

SCHOOL DISTRICT 63 (SAANICH)
EDUCATION DIRECTIONS COMMITTEE
Report to the Board of January 14, 2026

| | |
|--------------------------|--|
| Committee Members: | Trustee Silzer, Chair Trustee Vandall – regrets Trustee VanWell |
| Staff Support: | Helena Takhar , Director of Instruction, Learning & Innovation – regrets Melanie Paas, Assistant Superintendent |
| Partner Representatives: | Kelly de Klerk, SAA Leila Sinclair-Wise, SAA STA – Shannon Toronitz CUPE – regrets COPACS – regrets |
| Other Attendees: | Chair Dunford, Trustee Elder, Assistant Superintendent PeterWesthaver, Eric Schofield – Teacher, Stelly’s Secondary |

Committee Meeting
Tuesday, January 6, 2026

A. PRESENTATIONS AND QUESTIONS

1. Stelly’s Culinary Arts Program

Eric Schofield from Stelly’s Culinary Arts Program presented on the growing impact of his culinary program through a focus on food literacy, food rescue, and sustainable practices. He shared how the program now caters fully vegan events, has expanded composting efforts, and integrates these values into hands-on learning for students in grades 9–12. A key priority moving forward is to strengthen Indigenous food systems, with plans to pursue grant funding to support this important work.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

No Items.

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

- Student Voice Fall Sessions – (Feb)
- Marine Program (Feb/Mar)
- Data Sharing around Strategic Plan Goals – ongoing
- Student Voice Feedback – ongoing
- Benefits of International Student Program



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École secondaire
STELLY'S
Secondary School

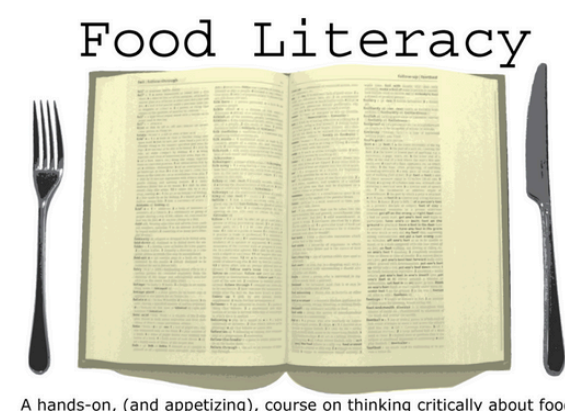


Ed Directions

Food-Skilling Their Way to A Sustainable Future
Providing a “Safe” Space for Youth to Become
Empowered and Engaged in Systems & Community

Saanich School District 63
January 6, 2026

Eric Schofield (he/him)
Culinary Arts Educator, SD 63
MEd Candidate, Lakehead
BA Human Geography, UBC
BEd Home Economics/Social Studies, UBC



A hands-on, (and appetizing), course on thinking critically about food.

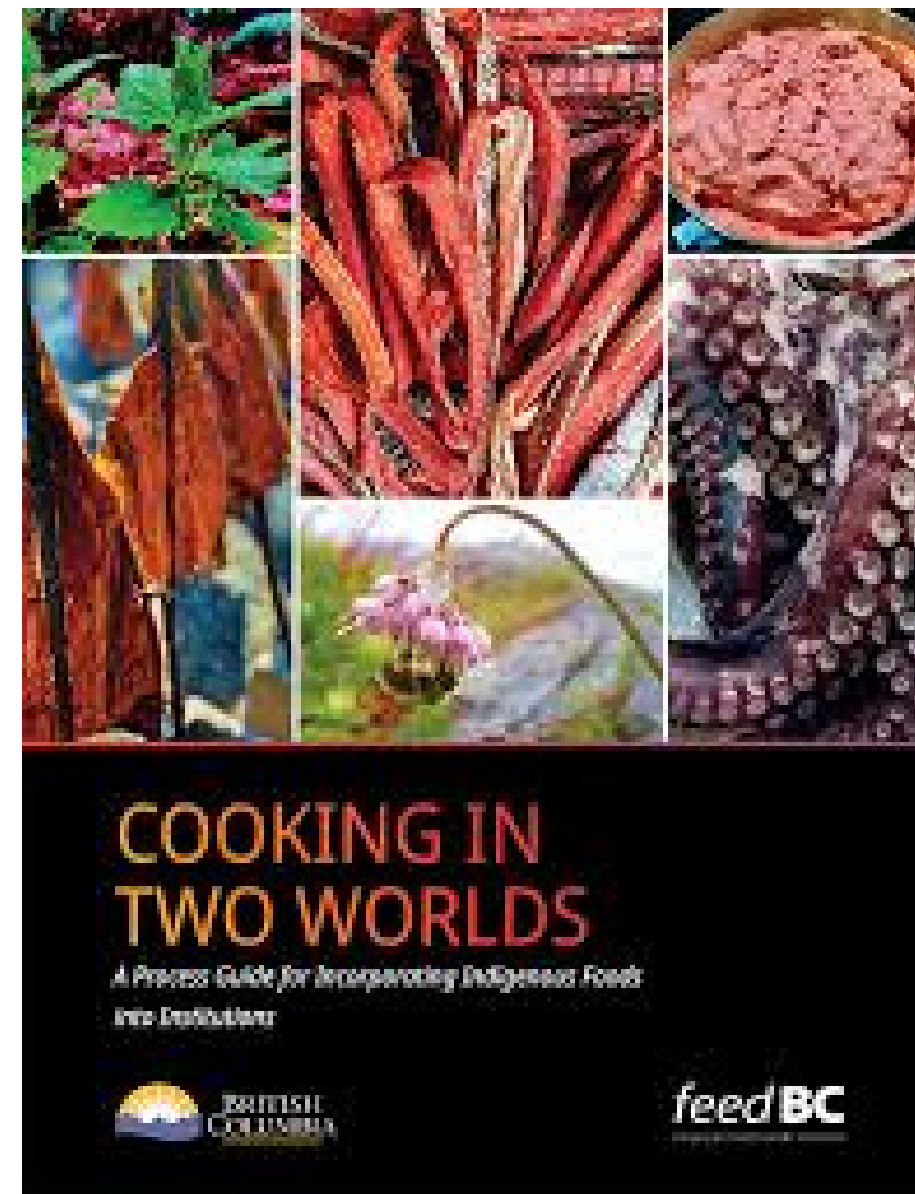


COMMON GROUND
CONNECTING PEOPLE,
RESEARCH, ACTION & FOOD



A portrait of a smiling man with a mohawk and extensive tattoos, wearing a black t-shirt with a red and white graphic. He is standing outdoors with green foliage in the background.

I have the privilege as
a x^wənítəm (“white
person”) to live, learn,
adapt, and connect on
the W̱SÁNEĆ territory



About Me

My educational journey from dropout to high school teacher; from “cook” to culinary arts chef; from insecurity to resilience advocate ...

Context is important. I situate myself as an able-bodied, educated, employed, white, male, settler, with access to food, healthcare, and stable housing. I have significant privilege. Systems thinking interests me greatly, and so does complexity in navigating societal change and opportunity. I love to work with my hands and to use action-based learning along with critical thinking to experiment with pedagogy and provide a safe place for youth to become engaged and empowered with and from food, sustainability, and community actions.

I work as a Culinary Arts Teacher at Stelly’s Secondary in SD 63 on W̱SÁNEĆ Territory (so-called Vancouver Island) and am also a Research Assistant with the Common Ground project, and hold a number of community roles.

Climate
Change

Systems
Thinking

Food
Education

Mental
Health

FIGHT FOR THOSE
WITHOUT
YOUR
PRIVILEGE

MEd in Education for Change: Environment and Sustainability

STAFF WRITER

Food literacy keeps summer school cool

Course teaches teens how to think critically about what they eat and how to prepare it

FOOD LITERACY

BY JEFFREY M. HARRIS

For a summer session that has the reputation of being hot, the Food Literacy course at the University of Illinois at Chicago is anything but. Instead, it's a cool, refreshing way to spend the summer.

The course is a unique blend of science, nutrition, and food preparation. It's a course that is designed to help students understand the science of food, the health benefits of different foods, and how to prepare food in a healthy way.

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Students in the Food Literacy course at the University of Illinois at Chicago are learning about food preparation and nutrition.

FOOD LITERACY

Food literacy is becoming more important as people become more health conscious. The course is designed to help students understand the science of food, the health benefits of different foods, and how to prepare food in a healthy way.

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BY JEFFREY M. HARRIS

Raise a Rooster

FOOD LITERACY

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Food Security Distribution Centre









-Friday

| | |
|------------------------------|---------------|
| Breakfast Sandwiches | \$3.50 |
| Potato Patties | \$2.50 |
| Vanilla Iced Coffee | \$3.00 |
| Fruit Cup/Granola Cup | \$3.50 |
| Fruit Smoothies | \$3.00 |

Cheese Burgers \$5.00
Veggie Burger \$5.00

| | |
|---|---------------|
| Fries | \$2.00 |
| Grilled Ham, & Cheese Sandwich | \$4.50 |
| Baja Fish Tacos w/ Coleslaw | \$5.00 |
| Hummus and Pita | \$3.50 |

Tuna Poke Bowl \$6.00

| | |
|--|----------------------|
| <i>Meat Ravioli w/ Veloute Sauce</i> | <i>\$5.00</i> |
| <i>Veggie Fried Rice</i> | <i>\$4.00</i> |
| <i>BBQ Pork Steamed Buns</i> | <i>\$5.00</i> |
| <i>New England Salmon Chowder w/ Corn Bread</i> | <i>\$5.00</i> |
| <i>Chicken Caesar Salad</i> | <i>\$5.00</i> |

From the Bakery:

| | |
|------------------------------------|---------------|
| <i>Stelly's Cookies</i> | <i>\$1.00</i> |
| <i>West Coast Trail Muffin</i> | <i>\$2.50</i> |
| <i>Assorted Loaves and Squares</i> | <i>\$2.50</i> |
| <i>Blueberry Crumble Scone</i> | <i>\$2.50</i> |
| <i>Lemon Loaf</i> | <i>\$2.50</i> |



Tonight's Food was Prepared by The Stelly's Culinary Arts Program

SAVOURY

Falafel Platter ~gf (except flatbread)

Chickpea*, Onion*, Garlic*, Herbs*, Spices, Tahini*, Olives*,
Artichoke Hearts*, Flatbread*, Pickles*, Eggplant*

"Sushi" w/ "Smoked" Carrot & Spicy Mayo ~gf

Rice*, Carrot*, Cucumber*, Sesame Seeds*, Rice Vinegar, Sugar*,
Soy Sauce (GF), Nori, Caper Brine*, Vegan Mayo, Sriracha,

Mushroom Dumplings w/ Plum Sauce

Flour*, Shiitake*, Trumpet*, Cabbage*, Carrot*, Tofu*, Garlic
Chives*, Sesame, Soy Sauce, Spices, Ginger*, Garlic*, Plums*

Nettle Samosas w/ Tamarind

Flour*, Yukon Potatoes*, Turmeric, Peas*, Nettles*, Lime*,
Garlic*, Tamarind*, Oil*, Cayenne, Homemade Hot Sauce*

Crackers & Spreads ~gf

Quinoa*, Chia Seeds*, Herbs*, Lentils*, Salt, Spices, Tomato
Jam*, Onion Jam*, Red Pepper Spread*, White Bean Dip*

Tomato Soup w/ Celeriac, Focaccia & Kale

Tomatoes*, Raw Cashews*, Fresh Dill*, Spices*, Celeriac*,
Onion*, Garlic*, Flour*, Olive Oil*, Yeast*, Kale & Beet "Chips"

Radicchio Wraps w/ Chickpeas & Parsley Oil ~gf

Radicchio, Chickpeas*, Parsley*, Garlic*, Sunflower Sprouts

SWEET

Brownies

Black Beans*, Sugar*, Coconut*, Cocolate Chips*, Cocoa*, Apple*,
Coconut Oil*, Coconut Milk*, Oats*

Meringues ~gf

Aquafaba*, Sugar*, Blackberry*, Lime* (Juice & Zest)

Ginger Cookies w/ Banana Cream

Flour*, Margarine*, Sugar*, Spices*, Molasses, Flax*, Bananas*

Assorted Chocolates ~gf

Belgian Dark Chocolate*, Ginger*, Maple Syrup*, Sea Salt*

Dehydrated Fruit & Nuts ~gf

Pineapple*, Apple*, Kiwi*, Grapes*, Coconut*, Cashews*

Fruit Gummies ~gf

Quince*, Blueberry*, Cane Sugar*, Agar-Agar

*Ingredient Sourced From Rescue



Food Skilling

*Hands-On, Action-Based,
Systems Approach*

*Impact of Change on Health,
Wellbeing, and Social Justice*

Climate Crisis

*Solutions Focused, Activism,
Culture of Hope*

Cooking to Change the Climate

*Climate Change
Education*

*Equitable and
Sustainable Food
Systems*

Mental Health

*Eco Anxiety, Safe Space,
Empowerment, Connection*



Stelly's Culinary Arts Program



Indigenous Food Sovereignty



Rescued Food Centred
& Focus on Zero Waste



Food Security &
Community Support



Reduced Waste, Creative
Solutions & Student
Engagement



400 Meals Daily at
Subsidized Cost to Students

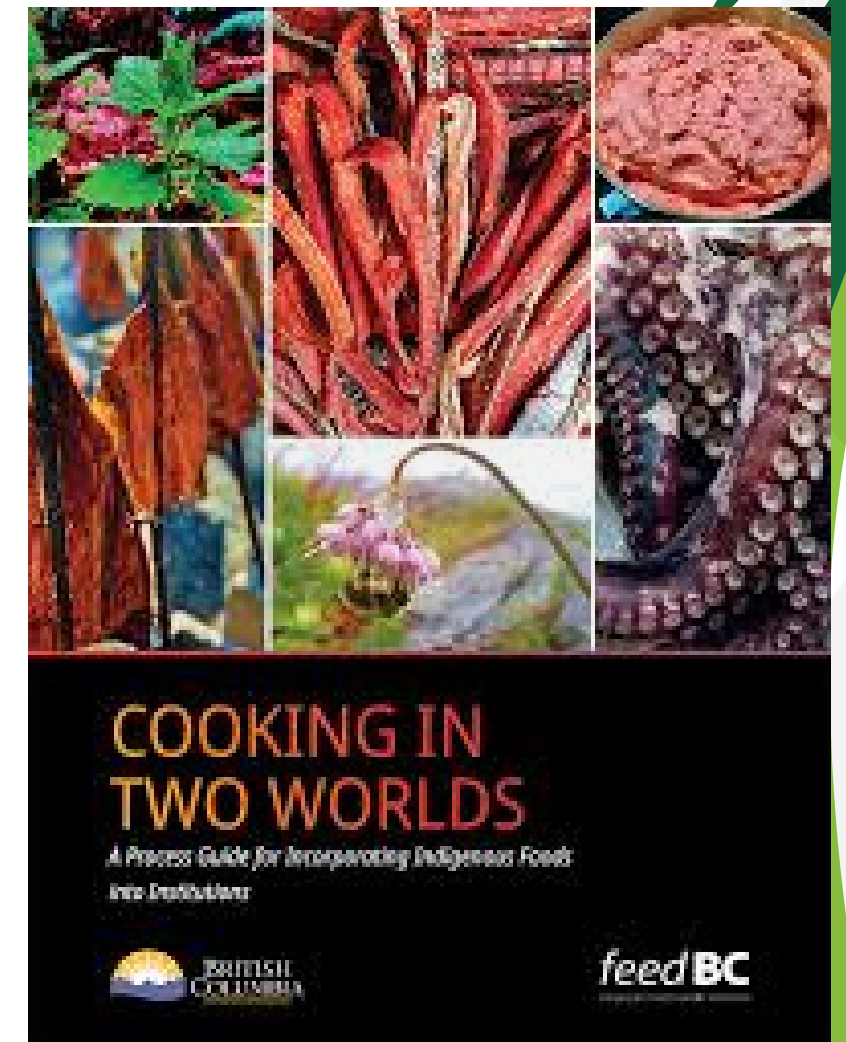
En Route to
Zero Waste

> 3,600 kg of
Food Rescued



Evolutions Over Last 4 Years

- Role of food in reconciliation
- Role of food in FOODSAFE curriculum
- Became vegan to “walk the walk”
- Started using rescued food to join the circular economy
- Cooking from rescued food opens opportunity
- Now, examining the idea of “degrowth” to envision how to do more with less
- Making connections with people needing access to food
- Started learning how to support healthy eating in a way that is authentic
- Catering community events with vegan / rescued food
- Supporting numerous families with food at no cost
- Providing vegan soup to shelter each week



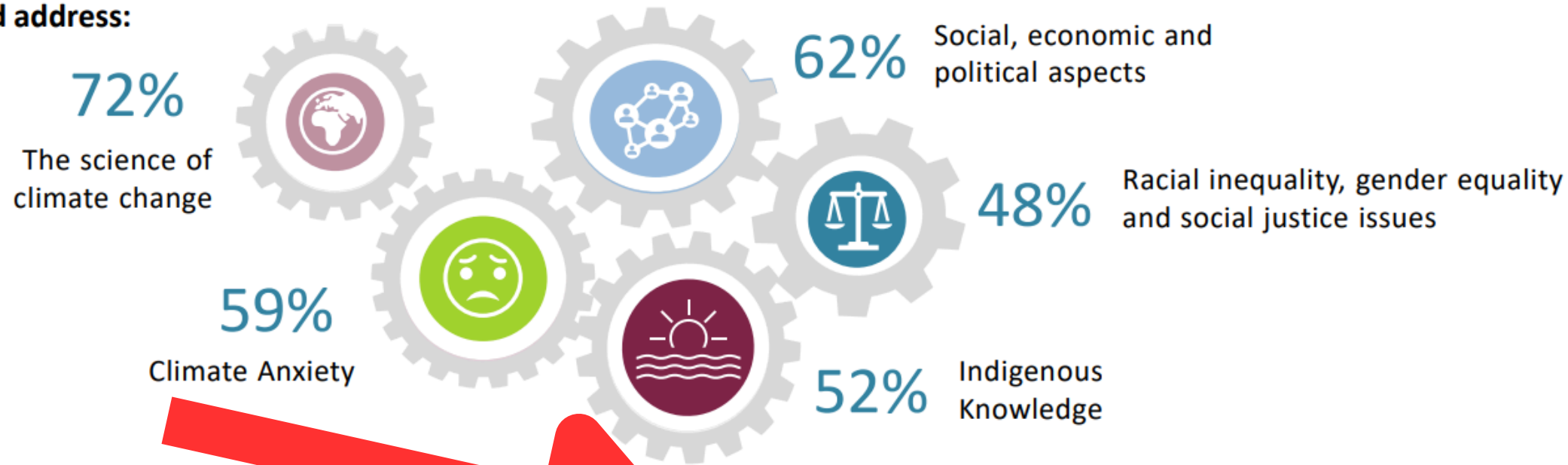
A commercial kitchen is a place that uniquely supports differentiated learning
“**Character education**” that is rooted in relationships ... an environment where we teach
with and *from* instead of *to* or *at* youth



What is the role of food-skilling within the climate education movement?

Survey Highlights

Canadians feel that climate change education should address:



What actions are Canadians taking?



The majority of Canadians (73%) feel that **we are experiencing a climate emergency**

While almost three quarters (72%) of **Canadians agree that humans are responsible** for climate change, just over half (55%) understand that greenhouse gas emissions are the primary cause of climate change

Very few Canadians (17%) think the government is doing a good job in their actions to address climate change.

Half of all Canadians (50%) believe **climate change is causing mental health issues** or making them worse

While more educators are teaching climate change content than in 2019, there is wide agreement (64%) that **the education system should be doing "a lot more"** to educate young people about climate change

Only 34% of educators feel that they **have sufficient knowledge and skills needed to teach climate change**, and therefore require more training, resources and support for climate change learning

Consultation 2: Curricular and Pedagogical Approaches to CCE in Teacher Education

Recommend Curriculum/ Content for CCE



Visual of prominent themes in consultation on CCE curriculum / content



CCE Pedagogical Approaches



Visual of prominent pedagogies discussed in consultation on CCE curriculum / content

Impact Report

Accelerating Climate Change Education
in Teacher Education

March 31, 2025

It is not that people in schools don't have the values to act on climate change ... it's that they don't learn within systems that make this a meaningful priority

“It’s easier to ask forgiveness than it is to get permission” Admiral Grace Hopper



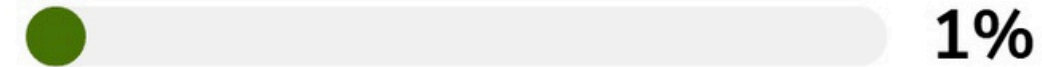
Food Waste & Compost

From within the teaching kitchen

Food Trim & Paper Towel Composted



Food Wasted or Thrown Away



PROUD SIGNATORY TO THE CALL FOR A GENUINE



BC Climate Emergency Plan

Learn more:
www.BCClimateEmergency.ca

Each student, educator, class, course, school, district, and region is unique.
Change is about resilience, listening, creativity, collaboration, and heart.



Kids care deeply about our planet, so adults need to start listening

Published: June 1, 2025 8.18am EDT

Students march as part of the Fridays for Future climate movement protest in Vienna, Austria in September 2021. (AP Photo/Lisa Leutner)

Copy link

Email

X (Twitter)

Bluesky

Facebook

LinkedIn

WhatsApp

Print

“I wish adults knew that I really care about the environment and want to help, but I sometimes feel like my ideas don’t matter because I’m just a kid.”

This is what a nine-year-old respondent told us when we asked how they feel about the environment.

In today’s current political climate, many adults seem resigned to climate catastrophe and even dabble in climate change denialism. However, our survey of

Authors



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Reported illnesses have tripled in some school districts. Experts say mental health is a factor

School time lost due to reported illness is up in all districts that provided data, CBC investigation finds



[Tara Carman](#), [Andreas Wesley](#), [Aloysius Wong](#) · CBC News ·

Posted: Nov 22, 2025 1:00 AM PST | Last Updated: November 22, 2025



Listen to this article ⓘ

Estimated 10 minutes

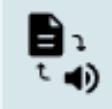


Study finds impacts of colonization destroyed nearly 90% of Burrard Inlet food ecosystems

Researchers say, to their knowledge, study is the first to quantify impacts of colonization on an ecosystem



[Lauren Vanderdeen](#) · CBC News · Posted: Aug 16, 2025 5:00 AM PDT | Last Updated: August 16, 2025



Listen to this article ⓘ

Estimated 5 minutes



Today's Reality for Youth: Is it a Poly-crisis ...

Toronto Star
Opinion | Ontario has no plan for gridlock or climate change

2 days ago

CNBC
JPMorgan hired NOAA's chief scientist to advise clients on navigating climate change

2 days ago • By Diana Olick

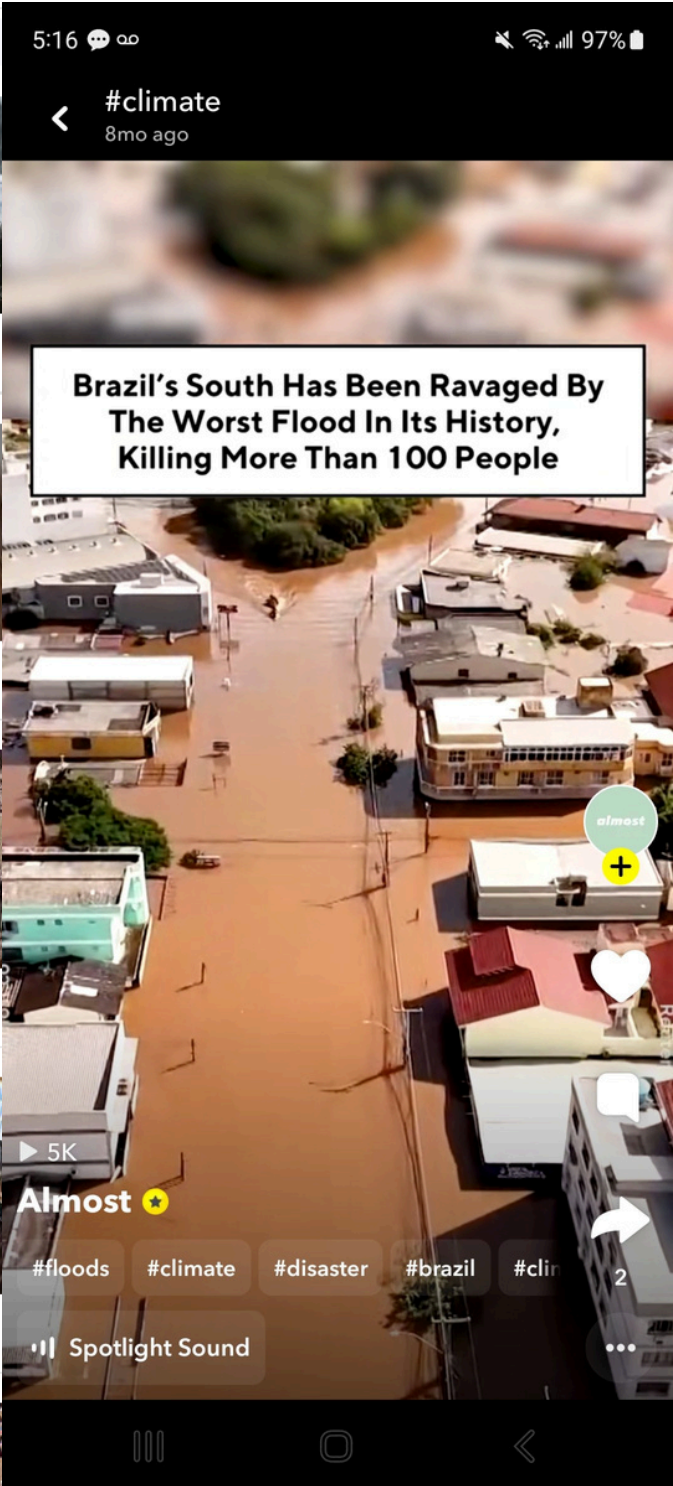
CTV News
Half of world's population endured extra month of extreme heat due to climate change, experts say

3 days ago • By Isabella O'malley

The Conversation
Kids care deeply about our planet, so adults need to start listening

Yesterday

Al Jazeera
Climate change adds extra month of extreme heat for



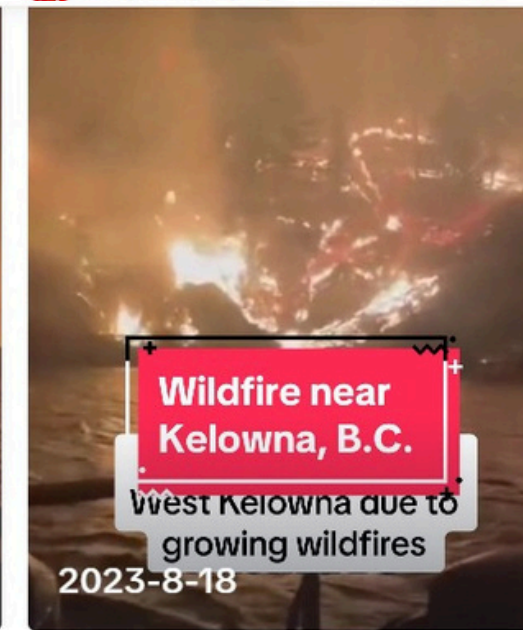
Can you believe we waste this much food? #environment...
earthwithjo... 39.7K



Firefighters in British Columbia have released jaw-dropping...
globalnews... 3.2M



The Recycling Process of Expired Food #fyp
eagleeyeguy 2.2M



The City of Kelowna has declared a state of emergen...
ctvnews 156K

... or Poly-*opportunity*?

Ecological emotions

We need to cultivate hope and **take care of our mental health** to engage in long-term environmental actions.



The more we know, the more we are vulnerable to worry and grief.

(Re)framing & (Re)acting to “Eco-Anxiety” and Mental Health

Future Despair



Articles

Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey

Andrew Hickman*, Elizabeth Marks*, Pinar Pinar, Susan Clayton, R Eric Lewandowski, Elvise E Mayall, Britt Wray, Catriona Milroy, et van Soestem

Summary
Background Climate change has important implications for the health and futures of children and young people, yet they have little power to limit its harm, making them vulnerable to climate anxiety. This is the first large-scale investigation of climate anxiety in children and young people globally and its relationship with perceived government response.

Methods We surveyed 10,000 children and young people (aged 16–25 years) in ten countries (Australia, Brazil, Finland, France, India, Nigeria, Philippines, Portugal, the UK, and the USA; 1000 participants per country). Invitations to complete the survey were sent via the platform Kantar between May 18 and June 7, 2021. Data were collected on participants' thoughts and feelings about climate change, and government responses to climate change. Descriptive statistics were calculated for each aspect of climate anxiety, and Pearson's correlation analysis was done to evaluate further climate-related distress, functioning, and negative beliefs about climate change were linked to thoughts and beliefs about government response.

Findings Respondents across all countries were worried about climate change (59% were very or extremely worried and 84% were at least moderately worried). More than 50% reported each of the following emotions: sad, anxious, angry, powerless, helpless, and guilty. More than 45% of respondents said their feelings about climate change negatively affected their daily life and functioning, and many reported a high number of negative thoughts about climate change (eg, 75% said that they think the future is frightening and 83% said that they think people have failed to take care of the planet). Respondents rated governmental responses to climate change negatively and reported greater feelings of betrayal than reassurance. Climate anxiety and distress were correlated with perceived inadequate government response and associated feelings of betrayal.

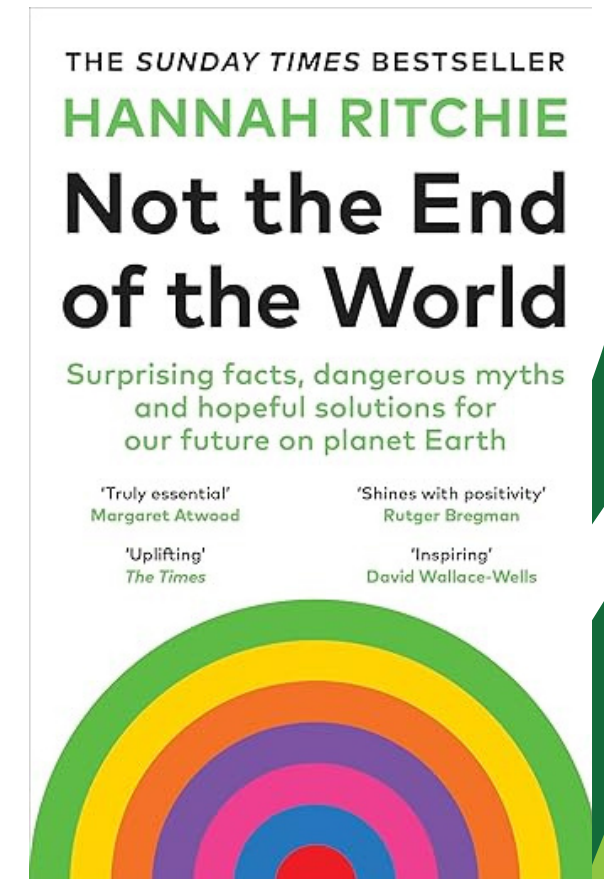
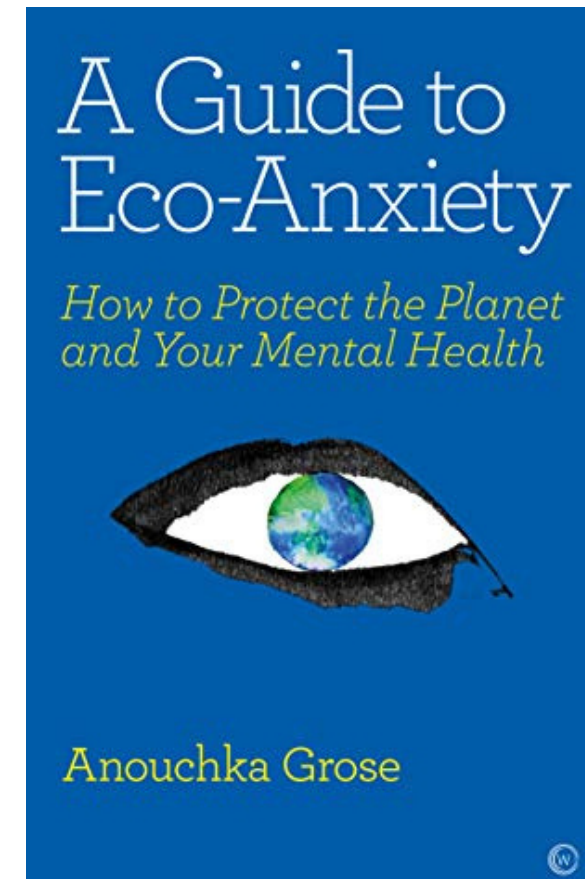
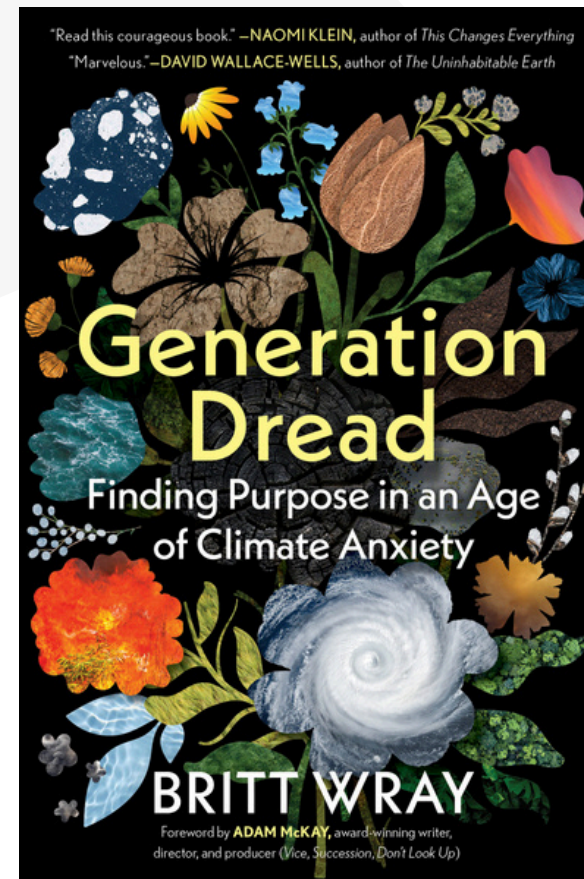
Interpretation Climate anxiety and dissatisfaction with government responses are widespread in children and young people in countries across the world and impact their daily functioning. A perceived failure by governments to respond to the climate crisis is associated with increased distress. There is an urgent need for further research into the emotional impact of climate change on children and young people and for governments to validate their distress by taking urgent action on climate change.

unding AVAAZ.

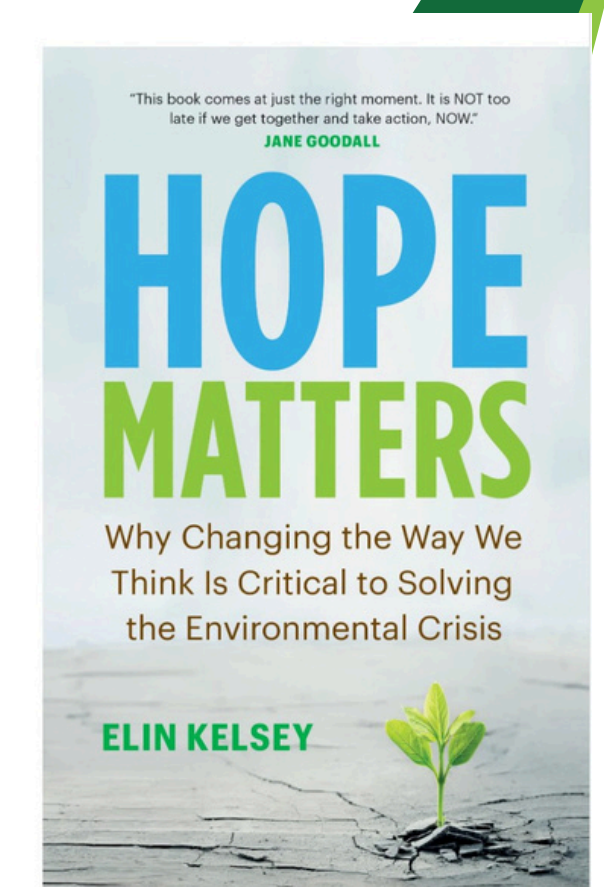
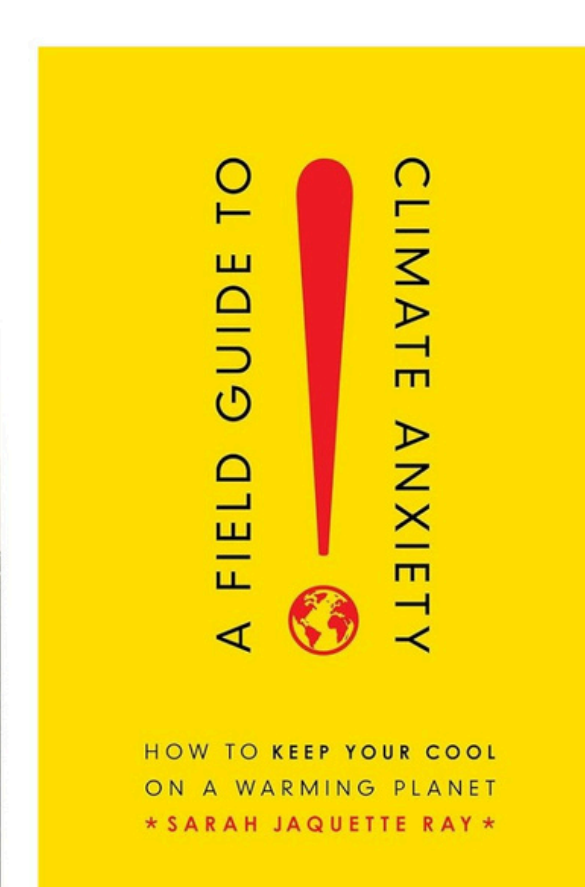
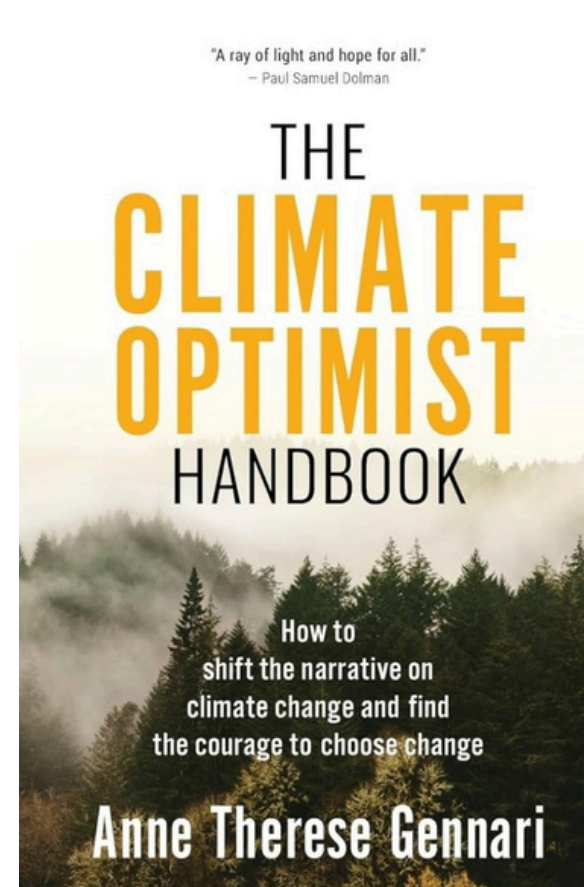
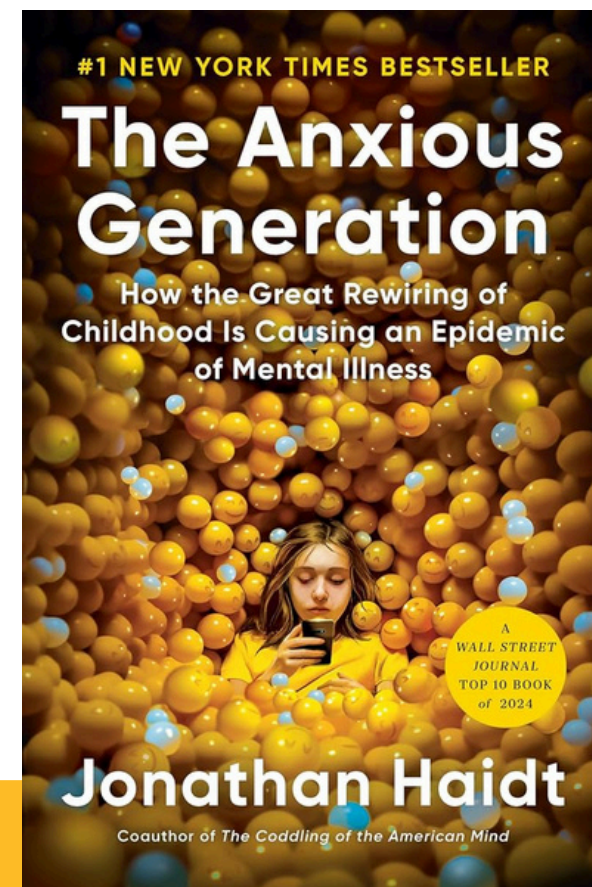
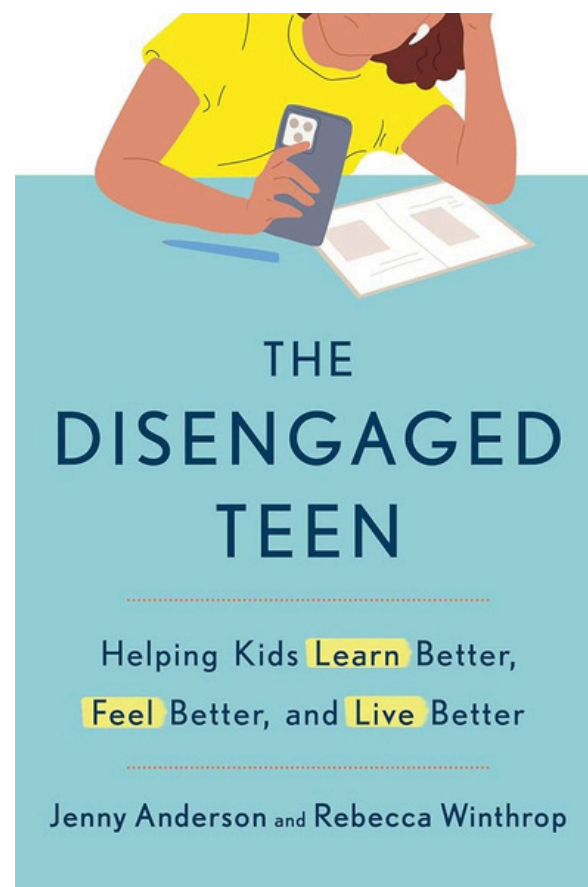
Copyright © 2021 The Author(s). Published by Elsevier Ltd. This is an Open Access article under the CC BY-NC-ND 4.0 license.

Introduction
Climate anxiety and eco-anxiety (distress relating to the climate and ecological crises) are gaining attention worldwide as people become increasingly aware of the current and future global threats associated with our warming planet. The climate crisis has important long-term implications for physical and mental health as a result of acute and chronic environmental changes, from storms and wildfires to changing landscapes, and increasing temperatures. Climate anxiety is complex, and is recognised to often be based on constructive or rational anxiety. Although painful and distressing, climate anxiety is rational and does not imply mental illness. Anxiety is an emotion that alerts us to danger, which can cause us to search for more information about the situation and find potential solutions. In threatening and uncertain situations such as the climate crisis, this response can be seen as what is sometimes referred to as 'practical anxiety' because it has the beneficial effect of leading people to reassess their behaviour in order to respond appropriately. However, because the climate crisis is so complex and lacks a clear solution, anxiety can easily become too intense and even overwhelming. Climate anxiety can be connected to many emotions, including worry, fear, anger, grief, despair, guilt, and shame, as well as hope, although the presence of these vary between individuals. As research in this field emerges, certain emotions have received more attention.

www.thelancet.com/planetary-health. Vol 5, December 2021

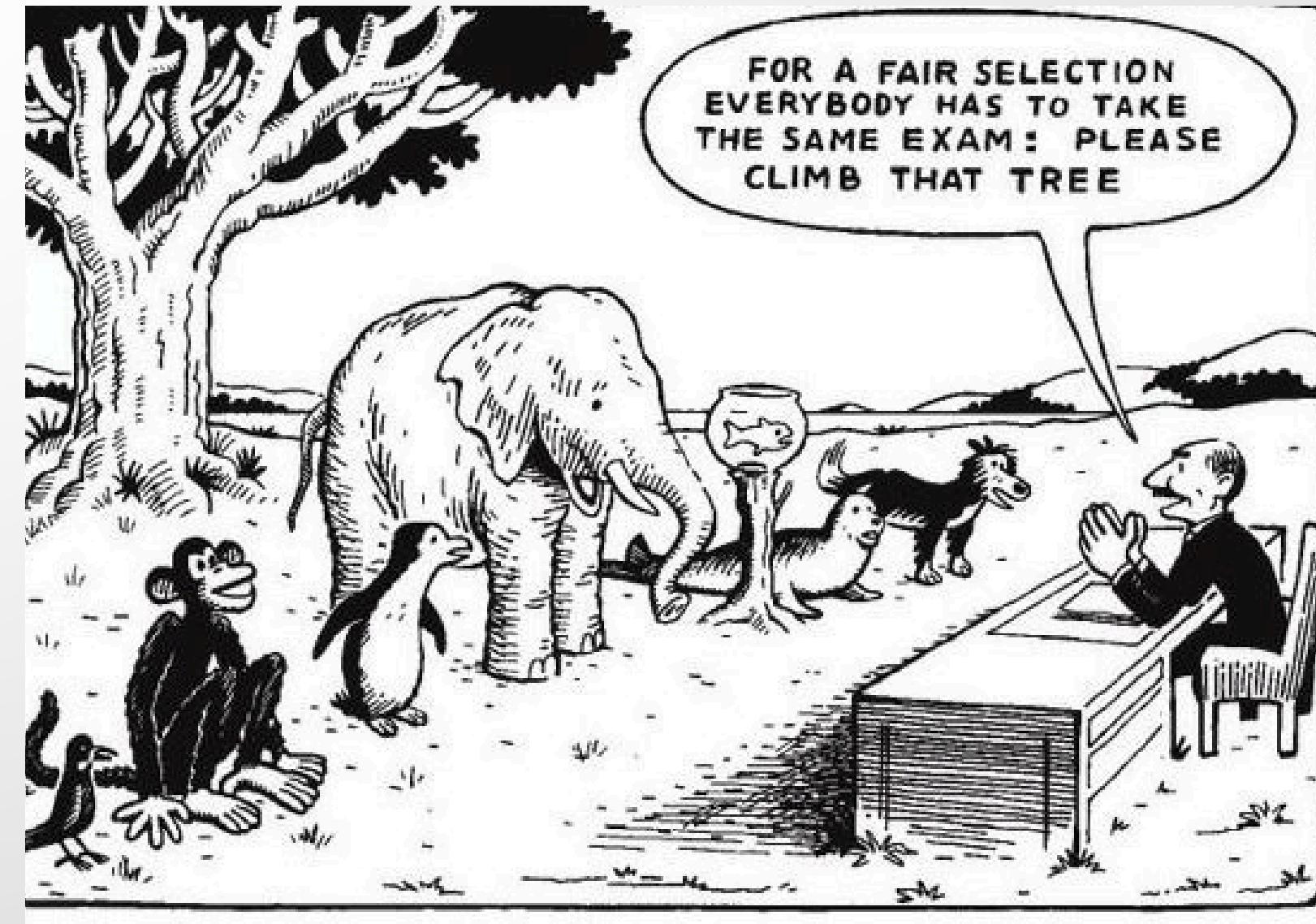
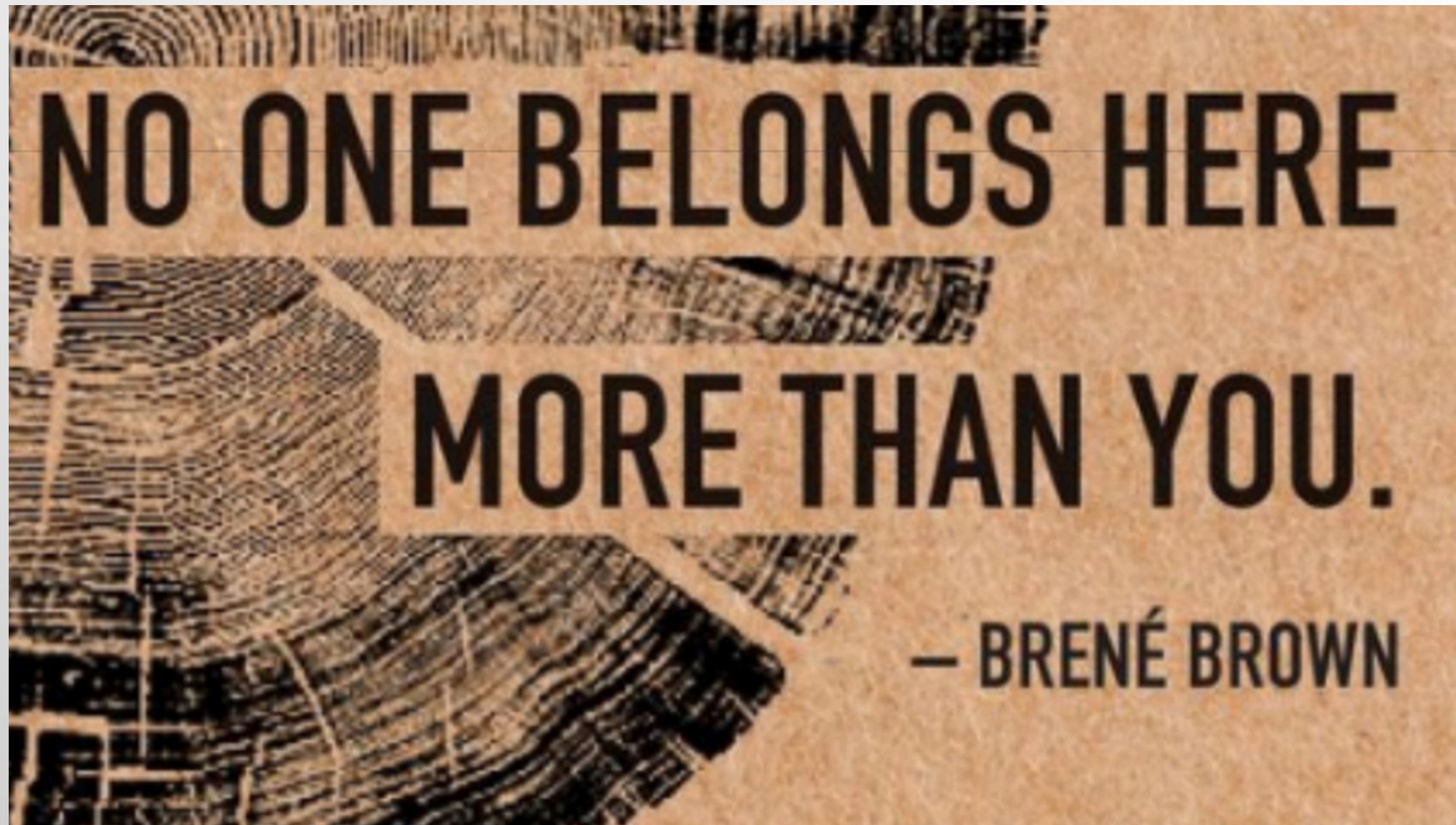


Cost of Living



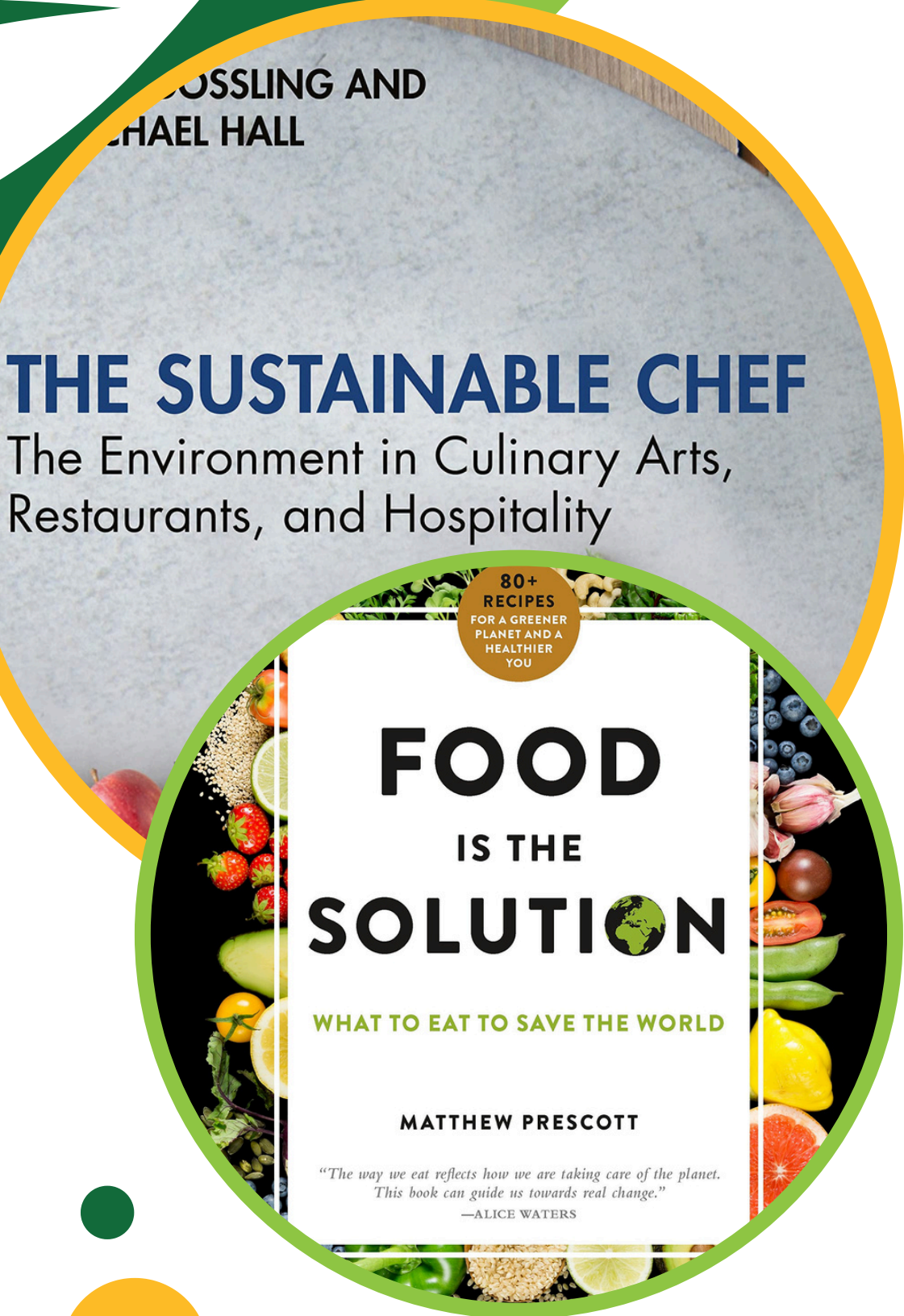
Extreme Weather

Food-skilling opens the door for youth to become empowered and engaged



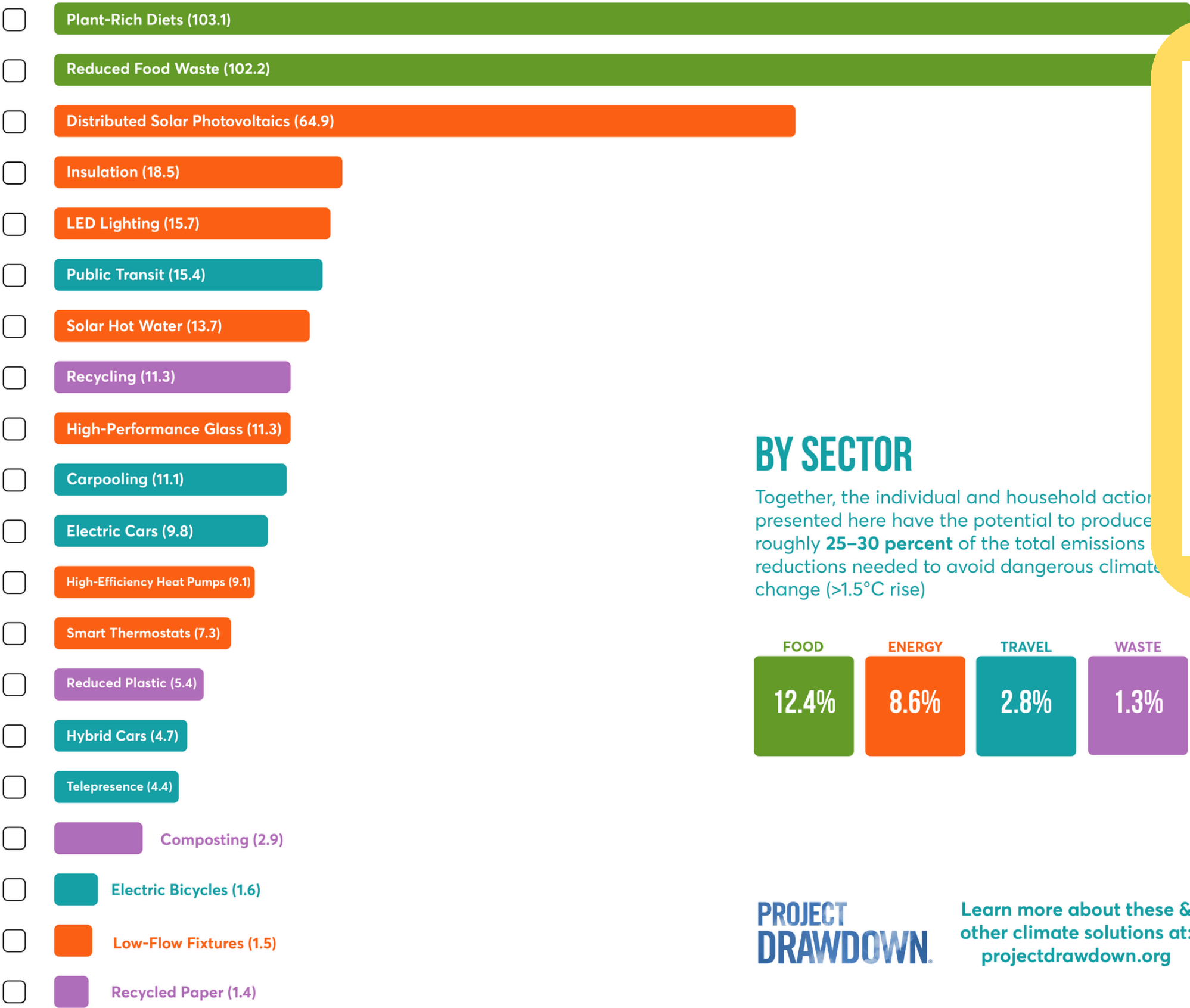
I use supported self-assessment & every day is a *test*. Learning is their unique journey with their unique positionality

Food Systems Research



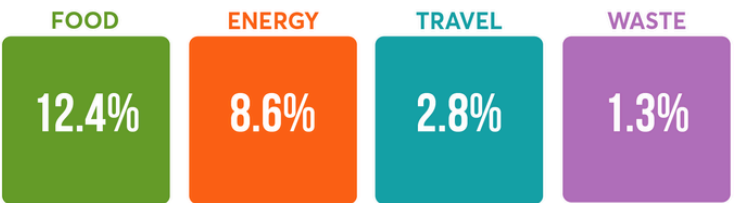
TOP 20 HIGH-IMPACT CLIMATE ACTIONS FOR HOUSEHOLDS AND INDIVIDUALS

The data presented here represents cumulative Gt CO2-eq over 30 year period



BY SECTOR

Together, the individual and household actions presented here have the potential to produce roughly **25–30 percent** of the total emissions reductions needed to avoid dangerous climate change (>1.5°C rise)



Is this a generation of deficit or opportunity? Circular economy & degrowth

PROJECT
DRAWDOWN

Learn more about these & other climate solutions at: projectdrawdown.org

Preparing High School Students For A World Dominated By AI

By [Scott White](#), Contributor. © I write on the human/political issues

Published Mar 04, 2025, 06:11pm EST, Updated Mar 05, 2025, 12:21pm EST

Making School Meaningful

Jean Piaget’s theories of assimilation and accommodation highlight the importance of making learning meaningful. Students learn best when they can connect new information to their existing knowledge and experiences. High schools can foster this by:

- **Emphasizing Application Over Memorization:** For example, instead of memorizing historical dates, students could analyze primary sources and debate their significance.
- **Promoting Higher-Order Thinking:** Encourage students to analyze, evaluate, and create rather than simply recalling facts.
- **Real-World Relevance:** Integrate real-world problems into the curriculum, such as designing solutions for climate change or creating a business plan.

As a Chef Educator, I Seek Out Opportunities to Take Risks, Make Connections, and Experiment



When told that catering an educator's conference was not an option because it is too expensive and too difficult to organize, with excessive food & material waste, and too difficult to accommodate dietary restrictions ... I got excited

Community Connections



BC
Agriculture
in the Classroom
Foundation



**level
ground**
COFFEE ROASTERS



SANDOWN CENTRE
FOR REGENERATIVE AGRICULTURE

farm to
Cafeteria
Canada



Administered by the Public Health Association of BC



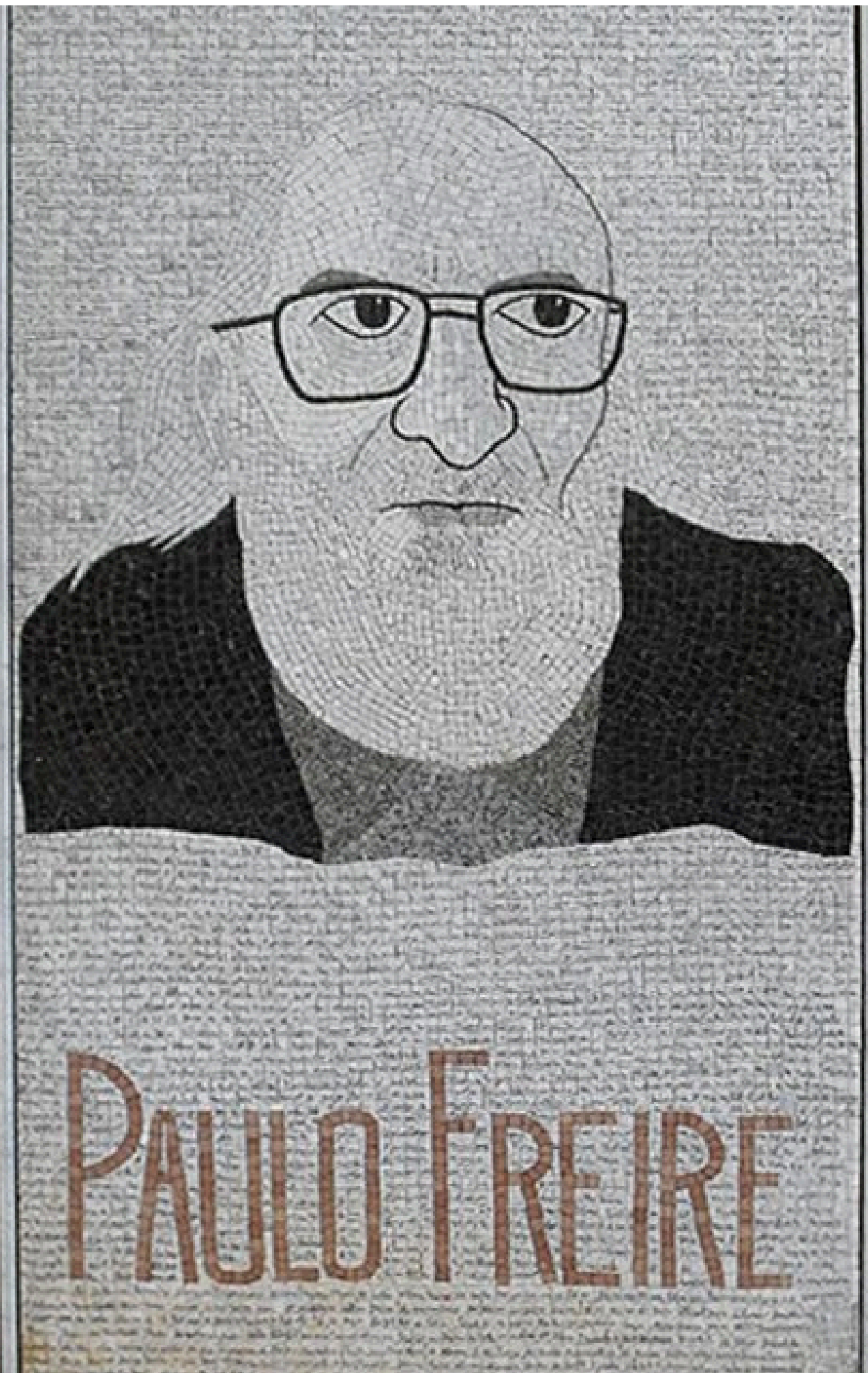
Making a difference...together

aid.



Knowledge emerges only through
invention and re-invention,
through the restless, impatient,
continuing, hopeful inquiry
human beings pursue in the world,
with the world, and with each other.

– *Paulo Freire*



**i'm looking for feedback on this
research, practice, and action.**

CHANGE, BEING ADAPTABLE, TAKING CRITIQUE, AND EMBRACING THE MESS IS MY PROCESS

... AND ACCORDING TO SOME, THESE ARE ALSO SKILLS OF THE FUTURE FOR OUR YOUTH



WSÁNEĆ Artist: Sarah Jim

HÍS_KWE

(Thank You)



sites.google.com/sd63.bc.ca/stellysculinary



linkedin.com/in/ericschofield1/



[@foodliteracy.bsky.social](https://twitter.com/foodliteracy.bsky.social)



my inspiration



[Watch video on YouTube](#)

Error 153

Video player configuration error

