and Windsor Secondary Schools

**D. Future Meetings**

Date and Time	Event	Location
Tuesday, January 21, 2025 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, February 4, 2025 at 7:00 p.m.	Standing Committee Meeting – Budget Development	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, February 25, 2025 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver

**E. Public Question/Comment Period**

Board Chair Munro called for questions and/or comments from the public noting that in accordance with Board policy, questions relating to personnel, negotiations or litigation must not be dealt with in a public session.

No questions or comments were brought forward.

**F. Adjournment**

The established agenda being completed, Board Chair Munro adjourned the meeting at 9:15 p.m. and thanked those who attended.

Certified Correct:

\_\_\_\_\_  
Jacqui Stewart  
Secretary Treasurer

\_\_\_\_\_  
Linda Munro  
Chair, Board of Education

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Schedule .A.A..**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** January 21, 2025  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Public Questions/Comments**

**Narration:**

Prior to the Public Board Meeting, members of the public can provide comments on items related to the agenda by emailing [publiccomments@sd44.ca](mailto:publiccomments@sd44.ca) or calling 604-998-5100 and leaving a voice mail by no later than 1 p.m. on the day of the meeting. All input received by the specified time will be shared with Trustees electronically. The Board Chair will read out comments during the Public Questions/Comments at the beginning of the meeting; however, this agenda item has a time limit of 10 minutes.

The Board of Education will not respond to comments made during the Public Questions/Comments but may direct questions to staff. Members of the public wishing to discuss their concerns with Trustees or staff may contact them before and/or after the meeting, by telephone or e-mail.

**Schedule .A.5..**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** January 21, 2025                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Educational Presentation: District Student Leadership Council**

**Narration:**

**Student Leadership and Voice:**

The North Vancouver School District recognizes and values the importance of Student Leadership and Voice as a valuable component of a student-centered approach to learning. The District Student Leadership Council or DSLC has long been recognized as a key stakeholder in our school district.

The DSLC is an extra-curricular club comprised of highly engaged and active students who meet regularly to provide leadership, voice and student perspective on education issues in North Vancouver schools. The students come from all seven secondary schools and are led by an Executive Council comprised of two executive members from each secondary school. The DSLC Executive plans monthly meetings for the general members of the DSLC. Using their experience and the insights shared at these meetings, the students represent the voice and interests of students by providing youth perspective on a wide range of school district committees. The students connect the schools and the school district in different ways: student council, representatives on school committees, speaking to Trustees, meeting with other stakeholder groups and providing student voice, designing an annual student forum for their peers, working with Elementary students, and much more.

District Principal of Curriculum, Assessment, and Career Education Greg Hockley leads and advises the DSLC with the school-based support of Principal Cary Hungle, Handsworth Secondary School and Vice-Principal Jeff Aw-Yong, Handsworth Secondary School.

Members of the DSLC Executive will describe the importance of Student Voice as well as outline some key initiatives past and future.



**Schedule ..B.1..**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** January 21, 2025       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**              **Board/Authority Authorized (BAA) Courses**

**Narration:**

The Ministry of Education and Child Care encourages Boards of Education to develop and offer locally relevant courses to meet the needs of students and communities while providing choice and flexibility. The authority to develop and offer local programs is authorized under Section 85(2)(i) of the *School Act*.

The Board of Education must authorize each Board/Authority Authorized (BAA) course and ensure that it meets the Ministry requirements. Each course must be pedagogically sound and include the following components:

- A Course Title
- Grade Level
- Number of Credits
- Course Synopsis
- Goals and Rationale
- Indigenous Worldviews and Perspectives
- Organizational Structure based on “Know-Do-Understand”
- Recommended Instructional Component
- Recommended Assessment Component
- Learning Resources

Staff are presenting four courses:

1. The “**Strategies for Learning**” bundle of three courses (grades 10, 11, and 12). A committee representing the seven secondary schools revised these courses and is recommending a change in course title. The courses previously known as Applications for Learning will be renamed to Strategies for Learning.
2. “**Future Pathways Technology Sampler 11**” is a proposed new course. The course was created by a committee of NVTA teachers, Board representatives and a guest expert from the University of British Columbia.

School district staff and the North Vancouver Teachers’ Association (as per Article F.23) formed a committee and have reviewed and recommended these four courses. Following the committee review, Dr. Pius Ryan, Superintendent, reviewed and approved the Board Authorized Courses (BAA), as attached to this Administrative Memorandum of January 21, 2025.

**Narration (continued):**

Additionally, it is proposed to retire the Teacher Assistant 12 course that was brought forward at the December Public Board meeting for consideration. If there is interest in offering this course in the future, the course will be reviewed and updated based on previous feedback received and will be brought forward for Board approval.

Attachments

Proposed Board/Authority Authorized Courses

**RECOMMENDED MOTIONS:**

that the Board of Education, according to its power and capacity set out in Section 85(2)(i) of the *School Act* and in harmony with the course standards established by the Ministry of Education and Child Care, hereby approves the revised Board/Authority Authorized (BAA) courses Strategies for Learning 10, 11, and 12, effective 2024/25 for submission to the Ministry.

that the Board of Education, according to its power and capacity set out in Section 85(2)(i) of the *School Act* and in harmony with the course standards established by the Ministry of Education and Child Care, hereby approves the new Board/Authority Authorized (BAA) course Future Pathways Technology Sampler 11, effective 2024/25 for submission to the Ministry.

that the Board of Education, according to its power and capacity set out in Section 85(2)(i) of the *School Act* and in harmony with the course standards established by the Ministry of Education and Child Care, hereby retires the course Teacher Assistant 12 effective September 2025.



**Board / Authority Authorized Course:**

## **Strategies for Learning 10**

<b>School District/Independent School Authority Name:</b> North Vancouver School District #44	<b>School District/Independent School Authority Number:</b> SD44
<b>Developed by:</b> Alan Wood, Arya Finlay, Megan Rogers, Melissa Robinson, Shannon Smart, Shannon Sharp, Janis Mann	<b>Date Developed:</b> March 2006 <b>Revised:</b> May 2018, <b>Revised:</b> December 2024
<b>School Name:</b> All Secondary Schools	<b>Principal's Name:</b>
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School District only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Strategies for Learning 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

Staff should have a Master's Degree or Diploma in Inclusive Education and/or have several years of experience working in Inclusive Education. Staff should be familiar with NVSD processes and procedures, and Ministry of Education Inclusive Education procedures.

**Course Synopsis:**

The Strategies for Learning courses are designed to empower students by equipping them with the essential tools and strategies for academic success and lifelong learning. Students in Strategies for Learning 10 will explore various strategies to support organization, time management, note-taking, test preparation and review, critical thinking, goal setting, self-advocacy, self-regulation, collaboration and communication. By the end of the course, students will have developed a toolkit of learning strategies and study skills that will support them in their academic pursuits.

**Goals and Rationale:**

Recognizing that each student has unique learning needs, strengths, and challenges, Strategies for Learning emphasizes personalized learning strategies. The course fosters a growth mindset by encouraging students to reflect on their strengths and areas for improvement, promoting self-awareness and confidence. This course aims to empower students to take ownership of their learning and become more independent and confident learners. Over time, students will become better prepared to thrive in diverse learning environments. Students will develop transferable skills that will be applied and practiced through current course work and real – life situations.

**Indigenous Worldviews and Perspectives:**Declaration of First Peoples' Principles of Learning:

The First Peoples' Principles of Learning are inherent in all aspects of the Strategies for Learning course.

- Learning is embedded in memory, history, story
- Learning requires exploration of one's identity
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and sense of place)
- Learning involves patience and time

Declaration of Indigenous Worldviews and Perspectives:

The Strategies for Learning course will also focus on student awareness and advocacy for their own learning needs which may include these Indigenous Worldviews:

- Experiential
- Flexible
- Leadership
- Holistic
- Balanced
- Generational
- Emphasis on identity

**BIG IDEAS**

Understanding our learner profiles and how we learn prepares us to be lifelong learners

Providing, receiving and acting on feedback supports the creation of meaningful goals

Communication is essential to express our needs, wants and ideas, and to develop relationships

Learning is transferrable to different environments and allows us to adapt to new opportunities

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected individually and/or collaboratively to be able to:</i></p> <ul style="list-style-type: none"> <li>Engage in self-assessment and self-reflection to set and monitor personal goals</li> <li>Begin to understand and describe their <b>learning profile</b></li> <li>Explore strategies to utilize <b>learning strengths</b></li> <li>Identify <b>learning stretches</b> and apply strategies to facilitate learning</li> <li>Explore and practise a variety of study skills, organization, note-taking and time management strategies</li> <li>Create a conducive study environment, manage their time efficiently, and adopt study techniques that align with their learning styles</li> <li>Explore, implement and reflect on systems for keeping track of assigned work, materials, and for managing both school and personal time commitments</li> <li>Describe and implement <b>problem solving skills</b> and strategies</li> <li>Explore how <b>technology</b> can support, amplify and demonstrate learning</li> <li>Explore and apply strategies for <b>reviewing material, studying and synthesizing information</b></li> <li>Explore and practise <b>self-advocacy skills</b></li> <li>Build <b>communication skills</b> through collaboration with peers and adults</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Personal Development:</b></p> <ul style="list-style-type: none"> <li><b>Learner Profile:</b> an exploration of their strengths, stretches, and personal preferences</li> <li><b>Goal setting:</b> an exploration of strategies for setting realistic goals</li> <li><b>Self-assessment and self-reflection:</b> an exploration of ways to monitor and adjust based on successes and challenges</li> <li>An exploration of <b>strategies and processes</b> to support learning and development</li> </ul> <p><b>Exploration of Executive Functioning skills and strategies including:</b></p> <ul style="list-style-type: none"> <li><b>Problem solving</b></li> <li><b>Planning and organization</b></li> <li><b>Time management – scheduling, prioritization</b></li> <li><b>Self-regulation</b></li> <li><b>Study habits and skills</b></li> </ul>

## Curricular Competencies – Elaborations

Understanding **learner profiles** involves recognizing **learning strengths, stretches**, preferences, and styles in how we process information. This self-awareness enables students to identify strategies that work best for them, adapt learning approaches as situations change, and develop resilience when faced with challenges.

**Problem Solving** – Steps of the problem solving process – defining the problem, generating solutions, evaluating outcomes and application of problem solving techniques to real life situations.

**Technology** – Use of technology to support accessibility, organization and learning – e.g. Speech to text, text to speech, Artificial Intelligence supports, Alternative and Augmentative Communication.

**Reviewing material, studying and synthesizing information** – Use of strategies that could include mnemonics, graphic organizers, study sheets, mind maps etc

**Self-Advocacy Skills** - [Personal Awareness & Responsibility | Building Student Success - B.C. Curriculum \(gov.bc.ca\)](#) Students express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.

**Communication Skills** – Students will learn strategies for effective listening and responding to others’ ideas.

## Content Elaborations:

### Personal Development:

- **Learner Profile** (Strengths, Stretches, and Personal Preferences) - Use tools like learning style inventories to understand learning preferences, reflect on strengths and stretches, apply this knowledge to identify strategies to support learning.
- **Goal Setting** - Students will learn how to set realistic goals and actionable plans. Students will learn to reflect on progress and then set new goals that build on their achievements.
- **Self-Assessment and Self-Reflection Strategies** - Students will learn to self-reflect on the effectiveness of their applied strategies and adjust based on what works or doesn’t work, increasing student agency and promoting a growth mindset.
- **Strategies and Processes** - Students will learn about how the implementation of strategies is essential for learning and academic success. They will explore how different strategies can help them process information, retain knowledge and apply it in various contexts.

### **Executive Functioning Skills and Strategies:**

- **Problem Solving:** Students will explore elements of critical thinking, and how these apply to various academic tasks and real-life scenarios.
- **Planning, and Organization:** Students will learn how to set actionable plans, explore and practise a variety of organizational techniques, processes and procedures e.g. breaking down tasks, managing materials, identifying the order and sequence.
- **Time Management – Scheduling and Prioritization:** Students will learn the value of planning and prioritizing tasks to manage deadlines effectively. Introduce time-management tools like planners, and digital calendars and discuss the importance of balancing academic, social, and personal commitments.
- **Self-Regulation:** Developing self-regulation skills empowers students to effectively manage across a variety of environments e.g. identify when breaks are needed, learn strategies to support focus, engagement, time on task and decision making to support wellbeing and learning.
- **Study habits and skills:** Learn about different styles of note taking, reviewing, revising, gathering information, summarizing and identifying key points. Creating a positive study environment and minimizing distractions.

### **Recommended Instructional Components:**

- Direct instruction of executive functioning skills and strategies
- Learning Strategy Instruction
- Interactive group work, activities, and opportunities for collaboration; tailor flexible groupings to enhance engagement and learning
- Varied instructional methods: One to one instruction, conferencing or coaching on specific skills with student, small group or whole class
- Modelling and Guided Practice: Demonstrate effective learning strategies and study skill through modeling. Provide guided practice opportunities with scaffolding to support student as they learn to apply these skills independently
- Provide opportunities for students to share learning and reflect; self – assessment practices, goal setting
- Provide opportunities for student choice and autonomy in selecting learning activities and setting personal learning goals
- Provide opportunities to utilize the social nature of learning
- Differentiate content, processes, and products
- Build connections across and within areas of knowledge
- Embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self-assessment
- Provide timely and constructive feedback to students on their learning strategies and study skills
- Encourage students to reflect on their learning process, identify areas for improvement, and set goals for future growth
- Utilize technologies and other tools to enhance learning experiences
- Make learning visible, open, and transparent

## **Recommended Assessment Components:**

*Ensure alignment with the Principles of Quality Assessment*

### **Formative Assessment:**

- Self-assessments
- Self- reflections
- Teacher observations
- Student conferences/ check ins
- Checklists
- Application of strategies

### **Summative Assessment:**

- Rubrics
- Self-assessments
- Self- reflections
- Review meetings with teacher
- Goal Setting and review of progress towards goals
- Teacher interviews

## **Learning Resources:**

Executive skills in Children and Adolescents: A Practical Guide to Assessment and Intervention. - Peg Dawson and Richard Guare

Smart but Scattered. - Peg Dawson and Richard Guare

Lost at School. - Ross Green

The Everything Parent's Guide to Children with Executive Functioning Disorder - Rebecca Brainstetter

Late, Lost and Unprepared - Joyce Cooper-Kahn and Laurie Dietzel

The Growth Mindset - What is Growth Mindset - Mindset Works - Carol Dweck

Seven Habits of Highly Effective Teens - Sean Covey

### **Facebook Groups:**

The OTT Toolbox and The Executive Functioning Toolbox

[www.otttoolbox.com](http://www.otttoolbox.com)

<https://www.otttoolbox.com/executive-funtioning-skills-course/> (5 part email course)

<https://www.thepathway2success.com/>



[https://thembatutors.com/organizational-coaching-tutoring/  
www.understood.org](https://thembatutors.com/organizational-coaching-tutoring/www.understood.org)

Executive Function Curriculum - SMARTS (smarts-ef.org)

Unstuck and On Target | Executive Function

Activities Guide: Enhancing & Practicing Executive Function Skills (harvard.edu)

Executive Functioning: [Activities-for-Adolescents.pdf \(harvardcenter.wpenginepowered.com\)](#)

Executive Functioning: Core Competencies self-assessment

Learning profile assessments

[brainrules.net](#) John Medina

Activities Guide: Enhancing & Practicing Executive Function Skills (harvard.edu)

RESOURCES | Cognitive Connections (efpractice.com) – Sarah Ward

- Audio and video media format of literary works where necessary
- Office 365, immersive reader, speech to text
- Goblin Tools
- Everyday Speech
- IXL
- Grammarly
- Noodle Tools



**Board / Authority Authorized Course:**  
**Strategies for Learning 11**

<b>School District/Independent School Authority Name:</b> North Vancouver School District #44	<b>School District/Independent School Authority Number:</b> SD44
<b>Developed by:</b> Alan Wood, Arya Finlay, Megan Rogers, Melissa Robinson, Shannon Smart, Shannon Sharp, Janis Mann	<b>Date Developed:</b> March 2006 <b>Revised:</b> April 2019, <b>Revised:</b> December 2024
<b>School Name:</b> All Secondary Schools	<b>Principal's Name:</b>
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School District only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Strategies for Learning 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

Staff should have a Master's Degree or Diploma in Inclusive Education and/or have several years of experience working in Inclusive Education. Staff should be familiar with NVSD processes and procedures, and Ministry of Education Inclusive Education procedures.

**Course Synopsis:**

The Strategies for Learning courses are designed to empower students by equipping them with the essential tools and strategies for academic success and lifelong learning. Students in Strategies for Learning 11 will expand on learned strategies to support organization, time management, note-taking, test preparation and review, critical thinking, goal setting, self-advocacy, self-regulation, collaboration and communication. By the end of the course, students will have developed a toolkit of learning strategies and study skills that will support them in their academic pursuits.

## **Goals and Rationale:**

Recognizing that each student has unique learning needs, strengths, and challenges, Strategies for Learning emphasizes personalized learning strategies. The course fosters a growth mindset by encouraging students to reflect on their strengths and areas for improvement, promoting self-awareness and confidence. This course aims to empower students to take ownership of their learning and become more independent and confident learners. Students will become better prepared to thrive in diverse learning environments. Students will develop transferable skills that will be applied and practiced through current course work and real – life situations.

## **Indigenous Worldviews and Perspectives:**

### Declaration of First Peoples' Principles of Learning:

The First Peoples' Principles of Learning are inherent in all aspects of the Strategies for Learning course.

- Learning is embedded in memory, history, story
- Learning requires exploration of one's identity
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and sense of place)
- Learning involves patience and time

### Declaration of Indigenous Worldviews and Perspectives:

The Strategies for Learning course will also focus on student awareness and advocacy for their own learning needs which may include these

Indigenous Worldviews:

- Experiential
- Flexible
- Leadership
- Holistic
- Balanced
- Generational
- Emphasis on identity

## BIG IDEAS

Understanding our learner profiles and how we learn prepares us to be lifelong learners	Providing, receiving and acting on feedback supports the creation of meaningful goals	Communication is essential to express our needs, wants and ideas, and to develop relationships	Learning is transferrable to different environments and allows us to adapt to new opportunities
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected individually and/or collaboratively to be able to:</i></p> <ul style="list-style-type: none"> <li>• Identify and articulate individual <b>learning profiles</b>, including strengths and areas for growth</li> <li>• Apply knowledge from <b>learning inventories</b></li> <li>• Adapt learning techniques to maximize effectiveness based on individual strengths</li> <li>• Develop a reflective practice to continuously improve as a <b>learner</b></li> <li>• Identify supports required for areas of personal strength and need</li> <li>• Implement a variety of <b>study skills</b>, including effective note-taking, organization, and time management</li> <li>• Implement <b>strategies</b> for reviewing, studying, and synthesizing information from various sources</li> <li>• Consistently implement effective <b>organizational strategies</b></li> <li>• Practice various <b>problem-solving strategies</b> applicable to academic and real-world scenarios</li> <li>• Explore and utilize <b>technology</b> tools to support and enhance learning</li> <li>• Implement strategies for <b>reviewing, studying, and synthesizing</b> information from various sources</li> <li>• Practice <b>self-advocacy</b> consistently</li> <li>• Develop teamwork and interpersonal skills to enhance academic success</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Personal Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Learner profile</b>; an expansion of knowledge pertaining to strengths, stretches, and personal preferences</li> <li>• <b>Goal setting</b>; progressing goal setting strategies</li> <li>• <b>Self-assessment and self-reflection</b>; in-depth methods to monitor and adjust based on successes and challenges</li> <li>• An expansion of <b>Strategies and processes</b> to support learning and development</li> </ul> <p><b>Expansion of Executive Functioning skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• <b>Problem solving</b></li> <li>• <b>Planning and organization</b></li> <li>• <b>Time management – scheduling, prioritization</b></li> <li>• <b>Self-regulation</b></li> <li>• <b>Study habits and skills</b></li> </ul>

## **Curriculum Elaborations:**

Understanding **learner profiles** involves recognizing **learning strengths, stretches**, preferences, and styles in how we process information. This self-awareness enables students to identify strategies that work best for them, adapt learning approaches as situations change, and develop resilience when faced with challenges.

**Learning Inventory** - A questionnaire that evaluates and identifies an individual's strengths and preferences when it comes to learning.

**Problem Solving** – Steps of the problem solving process – defining the problem, generating solutions, evaluating outcomes, and application of problem solving techniques to real life situations.

**Technology** – Use of technology to support accessibility, organization and learning – e.g. Speech to text, text to speech, Artificial Intelligence supports, Alternative and Augmentative Communication.

**Reviewing material, studying and synthesizing information** - Use of strategies that could include mnemonics, graphic organizers, study sheets, mind maps etc.

**Self-Advocacy Skills** – Communicate personal strengths, preferences, views, values and interests with confidence.

**Communication Skills** – Students will learn strategies for effective listening and responding to others' ideas.

## **Content Elaborations:**

### **Personal Development:**

- **Learner Profile** (Strengths, Stretches, and Personal Preferences) - Use tools like learning style inventories to understand learning preferences, reflect on strengths and stretches, apply this knowledge to implement strategies to support learning.
- **Goal Setting** - Students will set realistic goals and create actionable plans. Students will learn to reflect on progress and then set new goals that build on their achievements.
- **Self-Assessment and Self-Reflection Strategies** - Students will self reflect on the effectiveness of their applied strategies and make adjustments based on what works or doesn't work, increasing student agency and promoting a growth mindset.
- **Strategies and Processes** - Students will implement strategies to learning. They will identify how different strategies can help them process information, retain knowledge and apply it in various contexts.

### **Executive Functioning Skills and Strategies:**

- **Problem Solving:** Students will implement elements of critical thinking, and apply them to various academic tasks and real-life scenarios.

- Planning and Organization: **Students will set actionable plans, and use a variety of organizational techniques, processes and procedures e.g. breaking down tasks, managing materials, identifying the order and sequence.**
- Time Management – Scheduling and Prioritization: Students will plan and prioritize tasks to manage deadlines effectively. They will use time-management tools like planners, and digital calendars to balance academic, social, and personal commitments.
- Self-Regulation: Students will continue to develop self-regulation skills to effectively manage across a variety of environments e.g. identify and plan for when breaks are needed, use strategies to support focus, engagement, time on task and decision making to support wellbeing and learning.
- Study habits and skills: Students will use different styles of note taking, reviewing, revising, gathering information, summarizing and identifying key points. Create a positive study environment and minimize distractions.

### **Recommended Instructional Components:**

- Direct instruction of executive functioning skills and strategies
- Learning Strategy Instruction
- Interactive group work, activities, and collaboration; tailor flexible groupings to enhance engagement and learning
- Support the personal aspect to learning; One to one instruction, conferencing or coaching on specific skills with student (meet them where they are)
- Modelling and Guided Practice: Demonstrate effective learning strategies and study skill through modeling. Provide guided practice opportunities with scaffolding to support student as they learn to apply these skills independently
- Provide opportunities for students to share learning and reflect; self – assessment practices, goal setting
- Provide opportunities for student choice and autonomy in selecting learning activities and setting personal learning goals
- Provide opportunities to utilize the social nature of learning
- Differentiate content, processes, and products
- Build connections across and within areas of knowledge
- Embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self-assessment
- Feedback and Reflection: Provide timely and constructive feedback to students on their learning strategies and study skills
- Encourage students to reflect on their learning process, identify areas for improvement, and set goals for future growth;
- Utilize technologies and other tools to enhance learning experiences
- Make learning visible, open, and transparent

## **Recommended Assessment Components:**

### **Ensure alignment with the Principles of Quality Assessment**

Students learn through multiple means of engagement. The methods of assessment offer opportunities for students to demonstrate learning through multiple means of representation and expression.

#### **Formative Assessment:**

- Self-assessments
- Self reflections
- Teacher observations
- Student conferences/ check ins
- Checklists
- Application of strategies
- Teacher anecdotal records

#### **Summative Assessment:**

- Rubrics
- Self-assessments
- Self reflections
- Review meetings with teacher
- Goal Setting and review of progress towards goals
- Teacher interviews
- Portfolios of learning strategies

#### **Learning Resources:**

[Executive skills in Children and Adolescents: A Practical Guide to Assessment and Intervention.](#) - Peg Dawson and Richard Guare

[Smart but Scattered.](#) - Peg Dawson and Richard Guare

[Lost at School.](#) - Ross Green

[The Everything Parent's Guide to Children with Executive Functioning Disorder](#) - Rebecca Brainstetter

[Late, Lost and Unprepared](#) - Joyce Cooper-Kahn and Laurie Dietzel

[The Growth Mindset - What is Growth Mindset - Mindset Works](#) - Carol Dweck

[Seven Habits of Highly Effective Teens](#) - Sean Covey

#### **Facebook Groups:**

The OTT Toolbox and The Executive Functioning Toolbox

[www.otttoolbox.com](http://www.otttoolbox.com)

<https://www.otttoolbox.com/executive-funtioning-skills-course/> (5 part email course)

<https://www.thepathway2success.com/>

<https://thembatutors.com/organizational-coaching-tutoring/>

[www.understood.org](http://www.understood.org)

Executive Function Curriculum - SMARTS ([smarts-ef.org](http://smarts-ef.org))

Unstuck and On Target | Executive Function

Activities Guide: Enhancing & Practicing Executive Function Skills ([harvard.edu](http://harvard.edu))

Executive Functioning: [Activities-for-Adolescents.pdf \(harvardcenter.wpenginepowered.com\)](#)

Executive Functioning: Core Competencies self-assessment

Learning profile assessments

[brainrules.net](http://brainrules.net) John Medina

Activities Guide: Enhancing & Practicing Executive Function Skills ([harvard.edu](http://harvard.edu))

RESOURCES | Cognitive Connections ([efpractice.com](http://efpractice.com)) – Sarah Ward

- Audio and video media format of literary works where necessary
- Office 365, Immersive reader, Speech to Text
- Goblin Tools
- Everyday Speech
- IXL
- Grammerly
- Noodle Tools





Board / Authority Authorized Course:  
**Strategies for Learning 12**

<b>School District/Independent School Authority Name:</b> North Vancouver School District #44	<b>School District/Independent School Authority Number:</b> SD44
<b>Developed by:</b> Alan Wood, Arya Finlay, Megan Rogers, Melissa Robinson, Shannon Smart, Shannon Sharp, Janis Mann	<b>Date Developed:</b> February 2007 <b>Revised:</b> April 2019, <b>Revised:</b> December 2024
<b>School Name:</b> All Secondary Schools	<b>Principal's Name:</b>
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School District only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Strategies for Learning 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

Staff should have a Master's Degree or Diploma in Inclusive Education and/or have several years of experience working in Inclusive Education. Staff should be familiar with NVSD processes and procedures, and Ministry of Education Inclusive Education procedures.

**Course Synopsis:**

The Strategies for Learning courses are designed to empower students by equipping them with the essential tools and strategies for academic success and lifelong learning. Students in Strategies for Learning 12 will apply a variety of strategies to support organization, time management, note-taking, test preparation and review, critical thinking, goal setting, self-advocacy, self-regulation, collaboration and communication. By the end of the course, students will have enhanced their toolkit of learning strategies and study skills that will support them in their academic pursuits.

## **Goals and Rationale:**

Recognizing that each student has unique learning needs, strengths, and challenges, Strategies for Learning emphasizes personalized learning strategies. The course fosters a growth mindset by encouraging students to reflect on their strengths and areas for improvement, promoting self-awareness and confidence. This course aims to empower students to take ownership of their learning and become independent and confident learners. Students will become better prepared to thrive in diverse learning environments. Students will develop transferable skills that will be applied and practiced through current course work and real – life situations.

## **Indigenous Worldviews and Perspectives:**

### Declaration of First Peoples’ Principles of Learning:

The First Peoples’ Principles of Learning are inherent in all aspects of the Strategies for Learning course.

- Learning is embedded in memory, history, story
- Learning requires exploration of one’s identity
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and sense of place)
- Learning involves patience and time

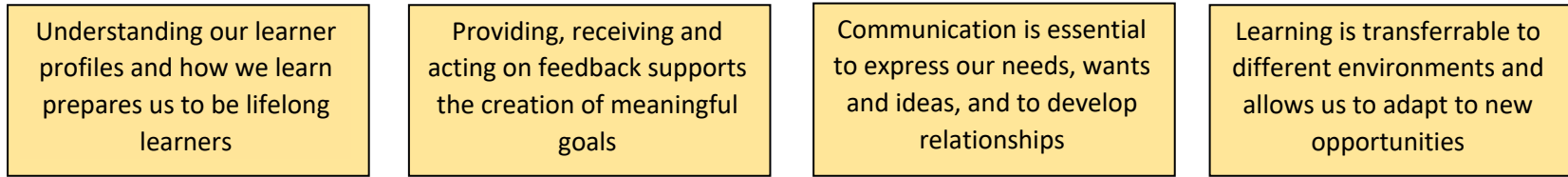
### Declaration of Indigenous Worldviews and Perspectives:

The Strategies for Learning course will also focus on student awareness and advocacy for their own learning needs which may include these

Indigenous Worldviews:

- Experiential
- Flexible
- Leadership
- Holistic
- Balanced
- Generational
- Emphasis on identity

## BIG IDEAS



## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected individually and/or collaboratively to be able to:</i></p> <ul style="list-style-type: none"> <li>• Utilize self-assessments and self-reflections to refine understanding of personal attributes and <b>learning styles</b></li> <li>• Analyze and articulate a comprehensive <b>learning profile</b>, identifying strengths and areas for further development</li> <li>• Adapt and refine learning techniques to optimize effectiveness based on evolving <b>strengths</b></li> <li>• Identify and address learning <b>stretches</b> with targeted, evidence-based strategies</li> <li>• Create and maintain an optimal study environment that supports academic performance</li> <li>• Use innovative thinking to <b>solve problems</b></li> <li>• Explore and utilize current <b>technology</b> tools to support and enhance learning</li> <li>• Develop techniques for effective <b>information retention, critical analysis, and application</b></li> <li>• Evaluate and explain strategies for promoting a home-work-school balance</li> <li>• Enhance communication skills through active collaboration with peers, teachers, and others</li> <li>• Develop a strong commitment to continuous personal and academic growth</li> <li>• Demonstrate personal awareness and responsibility through diverse experiences and make connections to community and place</li> <li>• Use knowledge from learning experiences to inform future directions</li> </ul>	<p><i>Students are expected <b>to know</b> the following:</i></p> <p><b>Personal Development:</b></p> <ul style="list-style-type: none"> <li>• <b>Learner profile:</b> refining knowledge of personal strengths, stretches, and preferences</li> <li>• <b>Goal setting:</b> knowing sophisticated and personally effective strategies</li> <li>• <b>Self-assessment and self-reflection:</b> refined and personally relevant methods to monitor and adjust based on successes and challenges</li> <li>• Refining <b>strategies and processes</b> to support learning and development</li> </ul> <p><b>Refinement of Executive Functioning skills and strategies including:</b></p> <ul style="list-style-type: none"> <li>• <b>Problem solving</b></li> <li>• <b>Planning and organization</b></li> <li>• <b>Time management – scheduling, prioritization</b></li> <li>• <b>Self-regulation</b></li> <li>• <b>Study habits and skills</b></li> </ul>

## Curriculum Elaborations

Understanding **learner profiles** involves recognizing **learning strengths, stretches**, preferences, and styles in how we process information. This self-awareness enables students to identify strategies that work best for them, adapt learning approaches as situations change, and develop resilience when faced with challenges.

**Problem Solving** – Steps of the problem solving process – defining the problem, generating solutions, evaluating outcomes, application of problem solving techniques to real life situations.

**Technology** – Use of technology to support accessibility, organization and learning – e.g. Speech to text, text to speech, Artificial Intelligence supports, Alternative and Augmentative Communication.

**Reviewing material, studying and synthesizing information** - Use of strategies that could include mnemonics, graphic organizers, study sheets, mind maps etc.

**Self-Advocacy Skills** - [Personal Awareness & Responsibility | Building Student Success - B.C. Curriculum \(gov.bc.ca\)](#) Students express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.

**Communication Skills** – Students will use strategies for effective listening and responding to others’ ideas.

**Continuous personal and academic growth** - May include consideration of passions, preferences, strengths, education/work opportunities, well-being.

**Connections to community and place** – Including family, social groups, local community, post secondary education, digital communities, the global community.

## Content Elaborations:

### Personal Development:

- **Learner Profile** (Strengths, Stretches, and Personal Preferences) - Use tools like learning style inventories to understand learning preferences, reflect on strengths and stretches and apply this knowledge to implement strategies to support learning.
- **Goal Setting** - Students will set realistic goals and create actionable plans. Students will learn to reflect on progress and then set new goals that build on their achievements.
- **Self-Assessment and Self-Reflection Strategies** - Students will reflect on the effectiveness of their applied strategies and make adjustments based on what works or doesn’t work, increasing student agency and promoting a growth mindset.
- **Strategies and Processes** - Students will implement strategies to enhance academic success. They will understand how different strategies can help them process information, retain knowledge and apply them in various contexts.

### **Executive Functioning Skills and Strategies:**

- **Problem Solving:** Students will apply critical thinking skills to various academic tasks and real-life scenarios.
- **Planning and Organization:** Students will set actionable plans, explore and practise a variety of organizational techniques, processes and procedures e.g. breaking down tasks, managing materials, identifying the order and sequence.
- **Time Management – Scheduling and Prioritization:** Students will use planning and prioritization of tasks to manage deadlines effectively and understand the importance of balancing academic, social, and personal commitments.
- **Self-Regulation:** Students will apply self-regulation skills to effectively manage across a variety of environments e.g. taking proactive breaks, using strategies to support focus, engagement, time on task and decision making to support wellbeing and learning.
- **Study habits and skills:** Students will apply strategies such as different styles of note taking, reviewing, revising, gathering information, summarizing and identifying key points. Create a positive study environment to minimize distractions.

### **Recommended Instructional Components:**

- Direct instruction of executive functioning skills
- Learning Strategy Instruction
- Interactive group work, activities, and collaboration; tailor flexible groupings to enhance engagement and learning
- Support the personal aspect to learning; One to one instruction, conferencing or coaching on specific skills with student (meet them where they are);
- **Modelling and Guided Practice:** Demonstrate effective learning strategies and study skill through modeling, where you show students how to apply these strategies to real-life situations. Provide guided practice opportunities with scaffolding to support student as they learn to apply these skills independently;
- Provide opportunities for students to share learning and reflect; self – assessment practices, goal setting;
- Provide opportunities for student choice and autonomy in selecting learning activities and setting personal learning goals;
- Provide opportunities to utilize the social nature of learning;
- Differentiate content, processes, and products;
- Build connections across and within areas of knowledge;
- Embed formative assessment practices such as learning intentions, criteria, questions, descriptive feedback, self-assessment;
- **Feedback and Reflection:** Provide timely and constructive feedback to students on their learning strategies and study skills. Encourage students to reflect on their learning process, identify areas for improvement, and set goals for future growth;
- Utilize technologies and other tools to enhance learning experiences;
- Make learning visible, open, and transparent

## **Recommended Assessment Components:**

### **Ensure alignment with the Principles of Quality Assessment**

Students learn through multiple means of engagement. The methods of assessment offer opportunities for students to demonstrate learning through multiple means of representation and expression.

#### Formative Assessment:

- Self-assessments
- Self reflections
- Teacher observations
- Student conferences/ check ins
- Checklists
- Application of strategies
- Teacher anecdotal records

#### Summative Assessment:

- Rubrics
- Self-assessments
- Self reflections
- Review meetings with teacher
- Goal Setting and review of progress towards goals
- Teacher interviews
- Portfolios of learning strategies

## **Learning Resources:**

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<https://www.thepathway2success.com/>

<https://thembatutors.com/organizational-coaching-tutoring/>

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Learning profile assessments

[brainrules.net](http://brainrules.net) John Medina

[Activities Guide: Enhancing & Practicing Executive Function Skills](#) ([harvard.edu](http://harvard.edu))

[RESOURCES | Cognitive Connections](#) ([efpractice.com](http://efpractice.com)) – Sarah Ward

- Audio and video media format of literary works where necessary
- Office 365, Immersive reader, Speech to Text
- Goblin Tools
- Everyday Speech
- IXL
- Grammerly
- Noodle Tools



## Board / Authority Authorized Course Future Pathways Technology Sampler

<b>School District/Independent School Authority Name:</b> North Vancouver School District	<b>School District/Independent School Authority Number:</b> SD44
<b>Developed by:</b> Jennifer Kinakin, Simon Worley, Alysia Francis, Murray Bulger, Stephanie Reynolds, Scott Bentley, Luke Smeaton, Magali Chemali, Ella Meyer (UBC), Greg Hockley	<b>Date Developed:</b> December 10, 2024
<b>School Name:</b> All SD44 Secondary school	<b>Principal's Name:</b> Greg Hockley
<b>Superintendent Approval Date (for School Districts only):</b>	<b>Superintendent Signature (for School District only):</b>
<b>Board/Authority Approval Date:</b>	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Future Pathways Technology Sampler 11	<b>Grade Level of Course:</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

**Board/Authority prerequisite(s):** None

**Special Training, Facilities or Equipment Required:**

Computer lab and/or student personal technology devices will be helpful



## Course Synopsis:

This course provides students with an engaging opportunity to explore the dynamic world of in-demand high technology industries. Participants will discover their passions and identify key 21<sup>st</sup> century skills necessary to shape their future career paths. The course emphasizes the development of essential competencies critical for thriving in tomorrow's evolving job market. Through inquiry-based project learning and active exploration, students will delve deeply into areas that could ignite personal passions and apply their learning in meaningful and practical ways to gain real-world insights and experiences.

The Future Pathways Technology Sampler is designed as a flexible and engaging 'sampler' style course. The curriculum begins and is anchored throughout with the 'core' module, which establishes the foundational framework for the course. Educators are then encouraged to select three of the six 'optional' modules to complete the program. These optional modules cover a wide range of in-demand high technology industries, allowing for a tailored learning experience that aligns with local contexts and student interests.

The course consists of the **Core Module plus THREE** of the following six modules:

1. **Agritech – How We Eat**
2. **Financial Tech - How We Invest**
3. **Digital Connections - How We Communicate**
4. **Entertainment Industry – How We Play**
5. **Hardware and Software – How We Compute and Innovate**
6. **Connect BC – How We Live**

To maintain focus and depth, it is recommended to limit the selection to three optional modules in a four-credit course. While there is significant thematic overlap among the modules, this integration allows educators to draw meaningful connections across topics. Educators are encouraged to adapt and incorporate elements from the curriculum as they see fit, ensuring the course remains relevant and impactful for their specific teaching goals.

## Goals and Rationale:

Many of the careers secondary school students aspire to today will evolve or transform by the time they enter the workforce. Some jobs available to students when they graduate may not even exist in today's context. To prepare students for a rapidly changing and somewhat uncertain future, we must equip them with the skills and knowledge needed to bridge the present with emerging opportunities. Students are eager to explore industries poised to play a significant role in their futures. This course is designed to empower students to investigate current in-demand technology sectors while considering how these industries may grow and adapt in the years ahead. Students who complete this course will ideally obtain a more fulsome understanding of their own potential future pathways and interests.

## Indigenous Worldviews and Perspectives:

Following the First Peoples Principles of Learning, this course supports learning in that:

- **Learning involves recognizing the consequences of one's actions.** This principle ties to understanding how technology influences cultures, economies, and ecosystems and how society shapes technological progress. Students reflect on the societal impacts of technology and consider their role in responsible innovation.
- **Learning involves patience and time** – Students are encouraged to develop in stages and reflect upon their exploration. Students are encouraged to evaluate the potential as well as the challenges before committing to any one pathway for themselves.
- **Learning is holistic, reflexive, reflective, and experiential.** This is an experience-based course with students learning how to use the tools/programs by self-directing and reflecting on their own learning as it relates to themselves. Synthesis is valued over analysis. Through hands-on projects and collaborative problem-solving, students engage in holistic and reflective learning. By integrating Indigenous knowledge systems, they develop a deeper understanding of community, relationships, and innovation in technology.
- **Learning about technology involves generational roles and responsibilities.** Students explore ethical decision-making and sustainability, recognizing their role as stewards of the environment and technology for future generations. Indigenous approaches to technology and stewardship provide a foundational perspective on sustainable development. Mentorship and collaboration is encouraged through verbal communication and dialogue, often with senior students and community specialists.
- Learning about future career pathways in technology recognizes the **importance of Indigenous knowledge.** By aligning personal strengths with career opportunities and exploring emerging sectors, students learn the value of diverse perspectives, including **Indigenous ways of knowing**, to innovate and adapt to a changing world.
- **Learning requires exploration of one's identity** – Reflective activities have the ultimate learning goal of having students determine how and what they have experienced is relevant and can be valuable to them going forward.
- **Learning ultimately supports the wellbeing of the self and the community** – Projects are often student and community centered, and students use their new skills to collaborate on projects. Students direct their own learning and develop personally meaningful projects. Assessments are relevant to the student and their work, and after reflection, can be reviewed to evolve towards relevance and excellence.
- **Learning is embedded in memory, history, and story** – Personally driven stories drive all student work and are vital for student motivations and success.

## BIG IDEAS

Career pathway opportunities in technology are fluid, diverse and interconnected.

When designing tomorrow's technology, it is essential to be grounded in ethics and sustainability.

Building skills across in-demand technology fields fuels creative solutions.

Effective process skills are key to inquiry, project design and management.

Change occurs in cycles that drive growth, adaptation, and innovation, reflecting the interconnected patterns of technology, society, and the environment.

## Learning Standards

Curricular Competencies	Content
<p><b><u>CORE MODULE:</u></b></p> <p><i>Students are expected to be able <b>to do</b> the following:</i></p> <p><b>Explore and Analyze</b></p> <ul style="list-style-type: none"> <li>investigate technology sectors in relation to <b>emerging careers</b> and global challenges.</li> <li>analyze <b>societal and environmental</b> and cultural impacts of technology.</li> <li>explore essential <b>skills for success</b> in the technology field.</li> </ul> <p><b>Assess, Adapt, and Iterate</b></p> <ul style="list-style-type: none"> <li>research industry trends, job opportunities, and technological advancements.</li> <li>apply career-related skills <b>to problem solve real-world</b> challenges.</li> <li>evaluate how <b>Indigenous worldviews</b> inform sustainability and innovation.</li> </ul>	<p><b><u>CORE MODULE:</u></b></p> <p><i>Students are expected <b>to know</b> the following:</i></p> <p>Career and Industry Awareness</p> <ul style="list-style-type: none"> <li><b>qualifications, education pathways</b> and certifications; major tech employers and roles in BC's tech industry.</li> </ul> <p>Professional and Career Readiness</p> <ul style="list-style-type: none"> <li><b>project management fundamentals, Digital literacy</b>, career research techniques and job application essentials, workplace communication, collaboration, and networking strategies, connect <b>strengths and interests</b>.</li> </ul>

### Connect and Reflect

- build connections by **networking** with industry professionals and community members.
- reflect on the **role of technology** on life, work and society.
- connect **personal strengths and interests** to careers in technology.

### Create and Demonstrate (apply)

- present findings on specific tech sector careers, including job requirements vs. needed skills.
- apply learning through a culminating **inquiry** or innovation project.
- develop and apply project management skills
- recognize the **value the creative process** when developing a product/project

### Integrate

- consider ethical, environmental and cultural impacts, including **Indigenous perspectives**, across tech industries
- develop a **career action plan** that outlines post-secondary and industry pathways

## AGRITECH – HOW WE EAT

*Students are expected to be able **to do** the following:*

### Explore and Analyze

- the historical development of food systems.

### Assess, Adapt and Iterate

- agricultural technologies for sustainability, considering soil health, biodiversity, and water resources.
- how land, resources, and culture shape agricultural technologies, along with their benefits and costs.

### Technology's Purpose

- Impact of technology on present and future lives, product design vs. functional use across industries.

### Social, Ethical and Cultural Contexts

- Data privacy, digital security and legal implications, environmental sustainability in tech development, Indigenous knowledge systems and contributions to technology innovation.

### Personal Development and Portfolio Building

- **reflective learning** practices for continuous improvement, creation of personal portfolios showcasing projects, skills and career goals and **professionalism**.

## AGRITECH – HOW WE EAT

*Students are expected **to know** the following:*

- **History of Food Systems:** Agriculture evolution from traditional to modern.
- **Environmental Impacts:** Effects on ecosystems and technological solutions.
- **Indigenous Perspectives:** Intercropping, agroforestry, sustainable land use.
- **Current Technologies:** Drones, robotics, AI, data analytics.

### Connect and Reflect

- on the environmental and ethical implications of agricultural practices.

### Create and Demonstrate (apply)

- responsible use of materials, energy, and resources in agricultural projects.

### Integrate

- ethical and sustainable principles into the development, implementation, and evaluation of agricultural technologies.

## FINANCIAL TECH – HOW WE INVEST

*Students are expected to be able **to do** the following:*

### Explore and Analyze

- how emerging **financial systems and technologies**, like blockchain, ‘robo-advisors’, and digital banking, are transforming the way individuals and organizations manage and invest money.
- **career opportunities** in financial technology fields, highlighting roles such as data analysts, blockchain developers, and financial planners adapting to tech-driven innovation.

### Assess, Adapt and Iterate

- **ethical and social responsibility**, how evolving financial technologies address global financial inclusion, providing access to underserved communities, and meeting societal and economic needs.
- strategies and tools that enhance ethical practices, **inclusivity and access**, and transparency within financial technologies.

### Connect and Reflect

- on the influence of **Indigenous knowledge and perspectives** in developing sustainable, community-centered financial systems and practices.

- **Sustainable Practices:** Crop rotation, vertical farming, closed-loop systems.
- **Ethics and Responsibility:** Access, data privacy, social impacts.
- **Technological Tools:** Hardware, software, advanced tools.
- **Career Pathways:** Roles in data science, engineering, sustainability.

## FINANCIAL TECH – HOW WE INVEST

*Students are expected **to know** the following:*

### Financial systems and technologies:

Banking, digital currencies, and financial tools

### E-commerce and retail technology:

Online transactions, digital payments, and AI-driven customer experiences

**Financial literacy:** Technology tools support managing finances.

**Stocks and Cryptocurrency:** Tech tools used for trading and investment strategies

**Ethics and social responsibility:** Data privacy, algorithmic bias, and social responsibility in fintech

**Dynamic nature of technology and careers:** AI, machine learning, big data, and emerging career paths in fintech

- on **personal financial habits**, values, and how technology can help achieve financial goals while considering digital security, ethical implications, and biases.

### Create and Demonstrate (apply)

- **practical financial plans** and investment strategies using digital tools to simulate real-world financial decision-making.
- practical applications of financial technologies that prioritize accessibility, ethical responsibility, and sustainability.

### Integrate

- **sustainable practices** in the development and use of financial technologies, focusing on long-term impact on people and the planet.
- **Indigenous perspectives** and traditional approaches in creating equitable and sustainable financial systems.

## DIGITAL CONNECTIONS – HOW WE COMMUNICATE

*Students are expected to be able **to do** the following:*

### Explore and Analyze

- how **emerging technologies**, like AI, are transforming communication practices, enabling new forms of collaboration, and fostering innovation across industries.
- **career opportunities** in digital media and communication fields, highlighting roles emerging from technological innovation.

### Assess, Adapt and Iterate

- how the **evolution of communication technologies** has fostered connections across diverse communities, bridging geographic, cultural, and ability-related barriers to meet societal needs.

**Sustainability and Green Tech:** Green investing, carbon offsetting, and promoting eco-friendly projects.

**Indigenous perspective on financial technology:** Community-based lending.

## DIGITAL CONNECTIONS – HOW WE COMMUNICATE

*Students are expected **to know** the following:*

- elements and principles of media design and their role in effective communication and audience engagement.
- **common terminology** used in media and digital communication
- impact of visual culture and its role in shaping societal values and communication through social and digital media
- traditional and contemporary First Peoples worldviews, stories, practices, and history, as expressed through Media Design

- solutions enhancing **inclusivity, accessibility, and engagement** in digital communication.

### Connect and Reflect

- on the influence of Indigenous knowledge and perspectives in creating meaningful **media projects** and **storytelling approaches**.
- on how personal voice, values, and stories influence **digital footprint**, while considering awareness of digital citizenship, ethical communication, and potential biases.

### Create and Demonstrate (apply)

- **design principles** applied to media projects expressing personal voice, values, and fostering connections.
- engaging, impactful **digital projects** considering environmental and societal impacts.

### Integrate

- sustainable approaches to the creation and implementation of media and digital communication solutions

## ENTERTAINMENT INDUSTRY – HOW WE PLAY

*Students are expected to be able **to do** the following:*

### Explore and Analyze

- **coding** in industry-standard software within the areas of animation, modeling, and visual effects.
- the role and decision making in the use of past and emerging technologies in special effects and real time visual.
- and experiment with **motion capture** by employing accessible tools such as smartphone apps or DIY systems for game and film applications.

- media production through various stages of project development, leveraging **AI tools** to enhance creativity, streamline processes, and adapt or innovate the project's direction.

- ethical and Social Considerations with **bias and echo chambers**

- key characteristics and artistic styles in digital media and communication to explore multiple viewpoints, including an emphasis on integrating and respecting First Peoples perspectives in Canada through digital **storytelling**, design, and content creation.

## ENTERTAINMENT INDUSTRY – HOW WE PLAY

*Students are expected **to know** the following:*

- the main technical and creative **entertainment sectors** in the film and interactive design industries
- awareness of how and where the entertainment industry leverages the use of recent technologies
- the use of **pipelines** in the development of entertain products such as films and games.

<ul style="list-style-type: none"> <li>• environmental and <b>societal impacts of media and digital communication technologies</b></li> <li>• and engage with the roles of emerging technologies such as AI, to understand how these technologies are <b>transforming communication, collaboration and innovation</b></li> </ul> <p><b>Assess, Adapt, and Iterate</b></p> <ul style="list-style-type: none"> <li>• the use of various planning tools such as pipelines on a student developed product such as a film animation, visual effect, game or design. Iterate based on the assessment.</li> </ul> <p><b>Connect and Reflect</b></p> <ul style="list-style-type: none"> <li>• upon a student created product using a design cycle reflective tool such as <b>Gibb's reflective style</b></li> <li>• with pathways and professional opportunities in technology fields in the industry.</li> </ul> <p><b>Create and Demonstrate (apply)</b></p> <ul style="list-style-type: none"> <li>• <b>a pitch or proposal for a product in the entertainment industry</b> applying knowledge of storytelling.</li> <li>• an understanding of media production skills through the creation of the product.</li> </ul> <p><b>Integrate:</b></p> <ul style="list-style-type: none"> <li>• understanding of cultural and ethical, and legal issues into personal projects.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>educational pathways</b> that would lead to employment in the game entertainment industry</li> <li>• <b>fundamentals of storytelling and First Peoples' storytelling</b></li> <li>• awareness of story and image development strategies in film and interactive design</li> <li>• common terminology used in entertainment and interactive designs</li> <li>• <b>modern Tools:</b> software and hardware used in modern film and interactive design</li> <li>• awareness of the <b>elements and principles of design</b></li> <li>• <b>awareness of the variety of materials, processes, and techniques of media arts</b></li> <li>• awareness of media <b>production skills:</b> <ul style="list-style-type: none"> <li>○ <b>pre-production</b></li> <li>○ <b>production</b></li> <li>○ <b>post-production</b></li> </ul> </li> <li>• <b>visual culture</b> Influence in in the entertainment industries</li> <li>• <b>ethical, moral, and legal Issues in the entertainment industries</b> associated with media arts technology</li> <li>• <b>cultural appropriation, moral rights, and plagiarism</b></li> </ul>
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## HARDWARE AND SOFTWARE – HOW WE COMPUTE AND INNOVATE

Students are expected to be able **to do** the following:

### Explore and Analyze

- **integration of hardware and software:** Examine how high-tech systems create innovative solutions for everyday challenges.
- **AI and automation:** Evaluate the transformative impact of AI and automation on industries.
- **sustainability in hardware design:** Investigate the role of advanced hardware in promoting sustainability and supporting green technologies.

### Assess, Adapt and Iterate

- **energy efficiency:** Critique the energy consumption of high-tech systems and explore strategies to reduce their environmental impact, including sustainable design and energy-saving technologies.
- how hardware and software systems can be adapted to meet the needs of diverse users, including individuals with disabilities, to enhance accessibility and inclusivity.
- **ethical and Social Responsibility:** Explore challenges and environmental impact and evaluate case studies on ethical issues.

### Connect and Reflect

- on Indigenous knowledge and values regarding environmental stewardship and resource management and sustainability, considering how these perspectives can inform the development of sustainable technology solutions.

## HARDWARE AND SOFTWARE – HOW WE COMPUTE AND INNOVATE

Students are expected **to know** the following:

- **High Tech hardware and software systems:** Robotics components, autonomous vehicle technologies, quantum computing principles, and AI applications.
- **Information Technology, Cybersecurity, and Cloud Storage:** IT systems architecture, cybersecurity techniques, including encryption and cloud storage.
- **Energy Usage and Sustainability:** Solar power and green tech innovations.
- **Ethics and Social Responsibility:** Privacy issues in AI and algorithmic biases.
- **Indigenous Perspectives on Technology and Sustainability:** Indigenous knowledge of ecosystems and land stewardship.

- **on the personal use of technology** reflecting on the impact of hardware and software systems in daily life. Consider ethical implications, energy consumption, and opportunities to align personal technology use with sustainable practices.

### Create and Demonstrate (apply)

- **solution design:** Design and prototype hardware-software solutions addressing real-world challenges, such as energy efficiency, accessibility, or environmental sustainability.
- **green tech projects:** Create projects demonstrating the use of green technologies to highlight the role of technology in sustainability.

### Integrate

- **sustainable practices:** Develop sustainable approaches to the lifecycle of hardware and software, from design to disposal, focusing on reducing environmental footprints and promoting recycling and reuse.
- **Indigenous values of design:** Incorporate Indigenous perspectives into project designs, emphasizing respect for natural resources and long-term environmental health.

## **CONNECT B.C. – HOW WE LIVE**

*Students are expected to be able to do the following:*

### **Explore and Analyze**

- **existing engineering, energy production, and natural resource management practices** in British Columbia.
- **environmental implications, efficiency, and current usage of technology.**

### **Analyze, Adapt, and Iterate**

- **social impact of existing practices using technology.**
- **evaluate energy usage and sustainability of existing systems.**
- **new technology integration into existing robust systems.**
- **iterate possible solutions to identified areas of improvement.**
- implement engineering design cycle

### **Connect and Reflect**

- **on the intersection between urban development, natural resource management, and various fields of engineering and processes.**
- and identify a variety of roles that contribute to successful projects while reflecting on their own interests and learning.

### **Create and Demonstrate**

- effective communication of overlap of current systems in rural and urban areas
- model engineering systems and project management strategies.

### **Integrate**

- ethical and accessible design
- sustainability: social, environmental, financial of engineering projects.
- traditional ways of knowing into understanding of how we live in BC.

## **CONNECT B.C. – HOW WE LIVE**

*Students are expected to know the following:*

- **Project Management:** Workflows and team structures; engineering design cycle; creating workplans and timelines; delegation and task division.
- **Building and City Design:** Industry uses of technology; differences between new build and infrastructure maintenance; green building technology; integration of technology into neighborhoods; transport and connection between communities.
- **Energy Production, Distribution, and Consumption:** BC's power production landscape; energy channels from production to consumption; benefits and limitations of power production methods.
- **Robotics and Automation:** Applications in engineering; safety and security considerations; new technologies in daily life.
- **Indigenous Perspectives:** Natural resource management methods; building techniques, materials, and energy use.
- **Ethics:** Accessibility in technology; considerations in development and maintenance.

## Curricular Competencies - Elaborations

### CORE MODULE

#### Explore and Analyze

- **emerging careers:** Research in-demand tech jobs and explore the factors driving the creation of these roles. Discuss how lifelong learning fosters personal and technical skill development and identify various career pathways within the tech sector. Incorporate guest speakers to provide real-world insights.
- **societal and environmental impacts of technology:** Investigate both positive and negative effects of technology through case studies or current events. Analyze the ecological footprint of technologies like smartphones, data centers, and electric vehicles, and evaluate the trade-offs between technological advancement and environmental sustainability.
- **skills for success:** Use self-assessment tools (e.g., career inventories, skills checklists) to evaluate strengths and interests. Explore the new **Skills for Success** model (Canada.ca) to understand the competencies needed for the current and future labor market and how transferable skills can be applied across various careers.

#### Adapt, Assess and Iterate

- **problem solve real-world challenges:** Apply knowledge and skills to identify and solve “mock” real-world challenges, including ethical and sustainable tech issues. Foster critical thinking, problem solving, and collaboration while using feedback to enhance both understanding and project work.
- **Indigenous world views:** Analyze the intersection of technological development and cultural preservation through case studies of Indigenous-led tech projects (e.g., solar-powered housing for remote communities). Address challenges related to environmental or social issues while incorporating Indigenous knowledge systems, such as sustainable water purification technologies.

#### Connect and Reflect

- **networking:** build connections with others in the tech field, including peers, mentors, and professionals, to deepen understanding of the industry and enhance future collaboration opportunities.
- **role of technology:** Analyze how technology influences communication, economy, and culture, and understand its role in shaping modern life and future trends. Adapt technology solutions to meet evolving needs, fostering flexibility and innovation in problem solving.
- **personal strengths and interests:** identify aspects of technology that most interest students (e.g., coding, digital design, cybersecurity), and assess student strengths (e.g., problem solving, teamwork, communicating complex ideas).

### Create and Demonstrate

- **inquiry:** conduct thorough research and inquiry to explore specific topics within the tech field, using a variety of sources and methods to deepen understanding and generate informed conclusions.
- **value the creative process:** Emphasize the importance of the process in project design, focusing on refinement and growth throughout the development cycle. Identify key concepts like innovation, ethics, and sustainability, and apply them to real-world tech scenarios. This will help students' bridge theoretical knowledge with practical applications in the tech industry.

### Integrate

- **indigenous perspectives** on technology: Emphasize a holistic, interconnected approach to technology development, rooted in respect for the environment, community, and cultural knowledge systems. Highlight principles like sustainability and community well-being as key drivers of Indigenous-led innovation.
- **career action plan:** Students document their career interests, outline personalized career pathways, and summarize projects, reflecting on their learning journey and the next steps in their development

## FINANCIAL TECH – HOW WE INVEST

### Explore and Analyze

- **financial systems and technologies:** Analyze how mobile banking apps like Tangerine, digital payment systems such as PayPal or Stripe, and emerging technologies like blockchain and cryptocurrency (e.g., Bitcoin or Ethereum) are transforming personal and business finance. Evaluate benefits such as convenience, transparency, and global access, alongside challenges like cybersecurity risks, algorithmic bias, and environmental concerns related to crypto mining.
- **career opportunities:** Explore fintech careers, such as blockchain developers or data analysts for skill-building and industry insights.

### Assess, Adapt and Iterate

- **ethical and social responsibility:** Investigate privacy and data protection challenges in financial technology, such as how platforms like Venmo handle user data. Analyze issues like algorithmic bias in AI-driven financial tools, using reports from organizations like EFF (Electronic Frontier Foundation).
- **inclusivity and access:** Assess how technologies such as M-Pesa (mobile banking for underserved communities) contribute to financial inclusion and suggest improvements for broader accessibility.

### Connect and Reflect

- **Indigenous knowledge and perspectives:** Examine community-based lending systems and investments focused on ecological and social well-being. For example, discuss how traditional values can inspire modern fintech practices, using resources like Indigenous Clean Energy or examples of community-driven funds.
- reflect on **personal financial habits** and goals, leveraging tools like Mint to track budgets and analyze spending. Consider how technology can enhance financial literacy and decision-making while addressing ethical concerns.

### Create and Demonstrate (apply)

- **practical financial plans:** Use apps like Google Sheets, Excel, or budgeting software such as YNAB (You Need a Budget) to create digital budgets and investment strategies. Incorporate real-world scenarios to simulate decision-making.

### Integrate

- **sustainable practice:** Propose ways financial technologies can reduce their environmental footprint, such as promoting eco-friendly transactions or offsetting energy-intensive processes in cryptocurrency. Explore examples like Green Bitcoin Mining or banks offering sustainable investment portfolios.
- **Indigenous perspectives** in Financial Systems: Incorporate Indigenous principles into projects by designing systems that prioritize long-term ecological and social well-being. Use storytelling tools like StoryMapJS to present how traditional wisdom can inspire modern, ethical investment practices.

## DIGITAL CONNECTIONS – HOW WE COMMUNICATE

### Explore and Analyze

- Investigate how **emerging technologies** such as AI chatbots, virtual reality (VR), and augmented reality (AR) and their role in changing how people communicate. Explore how tools like ChatGPT or Microsoft Copilot are being used in education and workplaces for collaboration, content creation, and workflow improvement. Discuss both the opportunities and ethical challenges of AI-driven communication, such as misinformation or bias in content creation.
- Map out **career opportunities**, including new roles such as social media strategist, AI ethics consultant, or VR content developer. Explore case studies of professionals working in these fields to understand daily responsibilities and required skills. Reflect on how students' own digital literacy and creative skills align with these career paths. Discuss the educational pathways and certifications needed for these roles (e.g., coding bootcamps, university programs in media design).

### Assess, Adapt, and Iterate

- Explore examples of **evolving communication technologies**, such as translation tools (GPT 4-0 Real-Time Voice Translation, DeepL, etc.) that enable cross-cultural communication.
  - Analyze how apps such as WhatsApp or Signal connect diasporic communities globally.
  - Discuss accessibility features like screen readers, live captions, or voice assistants and their impact on inclusion.
  - Debate how technology can either bridge or widen digital divides due to unequal access.
  - Design and prototype communication tools or campaigns that are accessible to diverse audiences, considering aspects like language simplicity, visual clarity, and accessibility standards (e.g., WCAG).
  - Explore the role of Universal Design for Learning (UDL) in making digital communication tools accessible to all.

### Connect and Reflect

- Study examples of Indigenous-led **media projects**, such as short films, digital art, or apps designed for language revitalization (e.g., FirstVoices).
- Reflect on how traditional **storytelling approaches**, like oral histories, can inspire modern media projects. Discuss the importance of co-creation with Indigenous communities and understand that some knowledge is sacred and only shared with permission and/or in certain situations.
- Have students audit their own **digital footprints** and reflect on how their online activities align with their values. Analyze case studies of influencers or campaigns that balance authenticity with ethical communication. Explore biases in algorithms and their impact on digital engagement, such as filter bubbles or echo chambers.

### Create and Demonstrate (Apply)

- Review core **design principles** (e.g., contrast, alignment, balance, hierarchy) and how to apply them in media projects.
  - Encourage students to create a personal portfolio, blog, or **digital projects** that reflects their identity and engages their intended audience.
  - Use tools like Canva or Adobe Express for hands-on practice in digital design.
  - Assign projects like creating an infographic or video campaign about an environmental issue, emphasizing the carbon footprint of digital technologies.
  - Discuss how digital campaigns can advocate for social change, such as raising awareness about mental health or promoting diversity in media.

## **ENTERTAINMENT INDUSTRY – HOW WE PLAY**

- **coding** enhances understanding of industry-standard software for tasks such as animation, modeling, compositing, and visual effects in tools like Maya, Nuke, and Houdini. Explore architectural visualization by integrating Revit models into game engines for VR/AR experiences.
- **motion capture** techniques using tools like Unreal Engine or MotionBuilder, leveraging accessible technology such as smartphone apps or DIY systems for game and film production.
- **societal impacts of media and digital communication technologies:** explore the bias based on gender, culture, race and political perspectives. Do the stories we tell represent the communities that exist in Canada?
- how AI is used in **transforming communication, collaboration and innovation:** AI can be used effectively to write, develop and tell stories. Experiment with AI using software such as Unreal Engine, Maya and other film editing programs to recognize how technology can be used to complete repetitive and heavy lifting tasks.
- **Gibb’s Reflective Style:** Use Gibb’s reflective cycle to connect to the project cycle and creative process. Focus on synthesis as opposed to analysis. Identify what went well and what did not go well and connect it to future value that would be of benefit to you on future design projects.
- Create a **pitch or proposal for a product in the entertainment industry** such as short film/documentary, an essay on AI in film technology, an environmental design for a game or film production, or a script and storyboard for a film or game.

## **HARDWARE AND SOFTWARE – HOW WE BUILD AND INNOVATE**

### **Explore and Analyze**

- **integration of hardware and software:** like IoT (Internet of Things), robotics, and cloud computing integrate hardware and software. Examine how robotics, autonomous vehicles, and quantum computing integrate with AI, data management, and cloud computing to perform complex tasks. Tools like Raspberry Pi or Arduino can demonstrate real-world integration.
- **AI and automation:** Evaluate how High-Tech systems such as healthcare, manufacturing, and transportation, as well as the emerging career opportunities in hardware and software development are impacted by AI and Automation. Analyze the impact of AI and robotics on industries like healthcare, transportation, and manufacturing, as well as the evolving career paths and skills required. Platforms like Coursera can provide insights into emerging career opportunities.



- **sustainability in hardware design:** Investigate the role of advanced hardware, such as energy-efficient processors and recyclable components, in promoting sustainability and supporting green technologies. Develop sustainable tech projects, such as solar-powered devices or energy-efficient systems, using Solar Design Software for modeling and testing.

### Assess, Adapt and Iterate

- **energy efficiency:** Critique the energy demands of quantum computing, robotics, and AI systems, and propose ways to reduce environmental impact using tools like Internet of Things (IoT) energy monitoring apps.
- **ethical and social responsibility:** Explore challenges such as AI bias, data privacy, and environmental impact. Use tools like AI Fairness 360 to evaluate case studies on ethical issues and propose solutions.

### Connect and Reflect

- on the **personal use of technology** Consider how personal use of advanced hardware and software impacts privacy, ethics, and sustainability. Tools like Carbon Footprint Calculators can help analyze individual impact.

### Create and Demonstrate (apply)

- **solution design:** Use platforms like Fusion 360 to design and prototype hardware-software solutions addressing real-world challenges like accessibility or resource efficiency.
- **green tech projects:** such as solar-powered devices or energy-efficient computing systems.

### Integrate

- **sustainability practices:** Propose methods to reduce waste and promote energy efficiency in technology. Use strategies like EcoMapping to evaluate the environmental footprint of tech solutions.
- **Indigenous values in design:** Incorporate principles of resource stewardship and environmental health into tech projects, emphasizing respect for natural resources and community well-being.

## CONNECT B.C. – HOW WE LIVE

### Explore and Analyze

- **existing engineering, energy production, and natural resource management practices in BC.** What are the key industries that support how we live? How do they operate? What is direct day-to-day technology (water, roads, and infrastructure) vs abstracted industries (mining, forestry, etc.)?

- **environmental implications, efficiency, and current usage of technology.**
  - Industry standard practices, timelines, management systems, etc.
  - current impacts (social, environ, etc.)
  - ways technology is being used in these fields

### Analyze, Adapt, and Iterate

- **social impact of existing practices using technology.** Is it accessible? Equitable? What barriers does it lower? What does it heighten?
- **evaluate energy usage and sustainability of existing systems.** Look at sum total effects of projects (i.e., a mine doesn't only produce minerals, it takes X many diesel vehicles and employs Y many people, etc.)
- **new technology integration into existing robust systems.** How do we keep key systems stable when bringing in new ideas?
- **iterate possible solutions to identified areas of improvement.** Room for project work on this module

### Connect and Reflect

- on the **intersection between urban development, natural resource management, and various fields of engineering and processes.** Consider broader connections between different parts of populated areas. For instance: how does transport fit into city planning? Are there intersections between hydro, power, and mining? Can sustainability in building materials positively impact on forestry AND construction?

## Content – Elaborations

### CORE MODULE

- **qualifications:** Explore required skills for various tech roles (e.g., software developer, data analyst, IT support) using resources like *WorkBC*. Analyze case studies to understand how skills apply across tech careers.
- **education pathways:** Guide students in exploring tech sectors and career pathways through resources like *EducationPlannerBC*.
- **project management strategies:** Introduce models like Agile, Waterfall, and Kanban. Use project management tools (e.g., Trello, Asana, Jira) to enhance organizational skills. Emphasize the process, not just the final product.
- **digital literacy:** Teach navigation of online information, data security, and privacy.
- **strengths and interests:** Use tools like Myers-Briggs, Holland Codes, or True Colours to assess personal strengths and interests in tech.
- **reflective learning:** Encourage students to create personalized career roadmaps, journal their progress, and reflect on how projects enhance their skills and career readiness. Showcase final inquiry projects.
- **professionalism:** Ongoing conversations and activities that target marketable/employable skills (e.g. accountability, cultural considerations). Ethical considerations that introduce real-world examples of ethical dilemmas and ethical frameworks for decision-making in tech (e.g., the debate over facial recognition technology, or the environmental impact of mining for minerals used in electronics).

### AGRITECH – HOW WE EAT

#### **History of Food Systems: Agriculture Evolution from Traditional to Modern**

- **Early human diet:** Early humans were hunter-gatherers, consuming a varied diet of wild plants, berries, honey, and wild game, shaped by their environment and climate.
- **Agriculture beginnings:** Approximately 10,000 years ago, agriculture enabled the cultivation of grains, potatoes, and dairy. Cereals like wheat, rice, and maize were developed independently across regions.
- **The Green Revolution:** Marked a pivotal point in global agriculture with innovations that boosted productivity but faced criticism for environmental degradation and challenges for rural farmers.

#### **Environmental Impacts: Effects on Ecosystems and Technological Solutions**

- **Key environmental impacts:** Climate Change: Greenhouse gas emissions from agriculture contribute significantly to global warming. Soil Degradation: Nutrient depletion and erosion affect soil quality, exacerbated by climate factors like wind and salinization. Energy Use: Agriculture accounts for approximately 17% of global energy consumption.

- Technological solutions:
  - Sustainable farming practices, such as organic farming and permaculture.
  - Water conservation strategies to ensure clean water availability.
  - Advanced crop management, including cover cropping and optimizing sowing practices.
  - Closed-loop systems to recycle resources and minimize waste.

### **Indigenous Perspectives: Intercropping, Agroforestry, and Sustainable Land Use**

- Indigenous farming methods, such as intercropping, agroforestry, and crop rotation, exemplify sustainable practices that optimize local resources.
- These methods offer valuable insights for modern agritech solutions, aligning with environmental and cultural sustainability.

### **Current technologies: Drones, Robotics, AI, and Data Analytics**

- Examples of Innovations:
  - Floating cattle farms to optimize livestock production in limited spaces.
  - Drones for monitoring crops and herding animals efficiently.
  - Vertical farming for maximizing output in urban areas.
  - Energy capture from agricultural waste to enhance sustainability.
- Applications:
  - AI for real-time monitoring of crop health, animal care, and irrigation systems.
  - Data analytics for actionable insights to improve yield and profitability.

### **Sustainable Practices: Crop Rotation, Vertical Farming, and Closed-Loop Systems**

- **Key practices:**
  - Crop rotation to maintain soil fertility and reduce pest outbreaks.
  - Vertical farming to minimize land use while maximizing production.
  - Closed-loop systems that recycle resources and minimize environmental impact.
- These practices align with the goals of creating a resilient global food system that meets nutritional, social, and economic sustainability standards.

### **Ethics and responsibility: Access, Data Privacy, and Social Impacts**

- Address equitable access to technology and its benefits, particularly for small-scale and marginalized farmers.
- Ensure transparency and security in the collection and use of agricultural data.
- Assess social impacts, such as job displacement and cultural shifts due to automation and modernization.

### **Technological tools: Hardware, Software, and Advanced tools**

- Examples include robotics for automated planting and harvesting, software for precision agriculture, and advanced hardware for environmental monitoring.
- Integration of AI and IoT (Internet of Things) devices for comprehensive farm management solutions.

### **Career pathways: Roles in Data Science, Engineering, and Sustainability**

- Highlight opportunities in agritech-related careers, such as agricultural data scientists, environmental engineers, and sustainability specialists.
- Emphasize the growing demand for expertise in integrating technology with sustainable agricultural practices.

## **FINANCIAL TECH – HOW WE INVEST**

### **Financial systems and technologies**

- Basic infrastructure of financial systems, including traditional banking, online banking, digital wallets, and blockchain technology.
- How financial technologies are used for payments, transactions, savings, and investments.
- The use of mobile apps, digital currencies, and financial management tools that enhance user experiences in personal and business finance.

### **E-commerce and retail technology**

- How e-commerce platforms and retail tech are integrated into the financial system, particularly for online transactions, digital payment systems (e.g., PayPal, Square, Venmo), and subscription models.
- How AI is being used in e-commerce to improve customer experiences and enhance online shopping, including personalized product recommendations, fraud prevention, and inventory management.

### **Financial literacy**

- The fundamental concepts of financial literacy, such as managing personal finances, investing, saving, and understanding interest rates.
- How technology tools can support individuals in managing their finances, including budgeting apps, 'robo-advisors', and stock-trading platforms.

### **Stocks and Cryptocurrency**

- The basics of stock trading, the stock market, and how tech tools are used for trading and analysis (e.g., apps like Robinhood, or platforms like E\*TRADE).
- The mechanics of cryptocurrency, blockchain technology, and how these digital currencies are transforming financial transactions and investment strategies.
- The risks and rewards of cryptocurrency and its potential as an alternative to traditional financial systems.

### **Ethics and social responsibility**

- The ethical implications of financial technologies, including data privacy, algorithmic bias, and the transparency of financial transactions.
- The social responsibility in fintech, including ensuring financial accessibility for underserved populations, the role of fintech in democratizing finance, and the implications of automated decision-making in lending or investing.

### **Dynamic nature of technology and careers**

- The ongoing development in financial technologies, including the role of AI, machine learning, and big data analytics in shaping the future of finance.
- Emerging career paths in the financial tech industry, such as blockchain developers, financial analysts using AI tools, and cybersecurity professionals in the fintech space.

### **Sustainability and Green Tech**

- How fintech can contribute to sustainability by providing tools for sustainable investing, green bonds, and funding eco-friendly projects.  
The role of fintech in addressing climate change, such as through platforms that enable carbon offset investments or promote transparency in carbon emissions tracking.

### **Indigenous perspectives on financial technology**

- Indigenous views on financial management, community-based lending, and investment strategies that prioritize ecological stewardship and community well-being.
- How Indigenous perspectives can reshape financial technologies, especially in the areas of sustainability, land stewardship, and responsible resource management.

## **DIGITAL CONNECTIONS – HOW WE COMMUNICATE**

- **common terminology** refers to the tools, platforms, and systems used to transmit, exchange, and receive information. These have evolved rapidly in the digital era, encompassing both hardware and software. Examples of key terminology include:
  - *Viral*: Rapidly spreading content across digital platforms.
  - *Deepfake*: Synthetic media created using AI to manipulate audio or video.
  - *Algorithm*: A set of rules or calculations that govern digital processes, such as content recommendations.
  - *Digital Literacy*: The ability to use, understand, and evaluate digital technologies and media effectively.
  - *Workflow*: The sequence of steps or processes in creating and managing digital projects.
  - *Avatar*: A digital representation or identity of a user in online platforms.
  - *Hashtag*: A metadata tag used to group and discover content by topics.
  - *Influencer*: An individual with a significant online presence who impacts audience opinions or behaviors.

- *Threaded Conversation*: A way to organize and follow discussions in digital communication platforms.
- *Content Moderation*: The practice of monitoring and managing user-generated content to ensure platform guidelines are followed.
- *Metadata*: Descriptive information about data, such as time stamps, authorship, or file size.
- *User Interface (UI)*: The design and layout of digital platforms, enabling user interaction.
- *Engagement Metrics*: Data that measures user interaction, such as likes, shares, and comments.
- *Digital Footprint*: The trail of data left by a user's online activities.
- *Filter Bubble*: The limiting of information exposure based on personalized algorithms.
- *Streaming*: The real-time transmission of digital content, such as video or audio.
- *AI-Powered Platforms*: Technologies like ChatGPT, Microsoft Copilot, and Google Gemini, which assist with tasks such as study help, creativity, workflow automation, and content creation, while raising discussions around ethics and bias.
- **AI tools**: Generative AI chatbots like ChatGPT, Microsoft Copilot and Google Gemini are used for study help, creativity, and content creation. Personalization tools in platforms like Spotify and YouTube Music drive user preferences.
- **bias in Media and Technology**: Bias refers to a predisposition or inclination that affects neutrality. It can manifest in various ways across media, technology, and social interactions.
- Types of Bias:
  - Cognitive Bias: Mental shortcuts that influence how individuals process information, such as confirmation bias.
  - Algorithmic Bias: When algorithms favor certain types of content, reinforcing existing prejudices or preferences.
  - Cultural Bias: Reflecting dominant cultural norms or values, which may marginalize or misrepresent minority groups.
- Ethical considerations:
  - How to identify and challenge biased representations in media and technology.
  - The role of designers and developers in minimizing bias in AI and algorithms.
  - Encouraging diversity in content creation and representation.
- **echo chambers** occur when individuals are exposed primarily to information and opinions that align with their existing beliefs, often amplified by algorithms and social networks.
- Collaborative creation: Digital projects and **storytelling** often involve collaboration with Indigenous communities to ensure their voices are authentically represented. This process emphasizes mutual respect and co-creation rather than appropriation.  
Empowering Indigenous voices: platforms can be designed to amplify the perspectives of First Peoples, allowing for self-representation in the digital space.

## **ENTERTAINMENT INDUSTRY – HOW WE PLAY**

- **entertainment sectors:** technical management and creative roles in film and interactive Design. This area covers the various technical and creative roles involved in producing films and interactive media, such as video games. What are the key technical roles in film production (e.g., director of photography, sound engineer)? What creative roles are essential in game design (e.g., game designer, concept artist)? For example: technical role: A director of photography (DP) manages the camera and lighting crews to achieve the desired visual style. creative role: a game designer creates the rules, story, and structure of a game.
- **pipelines:** Processes used for developing films and games. Pipelines refer to the step-by-step processes involved in creating films and games, from initial concept to final product. What are the stages of the film production pipeline? How does the game development pipeline differ from film production? For example: film pipeline: pre-production, production, post-production. Game pipeline: concept, design, development, testing, release.
- **educational pathways:** Programs leading to careers in entertainment and design. Educational pathways refer to the academic and training programs that prepare students for careers in the entertainment and design industries. What are the best programs for aspiring filmmakers and game designers? How do internships and apprenticeships contribute to career development? For example: Film school: programs like those at the Capilano University and Vancouver Film School. Game design programs: degrees offered by institutions like Think Tank Training Facility and SIAT (S.F.U.)
- **fundamentals of storytelling:** Storytelling fundamentals cover the essential elements and techniques used to craft compelling narratives. What are the key elements of a good story (e.g., plot, character, setting)? How do visual and interactive elements enhance storytelling? For example: Film: The hero's journey structure in "Star Wars." games: branching narratives in "The Witcher" series.
- **First Peoples storytelling:** insights from traditional and contemporary stories, practices, and history. This area highlights the contributions of Indigenous Peoples to media design and the importance of including their perspectives in storytelling. How can traditional stories and practices inform modern media design? What are the benefits of including Indigenous perspectives in storytelling? For example, in film, incorporating Indigenous storytelling techniques in narrative films. In games, designing games that reflect Indigenous cultures and histories.
- **modern tools:** Principles, software, and hardware used in film and design encompass the software and hardware used in the creation of films and games. What are the industry-standard tools for film editing and game development? How do these tools enhance the creative process? For example, in software, Adobe Premiere Pro for film editing, and in unity for game development. Hardware: High-performance computers, VR headsets.



- **elements and principles of design.** Design elements refer to the fundamental components and principles that guide the creation of visual media. What are the basic elements of design (e.g., line, shape, color)? How do principles like balance and contrast influence design? For example, in film, the use of color palettes to set the mood. In games, level design that guides player movement.
- **awareness of the variety of materials, processes, and techniques of media arts.** Media arts techniques involve the various materials and methods used to create visual and interactive media. What materials are commonly used in media arts? How do different techniques affect the final product? Such as digital media tools and traditional art supplies. Techniques like digital painting, 3D modeling, and animation.
- **production skills:** Production skills encompass the various stages and skills required to produce films and games. What are the key tasks in pre-production? How do production and post-production processes differ? For example: **pre-production:** Scriptwriting, storyboarding, casting. **production:** Filming, directing, capturing performances. **post-production:** Editing, sound design, visual effects.
- **visual culture** influence on entertainment industries. examines how visual media shapes and is shaped by the entertainment industry. How does visual culture influence trends in film and game design? What role do visual aesthetics play in audience engagement? For example, in film, the influence of art movements on film styles. In games, the impact of cultural references on game design. Visual culture examines how visual media influences societal values, norms, and communication. How do films and games reflect and shape cultural values? What role does visual media play in social change? For example, in film, movies like "Black Panther" that highlight cultural diversity and representation. In games: like "The Last of Us" that explore complex human emotions and relationships.
- **ethical, moral and legal issues in the entertainment industries.** This area covers the ethical, moral, and legal issues that arise in the creation and distribution of entertainment media. What are the common ethical dilemmas in film and game production? How does bias influence content and storytelling? For example, ethical Issues, such as representation, consent, and copyright infringement. In terms of bias: Gender stereotypes, cultural misrepresentation. Moreover, the ethical considerations and technological advancements in the entertainment industry. What are the ethical implications of using AI in creative processes? How do new technologies like virtual reality (VR) and augmented reality (AR) enhance storytelling? In film, using AI for scriptwriting or visual effects, and in VR/AR using immersive experiences in games and interactive media.
- **cultural appropriation, moral rights and plagiarism:** Cultural appropriation involves the use of elements from one culture by members of another culture, often without permission or understanding. What constitutes cultural appropriation in media? How can creators ethically incorporate cultural elements? For example, in film the misuse of Indigenous symbols in costume design. An in games, appropriating cultural myths and stories.

## **HARDWARE AND SOFTWARE – HOW WE COMPUTE AND INNOVATE**

- **High-Tech Hardware and Software Systems**
  - Robotics: Learn about robotic components such as sensors (e.g., LIDAR for navigation), actuators (used for movement), and controllers (such as Raspberry Pi). Explore applications of robotics, such as Boston Dynamics' Spot robot for search and rescue missions.
  - Autonomous Vehicles: Study the technologies behind self-driving cars, such as Tesla's Autopilot system that uses cameras and AI to navigate. Understand the role of real-time data processing and machine learning in vehicle decision-making.
  - Quantum Computing: Understand the basics of quantum computing, including quantum bits (qubits), superposition, and entanglement. For example, IBM's quantum computers use qubits to perform complex calculations far beyond the capacity of classical computers, with potential applications in cryptography, material science, and drug discovery.
  - AI and Automation: Explore how AI, such as neural networks or deep learning, is integrated into systems like IBM's Watson for healthcare, where it assists in diagnosing medical conditions.
- **Information Technology, Cybersecurity, and Cloud Storage**
  - Information Technology (IT): Learn about IT systems architecture, including the role of servers, databases, and network infrastructure. Understand how cloud services like Amazon Web Services (AWS) enable scalable computing power and storage for businesses and consumers.
  - Cybersecurity: Study techniques for securing digital systems, such as encryption protocols (e.g., AES for data encryption), multi-factor authentication (MFA) methods, and ethical hacking using penetration testing tools like Kali Linux. Explore real-world examples like the 2017 WannaCry ransomware attack and its impact on global cybersecurity.
  - Cloud Storage and Data Management: Understand the structure of cloud storage systems like Google Drive, Dropbox, and Microsoft OneDrive, focusing on their use of data centers and cloud storage architectures. Study the management of large-scale data systems, such as how big data platforms process massive datasets for real-time analytics.
- **Energy Usage and Sustainability**
  - Solar Power: Study how solar panels work by converting sunlight into electricity using photovoltaic (PV) cells and examine the use of solar power in large-scale systems, such as Tesla's Solar Roof or solar farms that power entire cities.
  - Green Tech: Learn about energy-efficient computing technologies, including low-power processors like ARM-based chips used in mobile devices and energy-efficient data centers such as Google's Project Sunroof, which uses AI to optimize solar energy use. Explore how these technologies help reduce the carbon footprint of industry.

- Energy efficiency: Investigate how high-tech systems can be optimized for energy efficiency, for example, the use of edge computing to reduce energy consumption in cloud-based operations or AI algorithms used in smart grid systems to optimize energy distribution.
- **Ethics and Social Responsibility**
  - Ethical considerations in technology: Examine ethical issues, such as AI's impact on privacy with tools like facial recognition systems (e.g., Clearview AI) and algorithmic biases in hiring systems. Discuss the environmental and ethical concerns surrounding resource extraction for tech hardware (e.g., conflict minerals in electronics).
  - Social responsibility: explore the role of tech companies in promoting accessibility and inclusivity, such as Microsoft's commitment to accessibility in devices like the Xbox Adaptive Controller, or initiatives like Google's AI for Social Good, which uses AI to solve humanitarian issues.
- **Indigenous Perspectives on Technology and Sustainability**
  - Indigenous Knowledge Systems: Examine how Indigenous knowledge of ecosystems and natural resource management can inform sustainable technology solutions, such as community-based energy systems or traditional ecological knowledge for managing land and water resources.
  - Integrating Indigenous Ways of Knowing: Study how Indigenous approaches to land stewardship can influence the development of technologies that prioritize environmental sustainability, such as the role of Indigenous land management practices in preventing wildfires or restoring biodiversity.

### **CONNECT B.C. – HOW WE LIVE**

- **Project Management:** Workflows and team structures; engineering design cycle; creating workplans and timelines; delegation and task division. Not only understanding the ways these systems are used in industry, but also how to utilize them in their own projects.
- **Building and City Design:** Industry uses of technology; differences between new build and infrastructure maintenance; green building technology; integration of technology into neighborhoods; transport and connection between communities. Look at not only isolated units, but how broader developed areas are connected to each other, and unique infrastructure requirements for rural or highly populated areas.
- **Energy Production, Distribution, and Consumption:** BC's power production landscape; energy channels from production to consumption; benefits and limitations of power production methods. New developments in methods of energy production.
- **Robotics and Automation:** Applications in engineering; safety and security considerations; new technologies in daily life. Automated processes in different industries (mining, factory settings, workflow, etc.). Discussion of where automation or robotics could be a benefit to current industries.

- **Indigenous Perspectives:** Natural resource management methods; building techniques, materials, and energy use. Stewardship and complete usage of materials, waste minimization, etc.
- **Ethics:** Accessibility in technology; universal design principles, considerations in development and maintenance. Safety and sustainability, ease of access, quality of builds vs cost of build.

## **Recommended Instructional Components:**

- Project-based learning (Inquiry)
- Self-directed learning
- Direct-instruction and workshops
- Community outreach or guest speakers
- Demonstrations
- Modeling
- Peer guidance and teaching
- Reflective learning

## **Recommended Assessment Components:**

- Project pitches and proposals
- Oral presentations
- Self-assessment
- Project submissions both self-assessed and summative assessment by teacher
- Reflective processes such as a Learning log

## **Learning Resources:**

- The *Future Pathways Technology Sampler Resource guide* is available with further information as well as resource and lesson ideas

**Schedule .B.2..  
of the  
Administrative Memorandum**

**Meeting Date:** January 21, 2025  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Proposed Revised Policy 205: Outdoor Learning**

**Narration:**

The Board of Education is committed to delivering an education program that includes opportunities for Outdoor Learning. Outdoor Learning is an active, experiential approach to learning that connects learners to place and fosters an appreciation and stewardship of ecosystems.

This policy, originally titled “Outdoor School” was last updated in 2001. In response to the evolving landscape of outdoor learning within the school district as well as the BC curriculum, the school district engaged expertise from educators to update the policy. The proposed revised policy has been shared with the Policy Review Committee and further revised based on comments.

Given the substantial changes to the policy, it is not feasible to compare to the currently approved policy. The administrative procedures will be updated and provided to the Board of Education at a future meeting for information.

Conor McMullan, Director of Educational Programs, Cheakamus Centre, will introduce the Proposed Revised Policy 205, including the renaming of the policy from Outdoor School to Outdoor Learning

**Attachment:**

- Proposed Revised Policy 205: Outdoor Learning

**RECOMMENDED MOTION:**

that the Board of Education approve Proposed Revised Policy 205: Outdoor Learning as attached to this Administrative Memorandum of January 21, 2025.

## 205 Outdoor Learning

Revised: September 25, 2001

Revised: January 21, 2025 (*subject to approval of the Board*)

### Policy Statement

The North Vancouver Board of Education is committed to delivering an education program that includes opportunities for Outdoor Learning. Outdoor Learning is an active, experiential approach to learning that connects learners to place and fosters an appreciation and stewardship of ecosystems. This commitment is highlighted by the Board's operation of the Cheakamus Centre, a 165 hectare environmental and Indigenous cultural learning centre located in Brackendale, British Columbia.

The Board supports the extension of teaching and learning into outdoor spaces that help students develop connections to place and the land. Activities and decisions under this policy shall be conducted in a manner that respects Indigenous principles of learning, prioritizes mental and physical well-being, and promotes engagement through active, student-centred experiences.

### Definitions

**Outdoor Learning:** an educational approach where learning takes place outside traditional classroom settings, utilizing outdoor environments to enhance understanding and engagement across various subjects.

**Experiential Learning:** A learning approach where learners acquire knowledge and skills through direct experiences, including hands-on activities and reflection.

**Place-Based Learning:** An educational method that uses the local environment to teach concepts in various subjects, connecting learners to the area and its cultural or natural significance.

**Indigenous Principles of Learning:** Teaching and learning practices rooted in the ways Indigenous peoples have traditionally taught, often emphasizing holistic perspectives, use of community and land as resources, and valuing knowledge gained through lived experience.

### Scope

This policy applies to all learners within the North Vancouver School District.

### Related Policies

- [Policy 207: Field Trips](#)
- [Policy 613: Sustainability](#)
- [Policy 806: Outdoor Learning Spaces](#)

## Resources

- [National Framework for Environmental Learning](#)
- [OECD PISA Framework: Agency in the Anthropocene](#)
- [Land-based Education reference](#)
- [Environmental Kinship Guide](#)
- [Outdoor Place-based Learning In NVSD](#)

DRAFT

**Schedule .B.3..  
of the  
Administrative Memorandum**

**Meeting Date:** January 21, 2025       **Board**       **Board, in camera**

**Topic (as per the Memorandum):**      **Repeal Policy 206: Continuing Education**

**Narration:**

In review of Policy 206: Continuing Education, it was determined that we do not have a continuing education program, and this policy is a product of a different time. The only form of continuing education we offer is Adult Education, which is dictated by the *BC School Act*, Section 75 (8); Section 82 (2.1). It is therefore recommended, via the Policy Review Committee, that the continuing education policy be repealed. If required, the Board could adopt an Adult Education policy, however, this would be redundant as such a policy exists already at the provincial level.

Lucas King, Principal, Mountainside Secondary, will provide context for the request before the Board of Education for consideration.

**Attachment:**

- Policy 206: Continuing Education

**RECOMMENDED MOTION:**

That the Board of Education repeal Policy 206: Continuing Education effective January 21, 2025.



## **206 Continuing Education**

Revised: September 25, 2001

### **Policy**

The Board is committed to providing high quality educational programs and activities that enhance the personal, professional and academic development of lifelong learners of all ages. Such programs and activities shall be referred to as Continuing Education.

### **Administrative Procedures**

#### ***Budgetary Considerations***

The Continuing Education Program shall, to the greatest degree possible, operate on a financially self-supporting basis through charging of fees and by obtaining provincial grants. The financial contribution of the School District is to be kept to a minimum.

#### ***Cooperative Arrangements***

In the interests of providing the best and most comprehensive Continuing Education Program possible for the residents for the School District, cooperative arrangements may be made with other educational institutions or community organizations and agencies.

#### ***Contracted Services***

Continuing Education programs or services may be provided on a contracted basis to other organizations or groups where it is advantageous to the School District to do so.

**Schedule B.4.**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** January 21, 2025  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Proposed Revised Policy 101: Board of Education – Role and Function – Administrative Procedures**

**Narration:**

At the October 2024 Public Board meeting, the Board of Education approved a motion to add term limits to elected Trustee positions including Board Chair and Vice-Chair and representative and alternate for the British Columbia School Trustees Association (BCSTA) Provincial Council and the British Columbia Public School Employers' Association (BCPSEA). The Superintendent was directed to update the related policy or administrative procedures to reflect these changes.

The Administrative Procedures for Policy 101: Board of Education – Role and Function have been revised as directed by the Board of Education.

**Attachments:**

- Proposed Revised Policy 101: Board of Education – Role and Function – Administrative Procedures (with highlighted changes)
- Proposed Revised Policy 101: Board of Education – Role and Function – Administrative Procedures)

**RECOMMENDED MOTION:**

that the Board of Education approve the Proposed Revised Policy 101: Board of Education – Role and Function - Administrative Procedures, as attached to this Administrative Memorandum of January 21, 2025.

## 101: Board of Education – Role and Function

Draft Revised: January 21, 2025

### Administrative Procedures

*Statement of Education Policy Order  
Mandate for the School System  
Province of British Columbia*

School Boards have a duty to govern districts and their schools in accordance with specified powers in a fiscally responsible and cost effective manner. They have a responsibility to ensure that:

- Schools provide students with opportunities for a quality education
- To set education policies that reflect the aspirations of the community and that are consistent with overall provincial guidelines
- To provide leadership and encouragement to schools and the community
- To cooperate with the community and social service agencies in the delivery of non- educational support services to students, and
- To focus on the following areas of district concern:
  1. Implementation of provincial and local education programs
  2. School finance and facilities
  3. Student access and achievement
  4. Teaching performance
  5. Accountability to parents, taxpayers, the community, and to the Province.

### Role of Trustees

Trustees shall:

- Become familiar with District policies and procedures, meeting agendas, and reports in order to participate in Board business
- Refer queries, issues, or problems raised by a parent or community member about a school or school policy to the appropriate staff and, where appropriate, inform the Superintendent or designate
- Keep the Board and the Superintendent informed in a timely manner of all matters coming to his/her attention that might affect the School District
- Support the decisions of the Board and monitor progress to ensure decisions are implemented
- Share the materials and ideas gained from a trustee development activity with fellow trustees at the next available opportunity
- Stay current with respect to provincial, national, and international educational issues and trends
- Attend school and District functions when invited and when possible
- Act as a liaison to assigned schools. Advise the assigned Trustee if they plan to visit a school, in an official capacity, to which they are not assigned
- Fulfill ad hoc committee and representational assignments as appointed by the Board

- Attend all scheduled meetings of the Board; in the event of an unavoidable absence, trustees shall inform the Board Chair

### **Roles of the Board Chair and Vice-Chair**

The Chair and Vice-Chair of the Board shall be elected at the inaugural meeting of the Board and annually thereafter.

The Chair shall preside at all meetings of the Board and consequently the Chair:

- Ensures that such meetings are conducted in accordance with the School Act and the Board's policies and procedures, and where silent, Robert's Rules of Order.
- Manages meeting agenda and discussions to those issues which, according to Board policy, are clearly within the Board's jurisdiction
- May vote at the same time as other Trustees on all motions placed before the Board for action
- Chairs Board meetings with all commonly accepted powers
- Upholds decisions on behalf of the Board.

The Chair represents the Board in deliberations with other boards of education or agencies unless another Trustee is so designated.

The Chair will act as spokesperson for the Board and shall be assisted in this task by the Superintendent or designate as needed.

The Vice-Chair of the Board shall, in the absence of the Chair, perform all duties of the Chair while acting in that capacity.

In the absence of both the Chair and Vice-Chair, the Trustees present at a Board meeting shall elect a temporary Chair for that meeting.

### **Election to Provincial Associations**

The Board is required to elect two (2) Trustees to the British Columbia School Trustees Association (BCSTA) provincial council. One Trustee is to serve as the Board's representative and one Trustee is required to serve as an alternate.

The Board is required to elect two (2) Trustees to the British Columbia Public School Employers' Association (BCPSEA). One Trustee is to serve as the Board's representative and one Trustee is required to serve as an alternate.

### **Term Limits for Elected Positions**

A Trustee elected to the position of Chair, Vice Chair, BCSTA Representative, BCSTA Representative (Alternate), BCPSEA Representative, or BCPSEA Representative (Alternate) is eligible to serve a maximum of two (2) consecutive one (1) year terms in each position.

Upon completion of two (2) consecutive and one (1) year terms in any of these elected positions, a Trustee is ineligible to stand for re-election to the same position for a period of one (1) year.

### Suspension of Term Limits

The Board may suspend the application of two (2) consecutive one (1) year terms limitation. Suspension requires a motion approved by majority vote of Trustees present and entitled to vote on the motion to suspend.

### **Board of Education specific areas of responsibility include:**

#### 1. Accountability

The Board shall:

- Act in accordance with all statutory requirements of federal and provincial legislation to implement educational standards and policies
- Be responsible for the improvement of student achievement in the school district
- Establish policies governing the provision of education services in the school district
- Manage the school district's resources on behalf of the public and strive to improve its capacity to serve the public interest
- Make fiscally responsible decisions on educational and budget matters
- Conduct itself and its business in an environment that is free of prejudice, bias, and conflict of interest
- Act as a body of final appeal regarding decisions that significantly affect the education, health, or safety of a student.

#### 2. Community Engagement

The Board shall:

- Make decisions that address the needs and demands of the entire school district
- Establish processes and provide opportunities for community input
- Strive to ensure stakeholders, the public and employees have access to full, accurate and clear information on Board decisions and actions
- Report the strategic plans and achievement of students and staff to the community, at least annually
- Promote two-way communication between the Board's partner and community groups, municipal, provincial, and federal governments, and business governing authorities.

#### 3. Planning

The Board shall:

- Provide overall direction for the school district by establishing a vision, values and strategic priorities
- Develop and approve the school district's long-term strategic plans
- Monitor progress toward the achievement of student outcomes and other desired results
- Annually evaluate the effectiveness of the school district in achieving

established goals and objectives

4. Policy

The Board shall:

- Make the final decision for the approval of all policy statements in accordance with *Board Policy 103 – Board of Education Policy Development*.

5. Board/Superintendent Relations

In accordance with the *School Act* and subject to *Board Policy 602:*

*Superintendent of Schools*, the Board shall:

- Select the Superintendent
- Provide the Superintendent with clear corporate direction
- Delegate administrative authority in accordance with specified powers and duties
- Respect and support the authority of the Superintendent to exercise professional judgment and leadership and to carry out executive actions within the delegated discretionary powers of the position
- Evaluate the Superintendent and review compensation in accordance with the Superintendent's contract.

6. Board Development

On an annual basis, the Board shall:

- Evaluate the Board's effectiveness in fulfilling its role and function
- Prepare a plan for Board development, aligned with its priorities.

**Resources**

[Policy 103: Board of Education – Policy Development](#)

[Policy 104: Board of Education – Meetings](#)

[Policy 108: Board of Education – Code of Ethics](#)

[Policy 602: Superintendent of Schools](#)

## 101: Board of Education – Role and Function

Draft Revised: January 21, 2025

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- Manage the school district's resources on behalf of the public and strive to improve its capacity to serve the public interest
- Make fiscally responsible decisions on educational and budget matters
- Conduct itself and its business in an environment that is free of prejudice, bias, and conflict of interest
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**Resources**

[Policy 103: Board of Education – Policy Development](#)

[Policy 104: Board of Education – Meetings](#)

[Policy 108: Board of Education – Code of Ethics](#)

[Policy 602: Superintendent of Schools](#)

**Schedule ..B.5..  
of the  
Administrative Memorandum**

**Meeting Date:** January 21, 2025  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **Notice of Motion: Motions for BC School Trustees Association Annual General Meeting**

**Narration:**

Following British Columbia School Trustee Association (BCSTA) procedures, in order to put forward a motion to the BCSTA Annual General Meeting (AGM), Boards of Education must pass the final wording of the motion by a majority vote of the Board of Education. This year's AGM is scheduled April 24 - 26, 2025, and the deadline to submit substantive motions is February 21, 2025 and the deadline for extraordinary motions is February 12, 2025.

Two motions are being brought forward for the Board of Education for consideration as attached to this memorandum. Trustee motions that are presented at a Public Board Meeting and that are subject to a vote, should normally be introduced for discussion purposes at least one meeting prior to the meeting at which they are voted upon. This requirement was fulfilled at the December Public Board Meeting. The Notice of Motions are being brought forward at the January Public Board Meeting for decision.

**Attachments:**

Accessibility Funding  
Foundational Statement Mission and Foundational Statement Values

**RECOMMENDED MOTIONS:**

**Motion 1:**

that the North Vancouver Board of Education approve the substantive motion relating to new funding to support school districts in addressing both physical and non-physical barriers in accessibility, as attached to this memorandum of January 21, 2025.

**Motion 2:**

that the North Vancouver Board of Education approve the extraordinary motion to amend the wording of the Foundational Statement Mission and Foundational Statement Values as attached to this memorandum of January 21, 2025.

**Title:** Accessibility Funding

**Submitted by:** The North Vancouver School District

**Submitted Motion for Consideration:**

That BCSTA advocate to the Minister of Education and Child Care, the Parliamentary Secretary for Accessibility and the Minister of Finance, to provide new funding to support school districts in addressing both physical and non physical barriers in accessibility plans as required under the Accessible British Columbia Act.

**Rationale:**

With the new accessibility plans that school districts created, there are additional costs to achieve their committee's desired goals and objectives. Whether it is making changes to buildings, playground, technology, communication and practices or training in attitudinal barriers, school districts are requiring additional resources to remove accessibility barriers.

DRAFT

**Title:** 1.1 Foundational Statement Mission, 1.2 Foundational Statement Values

**Submitted By:** The North Vancouver School District

**Submitted Motion for Consideration:**

Be it resolved that the BCSTA append the following text to section 1.1 FS MISSION, and 1.2 FS VALUES of the Policy Book with the bolded statements appearing below:

#### 1.1FS MISSION

The mission of the BC School Trustees Association (BCSTA) is to support and advocate for effective public Boards of Education in British Columbia.

The mission of BCSTA is driven by the following beliefs:

We believe that a high-quality public education system is the foundation of a democratic society.

We believe that improving student achievement is the key work of locally elected Boards of Education.

We believe that the interests of BC students are best met through local decision-making with an engaged community.

We believe that an important role of BCSTA is to provide a strong, representative voice for Boards of Education throughout the province.

We believe that an important role of BCSTA is to help build effective Boards of Education by providing development, communications, and support services.

**We believe that an important role of BCSTA is to partner effectively with elected officials and governments by taking a nonpartisan approach to advocacy and the development of educational policy.**

#### 1.2 FS VALUES

In its advocacy, BCSTA will preserve and promote the following principles:

- publicly-elected control of education in accordance with principles of co-governance; appropriate local autonomy in decision-making and practice;
- public influence and involvement in establishment of education policy;
- nonpartisanship in establishment of educational policy.**

Rationale:

- At BCSTA's 2024 Provincial Council, President Carolyn Broady stated that the organization is "nonpolitical." When asked for clarification, President Broady explained that by "nonpolitical," she meant "nonpartisan."
- Broady's statement aligns with the BCSTA Policy Handbook, which emphasizes that "The purpose of the British Columbia public school system is to enable all learners to develop their individual potential and to acquire knowledge, skills, and attitudes that will contribute to a healthy, democratic, *pluralistic*, and sustainable society." (emphasis added)
- As BCSTA works with the Ministry of Education and local MLAs across the political spectrum, and as it seeks to foster a pluralistic society that respects diverse views, a commitment to nonpartisanship should be explicitly reflected in its foundational statements

DRAFT

**Schedule .B.6..**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** January 21, 2025                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Notice of Motion - Strategic Plan**

**Narration:**

Strategic Plans focus the School District's efforts on top priorities, addressing emerging needs while maintaining attention on perennial challenges. Currently, the North Vancouver School District operates on a ten-year Strategic Planning cycle. By comparison, most districts, including Burnaby, New Westminister, West Vancouver, and Surrey, use shorter five-year cycles.

A ten-year Strategic Plan has some advantages: 1) it minimizes the time and resources required for senior staff and school leaders to adapt to new priorities, 2) it reduces the frequency of resource-intensive community consultations, preserving funding and staff time. However, it also has significant drawbacks:

**1. Risk of Obsolescence**

A ten-year cycle may become outdated in the face of rapid cultural and technological changes, such as the growing impact of artificial intelligence on education.

**2. Limited Community Input**

It reduces opportunities for parents and caregivers to provide meaningful input on strategic priorities during their child's time in the district.

**3. Trustee Term Misalignment**

The current cycle does not align with the four-year trustee term, limiting trustees' ability to influence district priorities.

Transitioning to a four-year cycle would address these issues by:

- **Enhancing Adaptability:** Allowing the district to respond more quickly to changes and emerging needs.
- **Strengthening Alignment:** Aligning strategic planning with Trustee terms, enabling greater impact during their tenure.
- **Increasing Community Engagement:** Offering more frequent opportunities for parents, caregivers, and other stakeholders to shape district priorities.

**RECOMMENDED MOTION:**

Be it resolved that the North Vancouver School District transition to a four-year strategic planning cycle, commencing in January 2028.

**Schedule ..C.1..**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** January 21, 2025  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** **North Vancouver Teachers' Association Professional Development Report – 2023/24**

**Narration:**

Vickie Vinaric, President of the North Vancouver Teachers' Association (NVTA) and Angelee Bulsara, the Association's Professional Development Chair, will present to the Board of Education the NVTA's Professional Development Report 2023/24.

The Board of Education provides an annual grant to the NVTA to support programs, services, and courses that promote and foster the professional development of teachers in the School District. The annual grant for 2023/24 was \$148,856. The Professional Development Fund is administered and controlled by the North Vancouver Teachers' Association. The NVTA submits to an annual report to the Board of Education.

**Attachment:**

North Vancouver Teachers' Association Professional Development Report to the Board 2023/24





North Vancouver  
Teachers' Association

# Professional Development

## Report to the Board

### 2023-2024

*Angelee Bulsara*  
Professional Development Chair

*Vickie Vinaric*  
President

January 10, 2025

# NVTA Professional Development 2023-2024 Report to the Board

## 1. Introduction

The North Vancouver Teachers' Association is pleased to present its annual Report to the Board on Professional Development for the 2023-2024 school year.

The NVTA appreciates the support of the Board of Education in providing funding for teachers to undertake Professional Development activities. The NVTA also contributes substantial time and resources in support of its members' ongoing Professional Development.

We believe it is part of a teacher's professional responsibility to be a self-directed, reflective practitioner, committed to career-long Professional Development.

*Professional Development is a process of ongoing growth, through involvement in programs, services and activities designed to enable teachers, both individually and collectively, to enhance professional practice. The BCTF and the NVTA advocate for individual ownership and professional autonomy by professional teachers.*

- NVTA Professional Development Policy and Guidelines

## 2. Professional Development Funding

Each year, the North Vancouver School District and the North Vancouver Teachers' Association contribute resources toward Professional Development for the district's teachers. Through the auspices of the Collective Agreement, the Board of Education contributes a grant of \$148,856 annually to the NVTA Professional Development Fund. The current amount was negotiated in 2021 and going forward will increase.

In 2023-2024, the North Vancouver Teachers' Association contributed an additional \$26,489 for its Professional Development program.

### **School Board:**

Professional Development Fund	\$ 148,856
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### **NVTA PD Budget:**

0.2 FTE PD Chairperson	\$ 26,489
PD Committee Release, Training and Expenses	
Targeted New Teacher Funding	
Additional funding for the Conference	

<b>Total PD Spending</b>	<b>\$ 175,345</b>
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The \$148,856 provided to the NVTA from the School Board funds teachers' Professional Development. All teachers were eligible to apply for up to \$350 in reimbursement, however, with over 1,500 members not everyone is able to receive reimbursement each year and funds are allocated on a first come-first served basis. All eligible teachers received up to \$350 in reimbursement while funds remained. Full time teachers, part time teachers, and Teachers Teaching on Call all had equal access to the funds. Any spending over the initial reimbursement amount was eligible for top up in June from the remaining funds.

To provide opportunities for individual teachers to participate in larger, more expensive Professional Development activities, \$15,000 was allocated to fund several Special Grants. These Special Grants allowed teachers to apply for funds for activities that were particularly costly, required TTOC coverage and often involved travelling to conferences. Twenty-six teachers were able to access this grant which supported over \$15,000 of teacher PD.

A further \$500 was allocated to Local Specialists Associations and other local PD events.

The BCTF held their annual New Teachers' Conference which provided an excellent opportunity for new teachers, including Teachers Teaching on Call (TTOCs), to attend workshops geared to their specific needs. Whether it is workshops on a specific subject or classroom management techniques for TTOCs, the information that new teachers need can be different from more experienced teachers. The NVTA budgeted \$3,000 to support new teachers from our general operating fund.

The NVTA provided the funds to support the salary and benefits of the Professional Development Chairperson in a 0.2 FTE position, as well as funding for supplies, equipment, and committee and meeting expenses.

### **3. Professional Development Activities**

Having five professional development days during the school year allows teachers the time to work both on areas of interest and the demands relating to their classrooms. As teaching is an increasingly complex job in an increasingly complex system, teachers are constantly meeting the changing needs of students and society by participating in an assortment of professional development activities that go far beyond these five allocated days.

In the following section, we will explore the various topics of professional development activities attended by North Vancouver teachers during the 2023-2024 school year. Although this section is extremely varied and comprehensive, please note that it represents only a fraction of the activities undertaken by North Vancouver teachers. We have loosely grouped activities into three categories: Individual Activities, School-wide Activities, and Provincial Conferences.

#### **Individual Activities**

Individual Activities are activities that teachers have worked on or attended individually. There may have been more than one teacher from a school present at an activity or even a small group from one school. Additionally, many of these activities were attended by teachers from more than one school.

An important way for teachers to maintain the relevance of lessons is to explore the latest information from those working in the field. Some topics teachers explored this year were centred around mental health and teacher wellness, supporting student SEL and mental health in an increasingly digital world, and navigating the rapidly changing landscape of Artificial Intelligence in the world of education. These types of professional development opportunities allow teachers to bring current thinking and practice from today's workplace into the classroom.

North Vancouver teachers continued to use Professional Development to deepen their personal understanding of the history and culture of Indigenous peoples across Canada and especially in our local community. With the change in the new curriculum that embeds the First Peoples Principles of Learning and Indigenous knowledge into all subject areas, teachers continue to embrace many opportunities to deepen their own understanding and knowledge in order to incorporate these new learnings into their work with students. Across the district, many teachers from many different schools attended workshops on a variety of topics, including infusing Indigenous content into the curriculum through outdoor Indigenous learning opportunities.

Teachers support students well beyond delivering the curriculum. Enhancing their understanding of mental health issues continues to be a major focus of Professional Development activities. In February, Jessy Wollen, Certified Sexual Health Educator and Teacher, presented resources on fostering critical thinking skills on the intersection of social media, sexuality, and critical thinking. This highly relevant workshop was well-attended by NVSD educators.

It is also important to recognize that in many cases, when North Vancouver teachers go to workshops on these many varied topics, other teacher and administrator colleagues are presenting the information in their areas of expertise. These common Professional Development days allow an important opportunity for colleagues to share their expertise with each other.

As these examples show, teachers across North Vancouver are choosing Professional Learning opportunities to address a wide variety of student needs to help students develop the wide range of skills, attitudes, and knowledge they will need to become productive members of society.

### **School-Wide Activities**

School-based professional days provide teachers and staff with the opportunity to learn together. A school-based professional development day may be a single workshop that is offered for everyone to attend an opportunity for grade groups/teams to focus on different areas pertinent to their group or individual goals for Professional Development. Though a school may be focused on one workshop not all teachers may choose to attend for a variety of reasons, including already being familiar with the topic or the activity not being pertinent to their area of work. The topics chosen by teachers for school-wide workshops mirror the areas of importance that we saw in the individual activities.

Common topics for school-wide activities included:

- Assessment
- Artificial Intelligence in Education
- Equity, Diversity, and Inclusion
- Indigenous Ways of Knowing, culture, and history

- Inquiry Based Learning
- Literacy
- Nature Based Learning and Outdoor Education
- Numeracy
- Physical Literacy
- Social Emotional Learning
- SOGI
- Teacher Wellness
- Technology Education

## **Provincial Conferences**

The BCTF supports Provincial Specialist Associations (PSA) which provide a unique opportunity for teachers across the province to share ideas with colleagues in a specific area of interest. Each October, one day is designated by the BCTF as a PSA day and many PSAs hold conferences on this day. Most Districts across the province have a Professional Day on this day, including the North Vancouver School District. It is especially important to the NVTAs that this Professional Day be maintained as it provides members with the opportunity to attend PSA conferences without the added cost of a TTOC. Many teachers request reimbursement for this day.

These PSA conferences provide a unique opportunity for teachers from North Vancouver to attend workshops led by colleagues from around the province on the leading edge of development in their subject area. These high-quality workshops on topics specific to teachers in BC allow our teachers to learn from and with teachers from across the province.

During the 2022-2023 school year, teachers attended a variety of PSA conferences including:

- ➤ ABCDE - Association of BC Drama Educators
- ➤ APPIPC - Association provinciale des professeurs d'immersion et du programme francophone
- ➤ AOEC – Anti-Oppressive Educators’ Collective
- ➤ BCAMT - British Columbia Association of Mathematics Teachers
- ➤ BCMEA - BC Music Educators' Association
- ➤ BCPTA - British Columbia Primary Teachers’ Association
- ➤ BCSSTA - BC Social Studies Teachers' Association
- ➤ BCTEA - BC Technology Education Association
- ➤ BCTESOL - British Columbia Teachers of English to Speakers of Other Languages
- ➤ BCTLA - BC Teacher-Librarians' Association
- ➤ CUEBC - Computer-Using Educators of BC
- ➤ LATA - Learning Assistance Teachers' Association
- ➤ MYPITA - Provincial Intermediate and Middle Years Teachers’ Association

## 4. Professional Development in the NVTAs

The Professional Development program of the NVTAs is organized through key people in district-wide and school-based roles as follows.

**NVTAs PD Chairperson** – This position is elected annually at the NVTAs Annual General Meeting of the membership. This role is charged with overseeing all aspects of Professional Development. The Chairperson is responsible for a myriad of tasks to:

- support Professional Development activities at schools;
- oversee, manage and disperse PD funds for members in accordance with the NVTAs PD Policy; and
- connect with PD information and support provided through the BCTF.

**NVTAs PD Steering Committee** – These positions are elected annually by the PD Contacts from each school. This committee has three key roles:

- make recommendations concerning policy;
- help implement the NVTAs PD policy; and
- approve Special Grant requests.

**PD School Contacts** - Each school's Staff Committee elects a Professional Development contact person each year. These volunteer teachers play an important role in:

- communicating PD opportunities to their colleagues;
- helping teachers access PD funding; and
- presenting Professional Development plans to Staff Committee for approval.

**School PD Committees** - School-based Professional Development Committees usually consist of a school administrator and several volunteer teachers, including the PD Contact. This committee:

- obtains feedback from teachers on their Professional Development needs;
- liaises with the NVTAs PD Chairperson when necessary to obtain ideas for presenters and for funding support; and
- organizes Professional Development days at the school level.

## 5. Summary

Thank you very much for your continued financial support of the NVTAs's Professional Development program. Teachers continue to use their professional autonomy to find and participate in a variety of valuable professional development opportunities. The increased availability of funds will support teachers in accessing professional growth opportunities to increase their expertise in educating at North Vancouver schools. The strength and success of the program lies in the expertise, dedication, and hard work of teachers across the whole district. By examining and strengthening our professional practice, we can better meet the needs of our students, and we can maintain the high quality of education that we are proud to offer in our North Vancouver public schools.

**Schedule ..C.2..  
of the  
Administrative Memorandum**

**Meeting Date:** January 21, 2025                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Committee Reports - Written Update**

**Narration:**

Updates on the Board of Education's Committees will be provided in writing at each of the monthly Public Board Meetings for information.

**Attachments:**

Education Week Planning Committee  
Mentorship Program Organizing Committee  
Sustainability Committee

## Education Week Planning Committee Update – January 2025

The North Vancouver School District strives to celebrate the dedication and commitment of employees and the community that have provided opportunities to inspire success for every student. It is important to acknowledge and highlight the employees, parents, and community member's commitment to the students of North Vancouver through a series of events throughout Education Week March 10- March 14, 2025.

The role of the Planning Committee is:

- To plan the events which occur during Education Week including the 25-year Employee Recognition Event and the Board of Education Trustee Reception
- Highlight Education Week at the February Board of Education Public Board Meeting
- Celebrate Education in the school district in the Annual Community Report
- Celebrate other events that occur during the spring, organized by Arts Education, the District Student Leadership Council and Band & Strings.

The committee is comprised of representatives from all education partner groups:

- Committee Chair, Brigette Gerandol, Principal, Blueridge Elementary, Representative of the North Vancouver Administrators' Association
- Linda Munro, Trustee representative for the North Vancouver Board of Education
- Kulvir Mann, Trustee representative for the North Vancouver Board of Education
- Daylen Luchsinger Vice-Principal District Principal, Arts Education, representative of the North Vancouver Administrators' Association
- George Polymenakos, Vice-Principal, Queen Mary Elementary School, representative of the North Vancouver Administrators' Association
- Janis Mann, Principal, Inclusive Education, representative of the North Vancouver Administrators' Association
- Sonia Kolper, Executive Assistant, Secretary Treasurer
- Ashley Richards, Human Resources Associate
- Vicky Sra, representative, North Vancouver District Parent Advisory Council
- Isabel Creighton and Mira Baldwin, representatives for the District Student Leadership Council

The Education Week Planning Committee met January 9<sup>th</sup> to discuss roles and responsibilities for the two upcoming events. We have a great committee with experience organizing the event in previous years.

We look forward to hosting these two events in March and celebrating Education Week in North Vancouver!



## **Mentorship Program Organizing Committee – January 2025**

The Mentorship Program Organizing Committee is a joint committee of representatives of the North Vancouver Teachers' Association and the North Vancouver School District to assist the coordinator of the Teacher Mentorship Network. Currently, the school district is providing support to early career teachers at the universal level. The mentorship program is primarily focused on connecting teachers with a mentor to act as a more intensive and individualized support system. The coordinators' role is to support early career teachers in the development of their teaching practice by providing support in the following ways:

- Pairing a Protégé with a mentor teacher in their teaching area
- Training for mentors to help them develop skills to best support their protégé
- In school check-ins with protégés
- Attending the Provincial Teacher Mentorship Network Meetings
- In co-ordination with Learning Services, develop in-service opportunities for early career teachers

The role of the Mentorship Program Organizing Committee is to:

- Meet and discuss the Teacher Mentorship Network
- Give feedback and support to the Teacher Mentorship Coordinator on how to best grow the program and provide targeted support to teachers in the district.
- Participate in the Provincial Teacher Mentorship Network Meetings

The Committee members include:

- Committee Co-Chair, Scott Bennett, Teacher Mentorship Coordinator
- Committee Co-Chair, Brenda Bell, District Principal of Human Resources
- Heidi Lessman-Simm, Teacher, Cheakamus Centre, NVTAs Representative
- Bridget O'Brien-Kopacek, Principal, Cove Cliff Elementary, NOVA Representative
- Joanna Lane, Principal, Lynnmour Elementary, NOVA Representative
- Davis Andrews, Vice Principal, Norgate Elementary, NOVA Representative

The Network currently has 46 mentors and 49 protégés across elementary and secondary schools.

The Mentorship Program Organizing Committee meets 1-2 times per year; the next meeting is scheduled in February 2025.

## Sustainability Committee Update – January 2025

The North Vancouver School District Sustainability Committee was established in 2020 to:

- Review and provide advice on major sustainability initiatives, projects, and practices
- Build capacity amongst staff, parents and students as the authors of their own environmentally sustainable future
- Develop and maintain a sustainability policy and sustainability processes for the School District
- Foster and celebrate successful sustainability initiatives within the School District, and
- Consider community partnerships that will assist the School District in achieving its sustainability goals

The Committee is comprised of representatives from all education partner groups and includes:

- Luke Smeaton - Committee Chair, Manager of Sustainability, Energy and Environmental Planning
- Cyndi Gerlach - Trustee representative for the North Vancouver Board of Education
- Lailani Tumaneng - Trustee representative for the North Vancouver Board of Education
- Justin Wong - representative for the North Vancouver Administrators' Association
- Diane Ehling - representative for the North Vancouver Administrators' Association
- Heidi Lessman Simm - representative for the North Vancouver Teachers Association
- Carol Nordby - representative for the Canadian Union of Public Employees
- Patricia Houlihan - representative for the North Vancouver Parent Advisory Council
- Emily MacDonald - representative for the District Student Leadership Council

The purpose of the meeting was to review sustainability-related projects and initiatives underway across the School District, which included discussion about:

- The NVSD's annual environmental footprint and performance indicators for 2023/24 school year
- Electrification of the school district's vehicle fleet.
- Sustainability and climate action education efforts
- Current energy efficiency retrofit projects
- Waste audit results and waste management program refresh
- New construction projects, including the new fully electric Cloverley Elementary
- Safe and active transportation, including walking school bus
- Educational resources, books, and field trip opportunities
- Committee priorities for the 2024/25 school year

The Sustainability Committee meets four times per year, with the next meeting scheduled for February 5, 2025.

**Schedule .C.3..**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** January 21, 2025                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Land Management - Written Update**

**Narration:**

Updates on the Board of Education's Land Management will be provided in writing at each of the monthly Public Board Meetings for information.

**Attachment:**  
Land Management Update – January 2025

## Land Management Update – January 2025

### Carson Graham Secondary School – Heat Pump Renewal

- Project work continues with substantial completion expected for end of January 2025.

### Cheakamus Centre’s Environmental Learning Centre – Envelope Rehabilitation

- Roof deficiency – leak being addressed under new roof warranty.

### Cloverley Elementary School

- The City of North Vancouver issued a conditional building permit on November 28, 2024. Conditions include finalizing a Development Services Agreement and finalizing the City’s engineering requirements for offsite civil infrastructure, landscaping and lighting.
- Building foundation excavation, forming and reinforcement installation is underway.
- First concrete pour is tentatively scheduled for January 17, 2025.

### Handsworth Secondary School – Artificial Turf Field

- The District of North Vancouver has completed 50% design development drawings for the new artificial turf field (no change from November 2024).

### Lucas Centre Partial Demolition

- The building permit was issued on November 27, 2024.
- The majority of the west two-storey classroom block as been demolished to the slab and the contractor is progressing counter clockwise towards the administration block and then the gym.
- Completion of the demolition work is expected by the end of March 2025.

### Lynn Valley Elementary School - Expansion Project

- Construction of the addition is in progress, with completion anticipated in the spring of 2026.

### Portables

- New portables at Westview Elementary and Queensbury Elementary Schools are occupied, with some minor work remaining to be completed.

### Westview Elementary School – Modular Classroom Addition

- The project team has completed the Design Development Phase and have commenced development of construction documentation.
- Project construction is anticipated to commence in the late spring of 2025.

### School Enhancement Projects

- Windsor Secondary School – Envelope Project
  - Window and cladding replacement has begun on the administration block and will progress counter-clockwise around the building during the coming months.
  - Cladding replacement is continuing at south side of building.
  - Replacement of existing windows will proceed in January/February.
  - Project completion expected March 2025.

**Schedule .C.4.  
of the  
Administrative Memorandum**

**Meeting Date:** January 21, 2025       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**      **Superintendent's Report**

**Narration:**

The Superintendent will provide an oral report on items of interest or concern to the Board of Education not otherwise covered in the agenda.

**Schedule .C.5..**  
**of the**  
**Administrative Memorandum**

**Meeting Date:** January 21, 2025                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Report Out – British Columbia School Trustees Association and BC Public School Employers’ Association**

**Narration:**

Trustees will provide an update on information related to British Columbia School Trustees Association and BC Public School Employers’ Association.

**Schedule ..C.6..  
of the  
Administrative Memorandum**

**Meeting Date:** January 21, 2025  **Board**  **Board, in camera**

**Topic (as per the Memorandum):** Trustees' Reports/Highlights

**Narration:**

The Board Chair will call for highlights from Trustees on their activities on behalf of the Board of Education.

**Schedule ..D.....  
of the  
Administrative Memorandum**

**Meeting Date:** January 21, 2025                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Future Meetings**

**Narration:**

<b>Date and Time</b>	<b>Event</b>	<b>Location</b>
Tuesday, February 4, 2025 at 7:00 p.m.	Standing Committee Meeting – Budget Development	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, February 25, 2025 at 6:30 p.m.	Public Board Meeting	Education Services Centre 2121 Lonsdale Avenue North Vancouver
Tuesday, March 4, 2025 at 7:00 p.m.	Standing Committee Meeting – Budget Development	Education Services Centre 2121 Lonsdale Avenue North Vancouver

All meetings will take place on the 5th floor in the Mountain View Room, unless otherwise noted.

**Pedestrian Access:** Main West Entrance at 2121 Lonsdale Avenue, proceed by elevator to 5th Floor.

**Vehicle Access:** Parkade Entrance off West 21st Street and Lonsdale Avenue, park on Level P1 and proceed by elevator to 5th floor.



**Schedule ...E....  
of the  
Administrative Memorandum**

**Meeting Date:** January 21, 2025                       **Board**                       **Board, in camera**

**Topic (as per the Memorandum):**                      **Public Question & Comment Period**

**Narration:**

At the end of the Public Board Meeting, members of the public attending the meeting have an opportunity to obtain clarification concerning the meeting's proceedings. Those who are attending virtually can email [publiccomments@sd44.ca](mailto:publiccomments@sd44.ca) or call 604-998-5100 and leave a voice mail. Questions and comments will be accepted until one hour after the adjournment of the meeting. Questions and comments submitted by email or phone will be circulated to the Board of Education.

The Board of Education can respond to comments, or ask staff to respond to comments, made during the Public Question & Comment Period.

In accordance with Board policy, questions relating to personnel, negotiations or litigation must not be dealt with in a public session.

During the Public Question and Comment Period at the end of the meeting, speakers may not speak disrespectfully of any Board Member, staff member or any other person and must not use offensive words or gestures.