

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, Trustee McMurphy, Assistant Superintendent Peter Westhaver, 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.

EDUCATION DIRECTIONS COMMITTEE

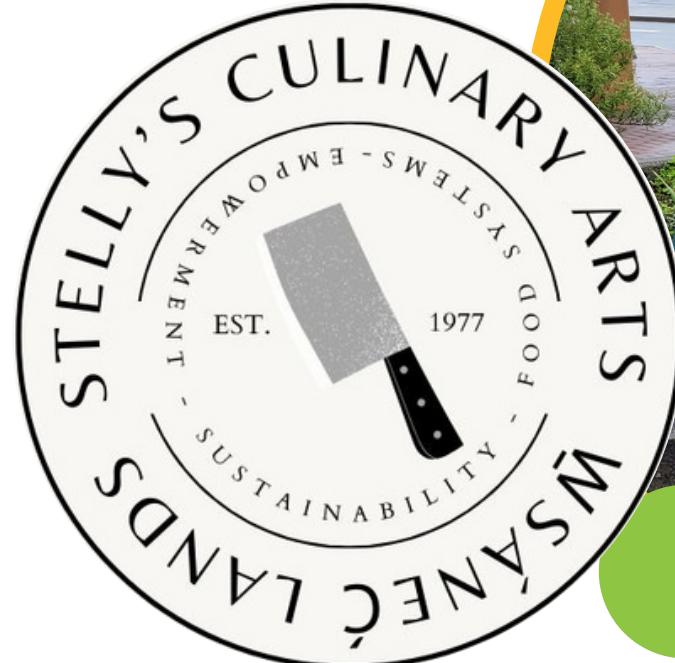
Report to Board – January 14, 2026

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



TIKEL, SCULÁU, TW
École secondaire
STELLY'S
Secondary School



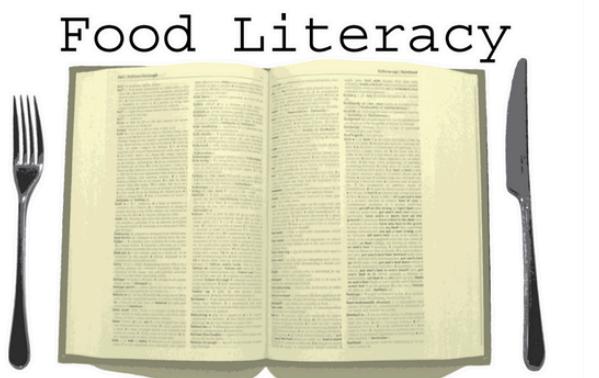
Ed Directions

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.



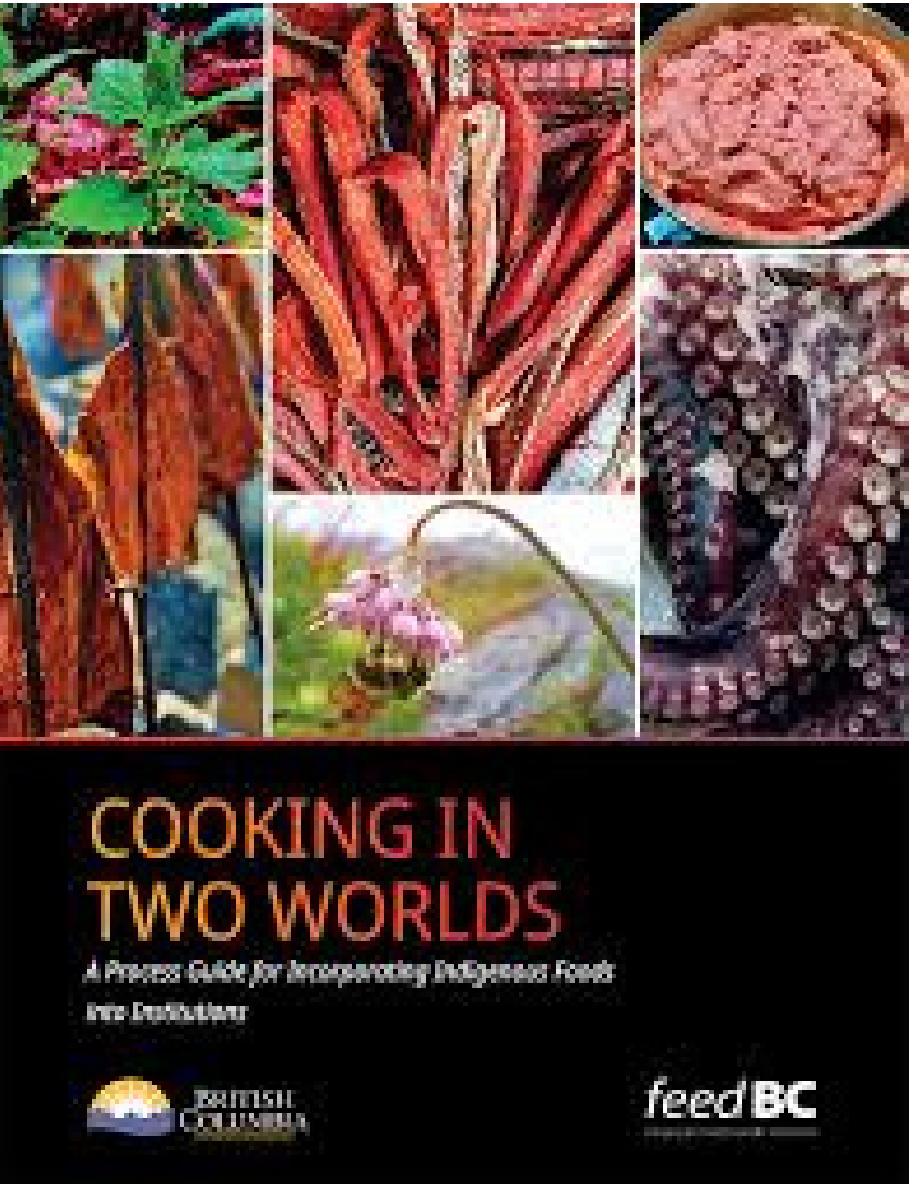
COMMON GROUND
CONNECTING PEOPLE,
RESEARCH, ACTION & FOOD



Territorial Acknowledgement



I have the privilege as a *xʷənítəm* (“white person”) to live, learn, adapt, and connect on the *WSÁNEĆ* 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 WSÁNEĆ Territory (so-called Vancouver Island) and am also a Research Assistant with the Common Ground project, and hold a number of community roles.



FIGHT FOR THOSE
WITHOUT
YOUR
PRIVILEGE

Food literacy keeps summer school cool

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

10 of 10

Now a company based on the expertise of former members of the original design team has been formed to develop the technology.

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1. *On the Nature of the Human Species* (1859) by Charles Darwin
2. *On the Origin of Species by Means of Natural Selection* (1859) by Charles Darwin
3. *Principles of Geology* (1830-1833) by Charles Lyell
4. *On the Volcanoes of the Azores* (1847) by Charles Lyell
5. *On the Volcanoes of the Azores* (1847) by Charles Lyell
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9. *On the Volcanoes of the Azores* (1847) by Charles Lyell
10. *On the Volcanoes of the Azores* (1847) by Charles Lyell



—*Die große Schule der Seele, welche es nicht versteht, die Seele zu verstecken, ist die Seele, welche die Seele versteckt.*

10

10 of 10

and the *Worship of the Goddess* (1992) by the author, which is a detailed study of the Goddess in the context of the Indian subcontinent. The book is divided into three parts: the first part deals with the concept of the Goddess in the Indian subcontinent, the second part deals with the Goddess in the context of the Indian subcontinent, and the third part deals with the Goddess in the context of the Indian subcontinent.

was. But it is a question of how
Hawkins and myself are going
about it, and that is what I am
worried about.

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-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

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

From the Bakery:

Stelly's Cookies	\$1.00
West Coast Trail Muffin	\$2.50
Assorted Loaves and Squares	\$2.50
Blueberry Crumble Scone	\$2.50
Lemon Loaf	\$2.50





2025 CITY OF VICTORIA CIRCULAR ECONOMY SPEAKER SERIES: FOOD SYSTEMS



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



Cooking to Change the Climate

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

*Climate Change
Education*

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

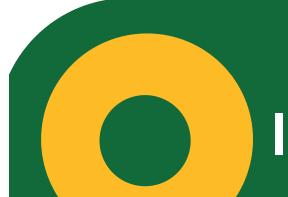
Mental Health
*Eco Anxiety, Safe Space,
Empowerment, Connection*

*Equitable and
Sustainable Food
Systems*

Climate Crisis
*Solutions Focused, Activism,
Culture of Hope*



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



COOKING IN TWO WORLDS

A Process Guide for Incorporating Indigenous Foods
into Institutions



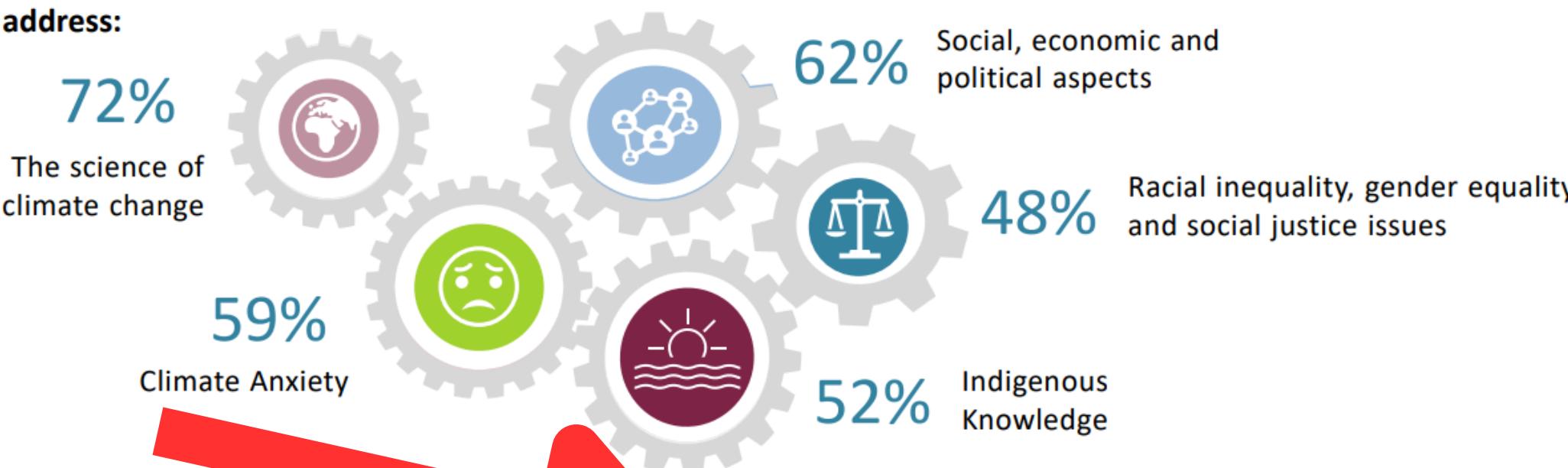
A commercial kitchen is a place that uniquely supports differentiated learning
“Character education” that is rooted in relationships ... an environment where we teach
with and **from** instead of **to** or **at** youth



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.

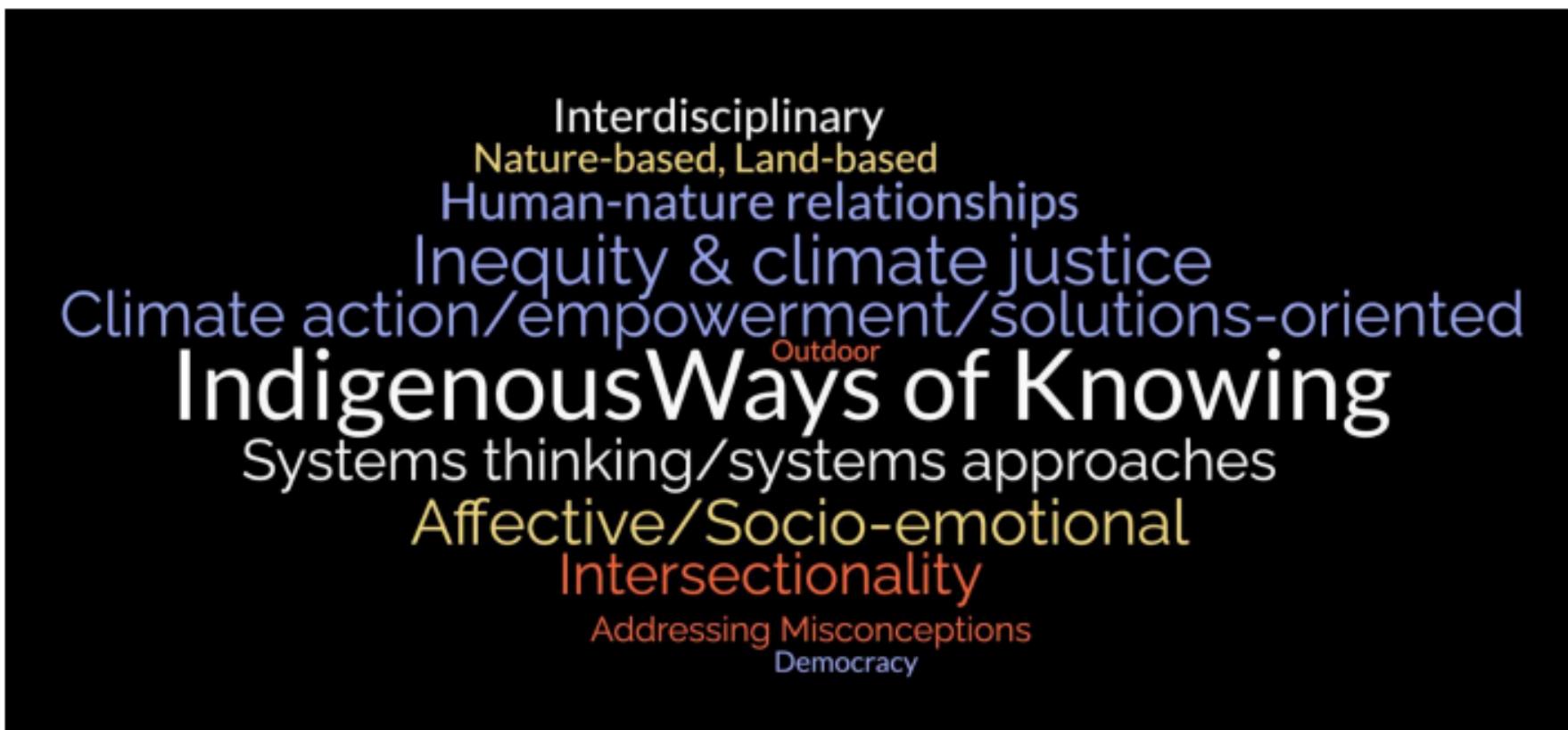
Half of all Canadians (50%) believe **climate change is causing mental health issues** or making them worse

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



ACCELERATE ACCÉLÉRER

CLIMATE CHANGE EDUCATION
IN CANADIAN TEACHER EDUCATION
L'ÉDUCATION AUX CHANGEMENTS
CLIMATIQUES DANS LA FORMATION
DES ENSEIGNEMENTS AU CANADA

Impact Report

**Accelerating Climate Change Education
in Teacher Education**

March 31, 2025

CCE Pedagogical Approaches



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

98%

Food Wasted or Thrown Away

1%



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



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

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“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 i

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

5:16 97% #climate 8mo ago

Firstpost Aug 14

Brazil's South Has Been Ravaged By The Worst Flood In Its History, Killing More Than 100 People

2022-2-3

earthwithjo... ▷ 39.7K

Almost 5K #floods #climate #disaster #brazil #cli... ▷ 2.2M

View Profile

2023-8-23

Eagle Eye Guy

A major problem in the USA: food waste

1w ago

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

eagleeyeguy ▷ 2.2M

Wildfire near Kelowna, B.C.

West Kelowna due to growing wildfires

2023-8-18

globalnews.... ▷ 3.2M

ctvnews ▷ 156K

... or Poly-opportunity?

Ecological emotions



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

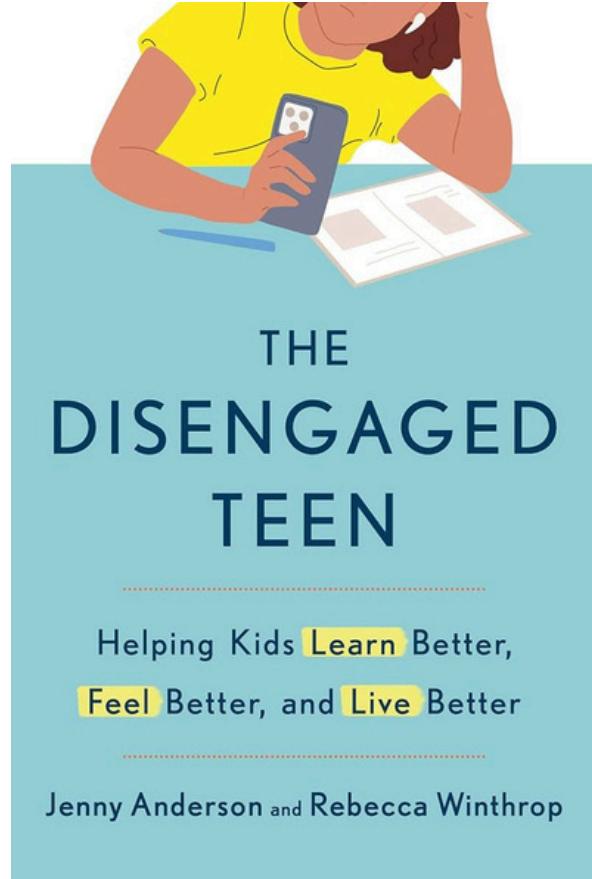
We need to cultivate hope and take care of our mental health to engage in long-term environmental actions.

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

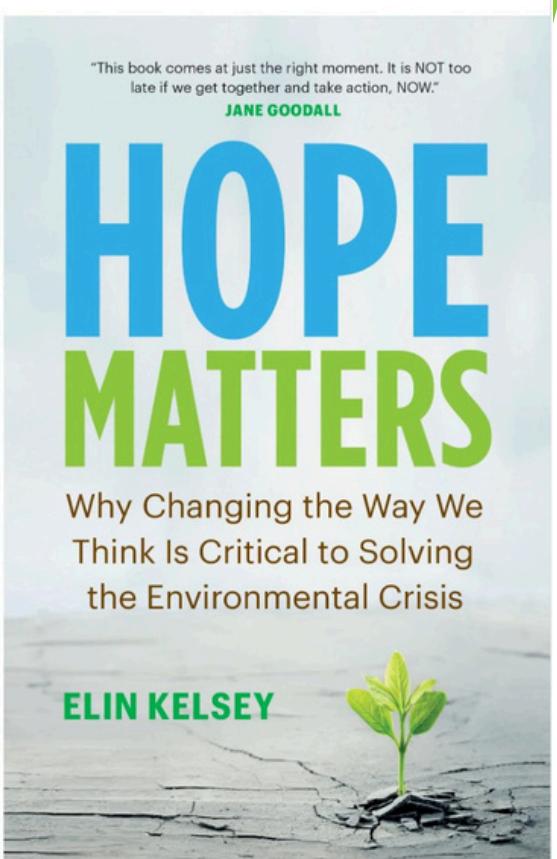
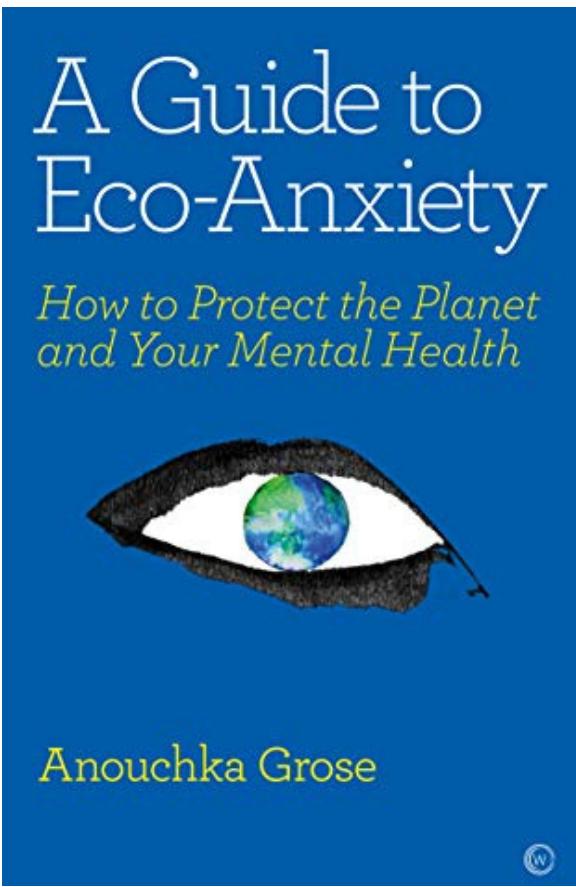
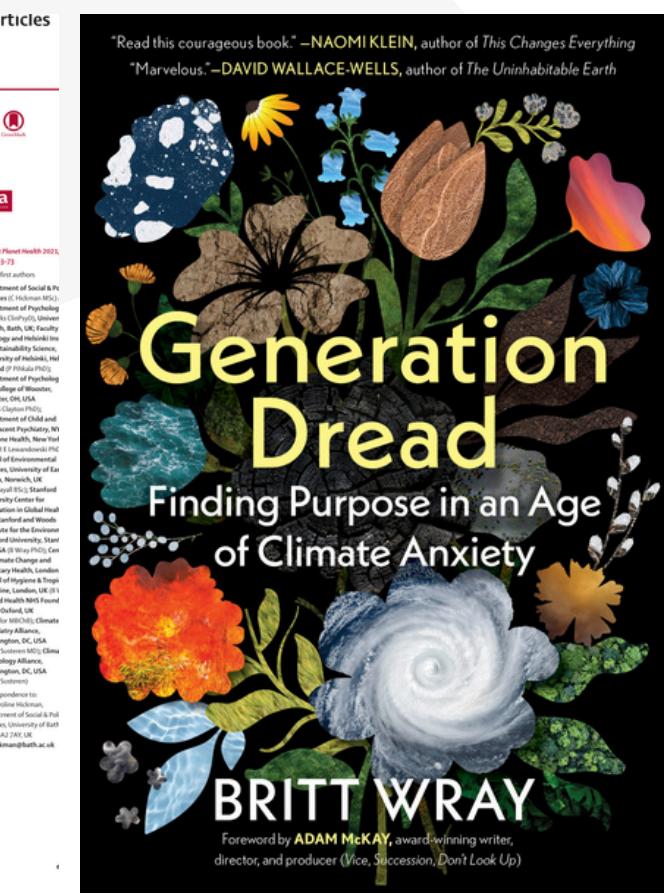
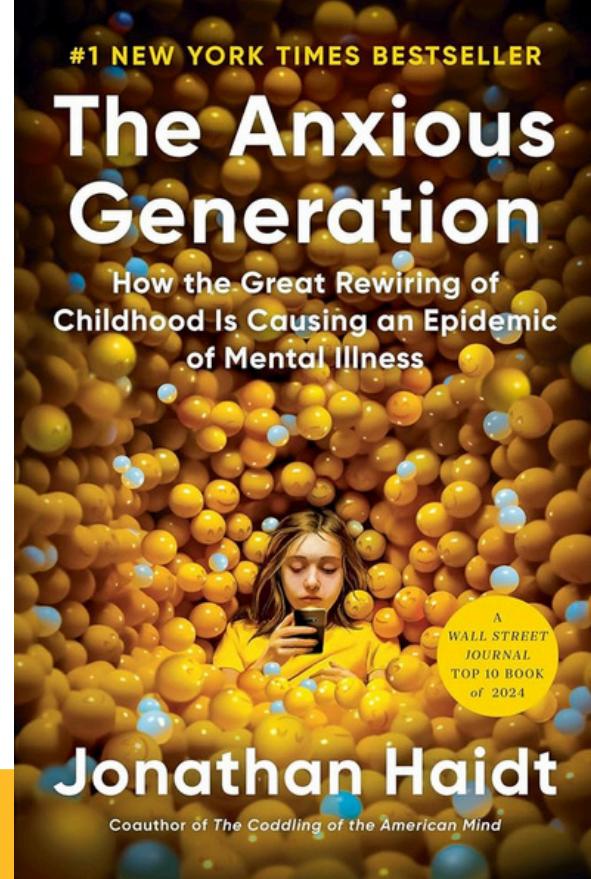
Future Despair



Cost of Living



Extreme Weather



THE SUNDAY TIMES BESTSELLER HANNAH RITCHIE Not the End of the World

Surprising facts, dangerous myths and hopeful solutions for our future on planet Earth

'Truly essential'
Margaret Atwood

'Uplifting'
The Times

'Shines with positivity'
Rutger Bregman

'Inspiring'
David Wallace-Wells

"This book comes at just the right moment. It is NOT too late if we get together and take action. NOW."

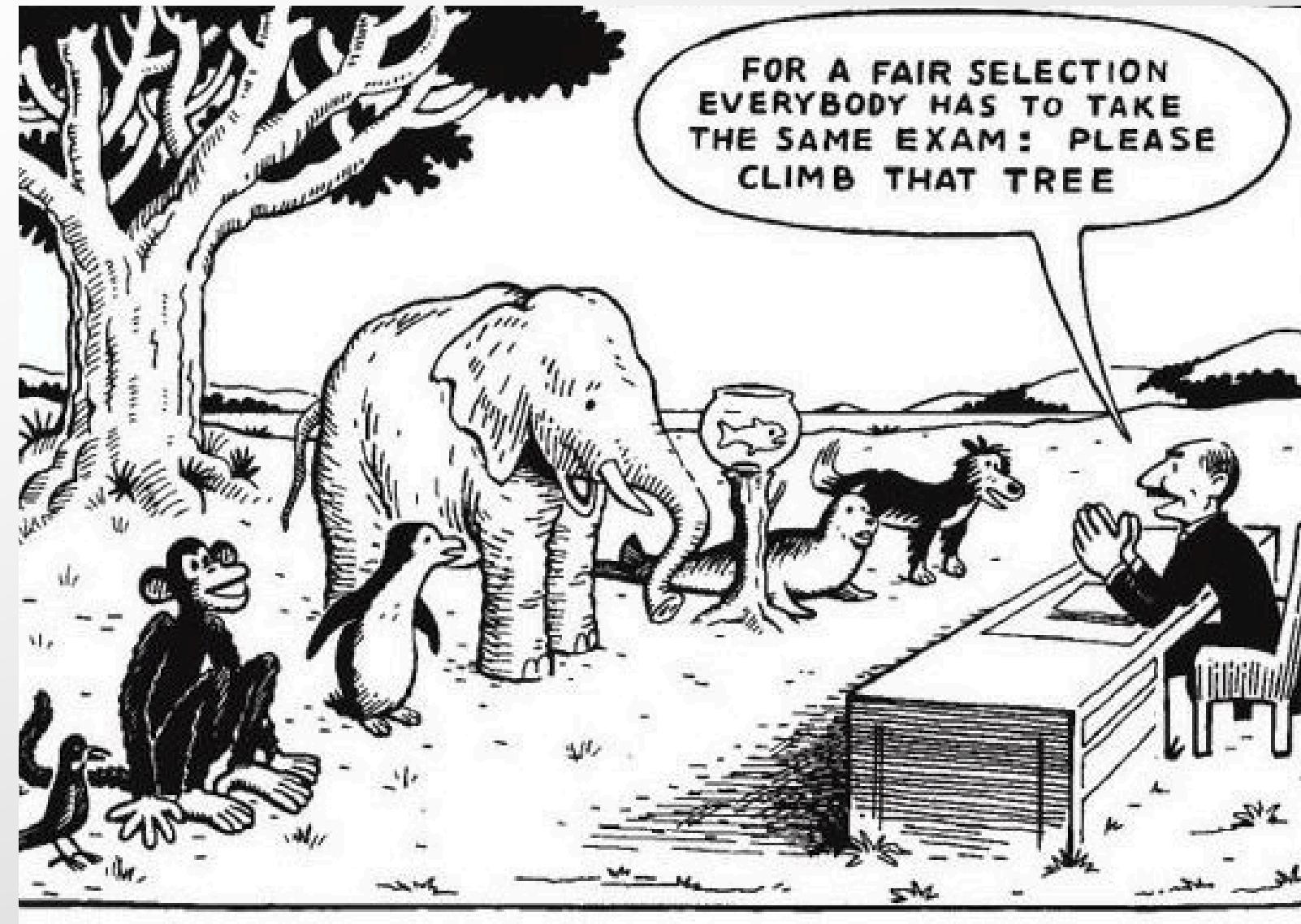
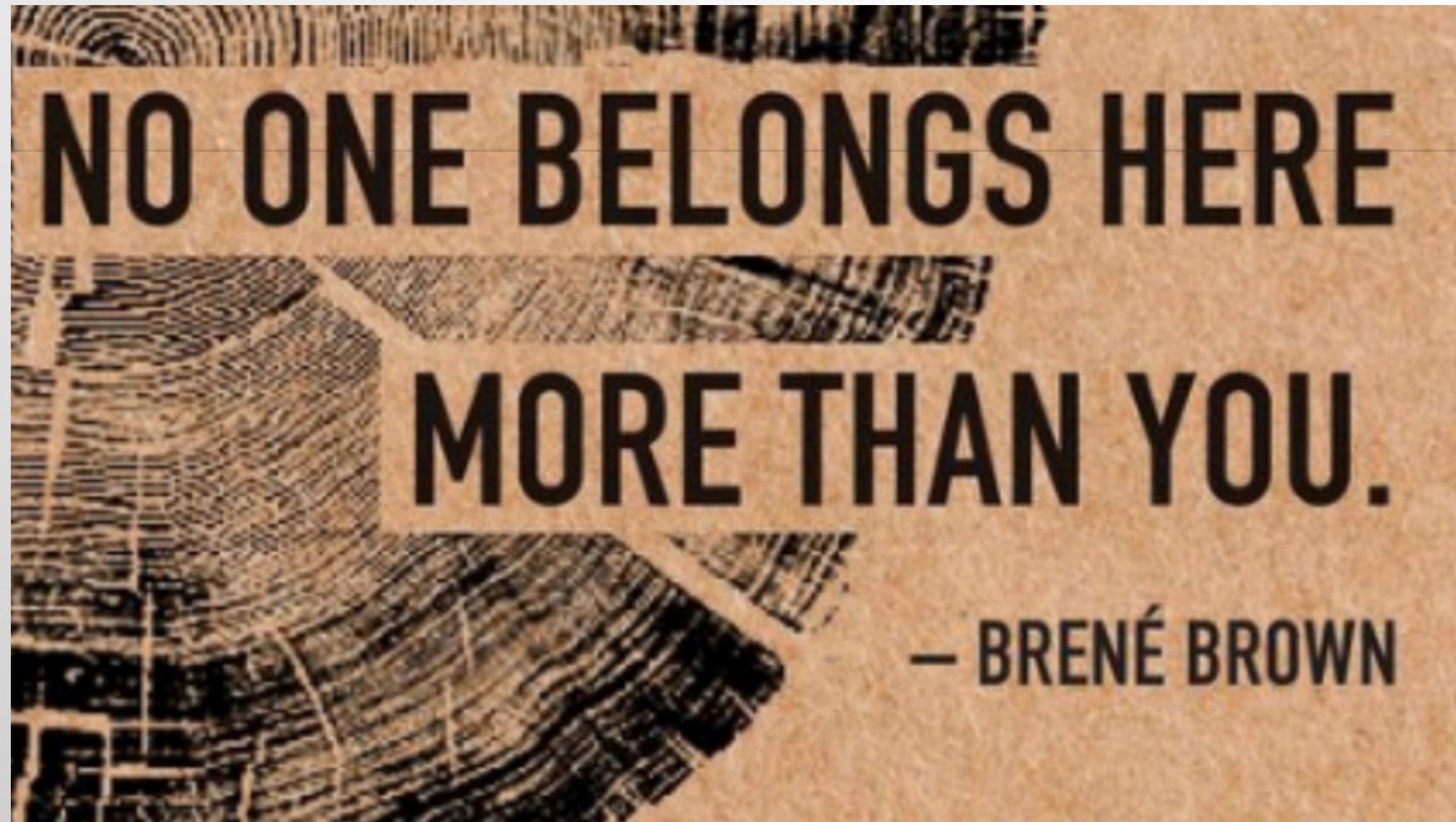
JANE GOODALL

HOPE MATTERS

Why Changing the Way We Think Is Critical to Solving the Environmental Crisis

ELIN KELSEY

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



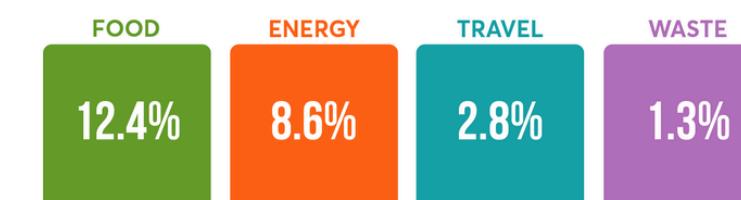
TOP 20 HIGH-IMPACT CLIMATE ACTIONS FOR HOUSEHOLDS AND INDIVIDUALS

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)



PROJECT
DRAWDOWN.

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

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

Preparing High School Students For A World Dominated By AI

By [Scott White](#), Contributor. I write on the human/political issues that shape our world.

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



cool aid. CRD

Making a difference...together



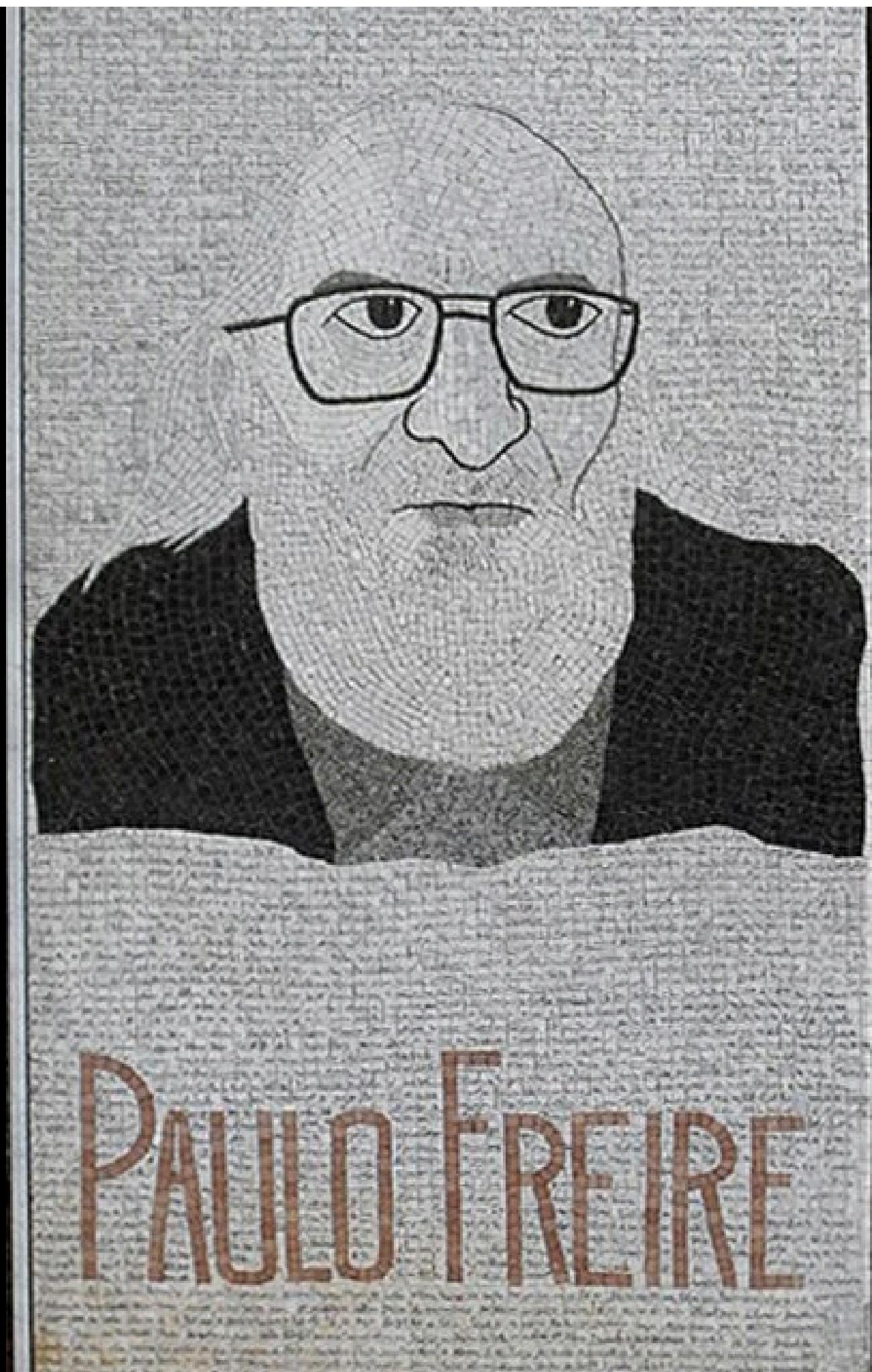
level
ground
COFFEE ROASTERS



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

AZ QUOTES



**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



HÍSKWE

(Thank You)

WSÁNEĆ Artist: Sarah Jim



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



linkedin.com/in/ericschofield1/



@foodliteracy.bsky.social



my inspiration

