

SCHOOL DISTRICT 63 (SAANICH)
EDUCATION DIRECTIONS COMMITTEE
Report to the Board of October 23, 2024

Committee Members: Trustee Silzer, Chair
Trustee Vandall
Trustee VanWell

Staff Support: Carly Hunter, Director of Instruction, Learning & Innovation
Paul McKenzie, Assistant Superintendent

Partner Representatives: Leila Sinclair-Wise, SAA – Elementary – regrets
Kal Russell, SAA – Secondary
Kristen Sinats, STA
Candace Whitney, CUPE - regrets
COPACS – regrets

Other Attendees: Chair Dunford, Vice-Chair McMurphy, Trustee Hickman, Trustee Elder,
Darcy McNee, Marnie Chambers & Teagan Vye

Tuesday, October 15, 2024
3:00 pm

A. PRESENTATIONS AND QUESTIONS

1. Global Citizenship Update – Paul McKenzie & Darcy McNee
A presentation on how student voice has guided district decision-making through a student compass tool was shared with the Committee.
2. Saanich Schools Literacy Plan – Marnie Chambers, Teagan Vye, Darcy McNee & Carly Hunter
The Saanich Literacy Plan was shared with the Committee.

B. ITEMS FOR DISCUSSION

No Items.

C. ITEMS FOR RECOMMENDATION

No Items.

D. ITEMS FOR INFORMATION

No Items.

E. FUTURE AGENDA ITEMS

- Safer Schools and Saanich Sharing



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<p>STRATEGIC</p> <p>SAANICH SCHOOLS</p> <p>Literacy</p> <p>To improve student literacy across the curriculum for all students with a focus on early learning</p> <p>We do this by:</p> <ul style="list-style-type: none"> Developing and implementing comprehensive K-12 literacy programs Initiating a Grade 1-9 District Literacy Assessment Addressing equity across the district so all students have access to quality literacy instruction 	<h2>Global Citizenship</h2> <h3>WĪ,ICĒN EĒTĀLNEW</h3> <p>To provide opportunities and experiences that inspire learners to be knowledgeable, curious and active global citizens who support the well-being of oneself, family, community and our environment</p> <p>We do this by:</p> <ul style="list-style-type: none"> Providing programs – both existing and new – to develop active, engaged and socially responsible citizens Innovating to meet the diverse learning needs of our students, while continually promoting equitable opportunities for student success Providing teaching and learning opportunities that build knowledge, awareness and curiosity about local and global themes 	<p>Citizenship</p> <p>opportunities and experiences that inspire learners to be knowledgeable, curious and active global citizens who support the well-being of oneself, family, community and our environment</p> <p>We do this by:</p> <ul style="list-style-type: none"> Providing programs – both existing and new – to develop active, engaged and socially responsible citizens Innovating to meet the diverse learning needs of our students, while continually promoting equitable opportunities for student success Providing teaching and learning opportunities that build knowledge, awareness and curiosity about local and global themes 
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Their words inspired our actions...

The creation of the Saanich Schools Student Compass



What is a Student Compass?

- Provides a collective vision (students, staff, parents and community) sharing students' goals.
- Helps guide system change, informing the experiences and opportunities for students.

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Saanich Schools Student Compass

We have multiple pathways to navigate forward.

I am a curious, creative, critical and thinker. **FELÁNET (WU,ICEN I) (Positive a willingness**

- I can th to get in perseve
- I can ga new evi already ideas.
- I am a motivated life-long learner.

Student Voice 2023/2024

Students asked to review the compass, and highlight the keywords and phrases that resonated with them.

I am a capable, confident

I am courageous

d and

EC

ngths how to

- support my personal health, well-being and safety.
- I have pride in who I am.
- I value all cultures and identities. I stand against racism or discrimination of any kind.
- I can advocate and take action for myself and others, my communities, and the natural world.
- I expect to make a difference.



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Student Voice Feedback - Global Citizenship

SALNICH
SCHOOLS

School: _____

What Global Citizenship themes (topics) matter to you the most? Why are these important to you?

Theme	This is important to me because...	Importance
Example: Climate Change	This is important to me because...	

What opportunities currently exist for you to learn more about these themes at school?
Examples: In a particular class, in a specific club...

What opportunities could be added to help you learn more about these themes?
Examples: projects, courses, clubs...

Global Citizenship is closely tied to First Peoples Principles of Learning. How can schools more fully honour and incorporate the traditional teachings of the WSÁNEĆ people into your learning?

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Indigenous Student Responses

Making-A-Difference
 Identity Land
 Relationships
 Inclusion
 Lifelong-Learning
 Diversity
 Culture
 Creative-Thinking
 Mental-Health

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Student Responses



"I believe that in order to be a Global Citizen individuals need to be able to foster strong and healthy relationships with others. This piece connects back to the importance of mental health and how relationships help create a positive personal identity for each individual. By being able to confidently interact with other individuals we will feel more confident, involved and part of a community."

"Standing up against racism and discrimination allows us to improve this world for everyone around us and it helps us support individuals who may not be able to stand up for themselves."

"If you don't recognize your strengths and challenges it is hard to move forward and succeed. If you know what is unique to you, and what you need to work on, you can achieve your dreams. We need to learn in school how to determine it."

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Global Citizenship

WI, IÇEN EŁTÁLNEW

To provide opportunities and experiences that inspire learners to be knowledgeable, curious and active global citizens who support the well-being of oneself, family, community and our environment

We do this by:

- Providing programs – both existing and new – to develop active, engaged and socially responsible citizens
- Innovating to meet the diverse learning needs of our students, while continually promoting equitable opportunities for student success
- Providing teaching and learning opportunities that build knowledge, awareness and curiosity about local and global themes

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We do this by:

Providing programs - both existing and new - to develop active, engaged and socially responsible citizens.

“It is important to make a difference at home and in the world, even if it's small, anything helps to make the world better. Just small acts help.”



“Taking measures to combat climate change is important to me because of how many resources we need from the environment to survive. I also think it's really important because of how much joy I experience in the natural world and I want future generations to experience that.”

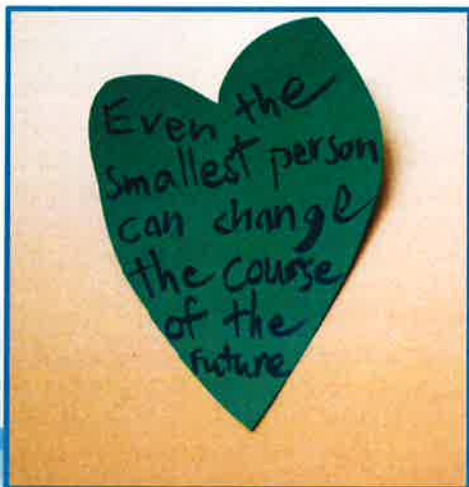
Strategies:

- Institute for Global Solutions (IGS)
- Global Perspectives 11/12
- Social Justice 12
- IB Program
- Embedded Core Competency Curriculum K-12
- Outdoor, nature and land-based learning
- Student Leadership Groups

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Spotlight:

- Saanich Climate ChangeMakers K-12 Classroom/School Action-Based Inquiry Projects



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We do this by:

Innovating to meet the diverse learning needs of our students, while continually promoting equitable opportunities for student success.

"How to be a lifelong learner is the most important thing we learn in school. How to learn - not what to learn. It encourages curiosity - about others - and it leaves room to be wrong and open. It makes more thoughtful and less ignorant people."



"We need to learn to think outside the box. If we don't, we will stay trapped in it!"

"Lifelong learning is such an important mindset to have because it encourages people to always strive to constantly better themselves and the communities around them."

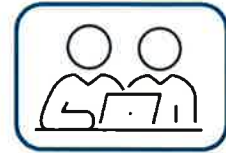
Strategies:

- School Planning
- Career Education/Applied Design Skills and Technology
- Dual Credit Courses
- Post-Secondary Pathways
- Digital Literacy

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Spotlight:

Framework for Generative AI in Saanich Schools



The Board's Strategic Plan and the First Peoples Principles of Learning provide the framework for the use of Generative Artificial Intelligence (GenAI) in Saanich Schools.

When used appropriately, GenAI tools have the potential to enhance the teaching and learning process. In addition to direct classroom uses, streamlining administrative and organizational tasks can optimize efficiency, enabling everyone to prioritize ongoing human interactions.

Education is inherently relational, with human connections playing a vital role in the learning process. While GenAI tools can offer valuable support, maintaining continued human interaction is essential for fostering meaningful relationships. GenAI tools are used as a complement to human processes, not a replacement for them.

Teaching & Learning

Inclusive & Accessible Learning

Ethical Use

Privacy, Security & Safety

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We do this by:

Providing teaching and learning opportunities that build knowledge, awareness and curiosity about local and global themes.

“If you really want to be a lifelong learner and get far in life you have to respect and value other cultures from your own. That’s how you learn and grow.”



“We need to prioritize the addition of traditional teachings and practices in every area of study. There are ways to incorporate Indigenous teachings into Socials, Literature, Science, and even Math. We just have to make it a priority for that to happen.”

Strategies:

- Institute for Global Solutions (IGS)
- Global Perspectives 11/12
- IB Program
- ELL Program
- SENĆOŦEN Program
- Locally Developed Course
- Key People

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Spotlight:


J. SINTEN (John Elliott)
Elder from the WJOLELP Tseaxlip First Nation

Saanich Schools
Indigenous Education

LIVE IT.



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Measuring Success:**Climate ChangeMakers**

- Participation Rates (completed projects, students involved)
- Environmental Impact Metrics (quantifiable outcomes)
- Community Showcase (community engagement)
- Student Voice

Story Partnership

- Participation Rates (community engagement)
- Content Creation (number of artifacts archived and shared)
- Access and Usage (local/global analytics)
- Student Voice and Empathy Interviews.

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The Saanich Local and Global Citizen ~Local Action for Global Impact

Satellite - Trends: Where have we been?

- Student Learning Survey
- Levelled Landscape Scan (K-12)

Map - Context: Where are we now?

- Report Card Data - Career Ed, ADST, FAAS, CLE/CLC as examples
- Core Competency Reflections

Street - Voice: Where do we need to go next?

- Student Voice
- Empathy Interviews
- Engagement with Community voice

**Level 1
Satellite Data**
Large grain size

**Level 2
Map Data**
Medium grain size

**Level 3
Street Data**
Fine grain and ubiquitous

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Saanich Schools Student Compass

We have multiple pathways to navigate forward.

I am a curious, creative, critical and reflective thinker.

ƧELÁNET (Initiative)
ƧU,ƧEN I, ƆA,ƆI OL ŠXENÁNS
(Positive attitude and willingness to work hard)

- I can think "outside the box" to get innovative ideas and persevere to develop them.
- I can gather and combine new evidence with what I already know to develop my ideas.
- I am a motivated life-long learner.

I am a capable, confident communicator and collaborator.

ƆKIL (Confidence)
ÁTOL E ƧƧE ELTÁNEW ŠƆÁS I, ƧƧE ŠKÁLS
(Respect for the rights and values of others)

- I communicate clearly and purposefully.
- I can confidently and respectfully interact and build relationships with others.

I am courageous, compassionate, kind and resilient.

ƆY ŠLÁLE OL ŠƧO,ƧEM,ENEƆ
(Safety)
ƧƧ,Ɔ,ƆƆE (Self-Respect)
ŠƧELOKE (Family)
ƧENÁŁ (Responsibility)
ƧETENÁN (Pride)
ƧE,ƧƧEN (Honesty)

- I can recognize my strengths and challenges. I know how to support my personal health, well-being and safety.
- I have pride in who I am.
- I value all cultures and identities. I stand against racism or discrimination of any kind.
- I can advocate and take action for myself and others, my communities, and the natural world.
- I expect to make a difference.

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The Saanich Local and Global Citizen ~Local Action for Global Impact



...the end is to nurture in all of us, a balanced suite of distinctive capacities that equip us not only to flourish as individuals, but contribute to flourishing societies and economies in harmony with the planet

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The Saanich Local and Global Citizen ~Local Action for Global Impact

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Student Voice 2024-2025

Proposed Schedule:

October - November 2024 - Literacy

January - February 2025- Indigenous Learner Success

March - April 2025- Mental Health and Wellness

May - June 2025 - Global Citizenship

