

Environmental and Outdoor Learning ...

... the air we breathe deeply each day!

Why are we reviewing this program?

- ✓ We know the significance of this learning in the lives of all people and need to insure that all facets of the program are aligned and coherent
- ✓ We need one voice to address the priority environmental and outdoor learning needs of school district 71
- ✓ The land we live on, the waters we enjoy and the air we breathe are precious and need current and future generations to respect and care for all

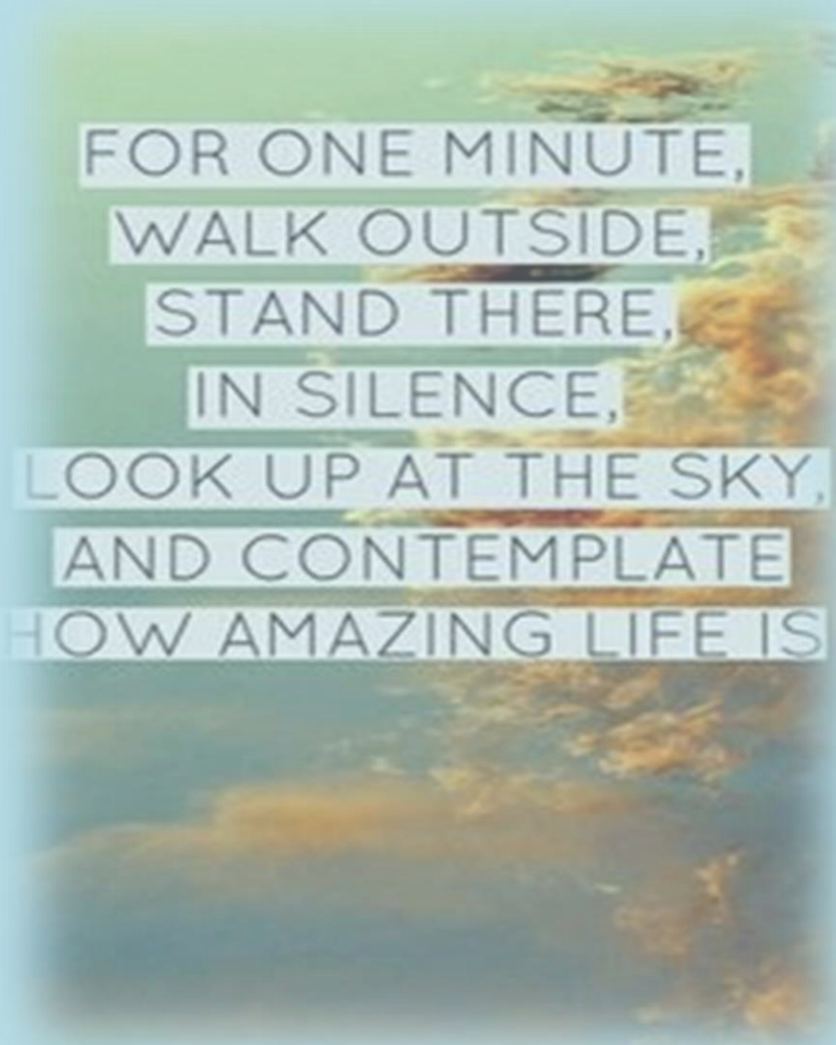
Steps in the journey to date:

August 27/28th – Visioning Committee (appendix A) Retreat at Tribune Bay c/w recognition that there is no EOL Program in the school district at this time; process confirmed as one of implementation with necessary review components

September – Confirmed Terms of Reference for the EOL Leadership Cohort/Committee (appendix B); created the Draft Mission and Guiding Principles for the entire SD71 Educational Community

October – drafted and posted online survey for educators (appendix C) & shared Mission and Guiding Principles for input

November – analyzed survey; start Collaboration Network (appendix D); input from PVPs; draft report; present to Sr. Leaders



Mission Statement

To instill caring, growth, and collaboration, through an interdisciplinary Environmental and Outdoor Education Program, that promotes long-lasting connections with the environment and educational community.

Core Values and Guiding Principles

Educators in the Comox Valley School District will:

- Model and teach Environmental and Outdoor Learning to create, maintain and nurture connected and trusting relationships throughout our community and networks
- Support every student's success in understanding their personal connectedness to nature and their personal responsibility
- Structure learning opportunities for students in kindergarten through grade 12 to develop Care, Compassion, Ownership and Stewardship of the Earth

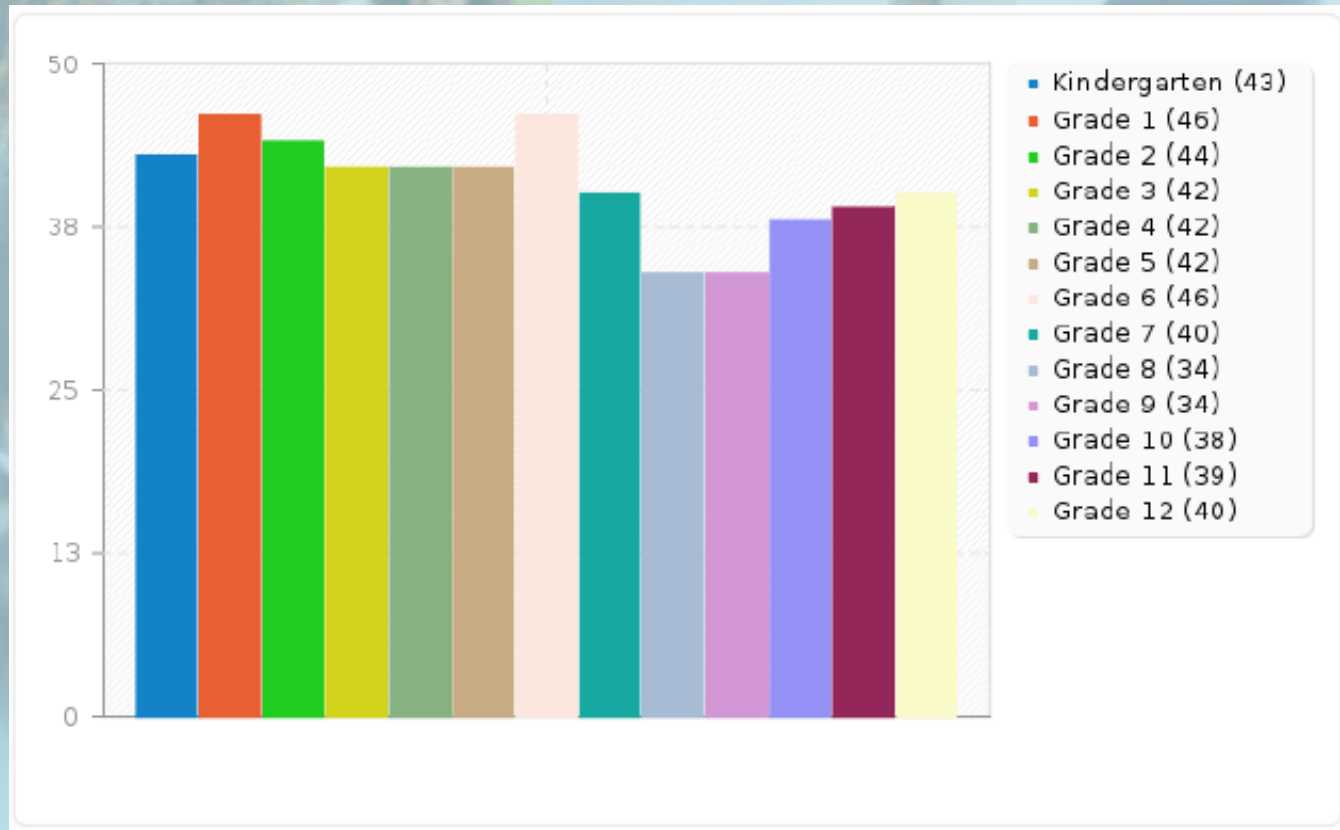
Core Values and Guiding Principles

Educators in the Comox Valley School District will:

- Provide broad and deep learning opportunities that demonstrate the **interconnectedness of systems** – Environment; Biodiversity; Outdoor Learning; Outdoor Adventure – that exist in nature
- Provide diverse learning opportunities in every grade that promote, encourage and foster learning for **personal and interpersonal growth** through outdoor exploration, education and challenge

Survey Highlights

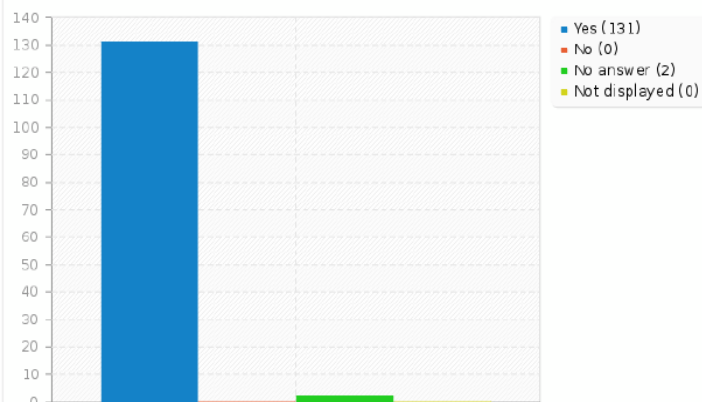
- **210 Educators responded**
- **ALL grades significantly represented**



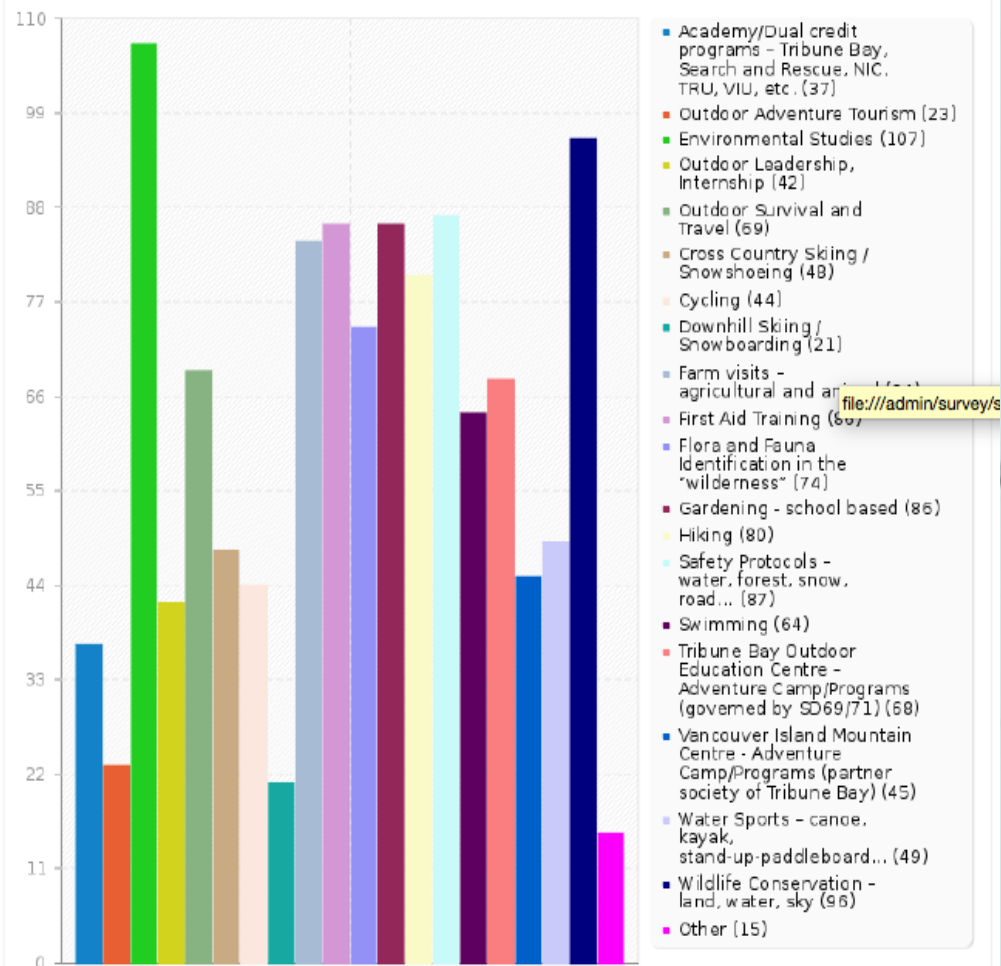
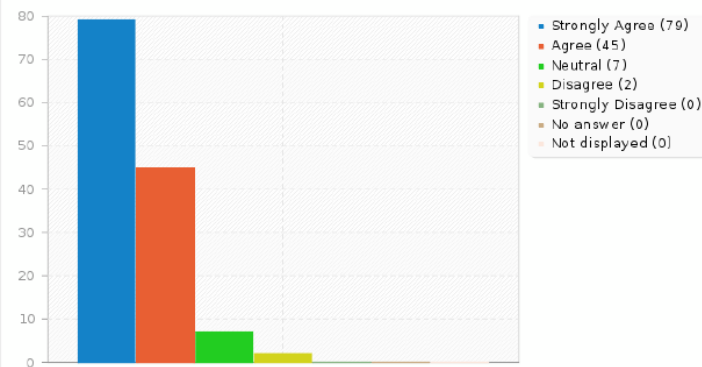
Survey highlights continued...

Overwhelming perspective that EOL is interdisciplinary and that it should be integrated...

Activities to consider for district-wide implementation



... and that it should be taught in each grade K-12



- ✓ Personal passion and personal education are significant influencers
- ✓ Our teachers are ahead of us, thinking what's important and are ready to go
- ✓ The move to collegial support is the imperative to move us forward and teachers clearly want collaboration

- ✓ We are at a critical point of timing to support the field and create the necessary momentum
- ✓ Equity is an essential criteria for EOL program delivery
- ✓ Tangible district support is required

- Paul Solarz

A dolphin is shown in mid-leap, emerging from the water. The dolphin's body is sleek and dark, with a lighter underbelly. It is angled upwards and to the right, with its tail fluke visible. A large, white, frothy splash of water is trailing behind the dolphin's tail. The background is a clear, light blue sky. The overall image has a soft, slightly faded appearance, typical of a presentation background.

The Program Review Facets

“The brains of our young learners are changing due to technology and we have to resensitize them to the experience of nature.”

Inventory of programs and sub-programs residing in program area:

- This does not apply since this will be a newly established program
- Despite the lack of program coherence there are exemplars K-12 across the district we may learn from and we commend our teachers
- Teachers willingly shared the current alignment their instruction has with EOL and is summarized in the survey (Field Summary H)
- This is a work in progress in order to develop an optimal context and network

“I have found it is most effective when I have worked with other teachers to plan learning in collaboration... the experience always ends up richer for the students and allows the teacher to create an experience that is richer.”

Current financial review of total revenue and expenditure:

- There is no district funding plan at this time
- The data collected from teachers and administrators clearly illustrates three main sources of funding – gaming, fund-raising, parent direct payments
- Funding is sometimes available from each school's operating accounts and does not always cover full costs

“In order for this to be successful, I think it is essential to create top-notch materials for the outdoor educators and teachers to use. It is wonderful to have all these goals but it needs to be accessible and not add to teacher load.”

Current staffing levels by sub-program

- There is no district staffing targeted for EOL
- There are examples of programs with unique teacher leader titles e.g. Cumberland; EXPLORE
- The Executive Director position at the Tribune Bay Outdoor Education Centre is funded via camp fee structures and grants through the society

“Create a culture of importance.”... “As this initiative is new, I think it is unfair to ask teachers to add this to their plate. I feel that someone who is dedicated to delivery or mentoring is essential.”

“However it is delivered there should be some kind of consistency throughout the district”

Is the program aligned and demonstrates coherence (based on program goals)?

No, at this time the EOL program does not exist

*“This report will generate a direction to follow.
Then let’s get the champion to move it forward”*

THE BEST WAY
TO PREDICT
YOUR
FUTURE IS
TO CREATE IT.

-DR JOE DISPENZA

Alignment and coherence continued...

- **Our educators support the strands of:**
 - ✓ Biodiversification
 - ✓ Environmental Stewardship
 - ✓ Indigenous practices
 - ✓ Outdoor Learning
 - ✓ Outdoor Adventure/Pursuits/Leadership
(see Field Summary M of the survey)
- **Our goal is to develop an aligned and coherent program per the Mission and Guiding Principles and in the context of all aspects of the new curriculum**

Identification of gaps in alignment, staffing, funding, etc. :

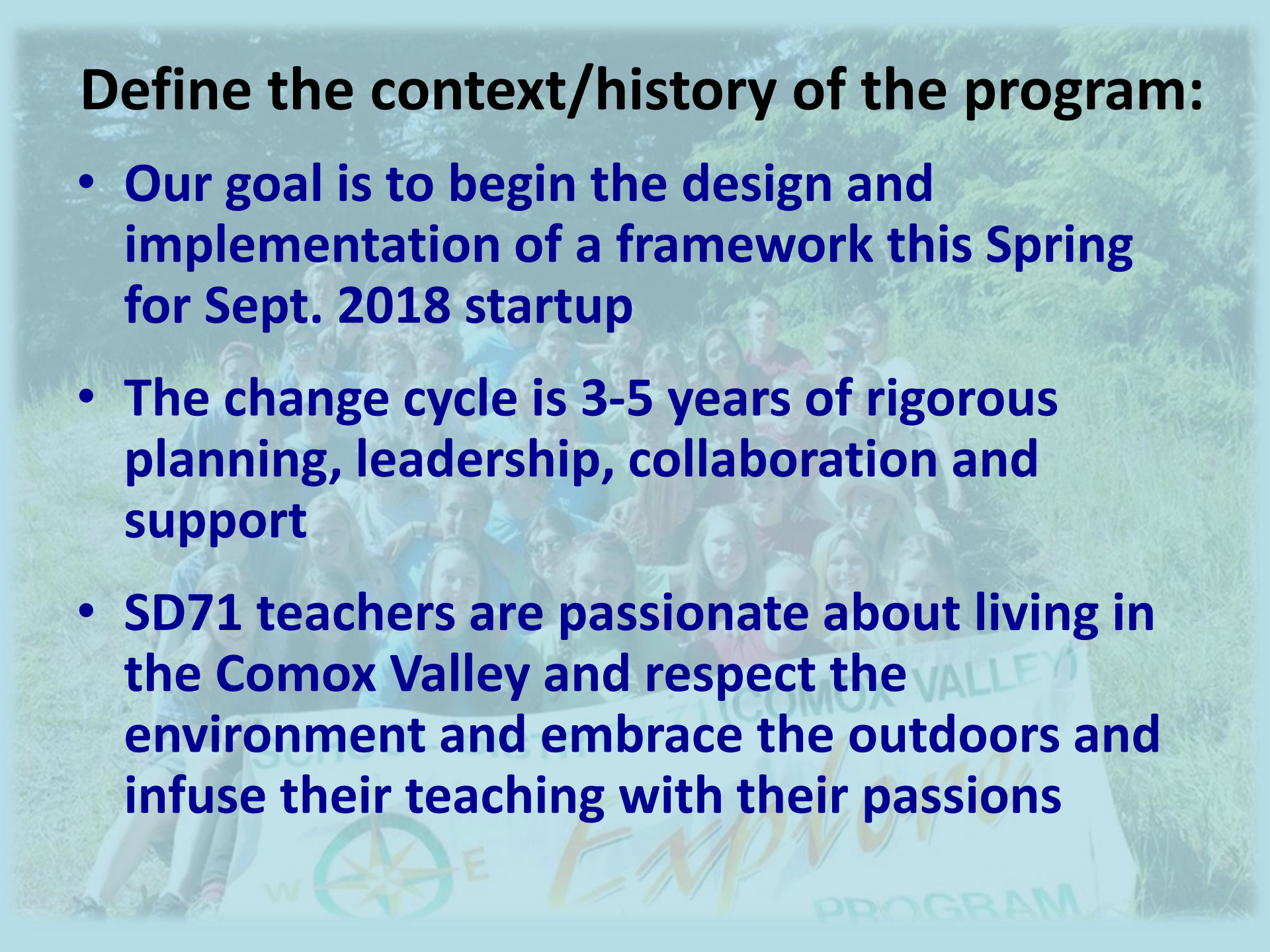
- **Alignment, staffing and funding need to be developed**

“All students deserve this type of education and the ability for families to pay for it should not factor into how students can access their education.”

“More time and priority need to be given to competency based frameworks that are accessible to both students and teachers such as the Successful Learner Trait Framework...”

Define the context/history of the program:

- Our goal is to begin the design and implementation of a framework this Spring for Sept. 2018 startup
- The change cycle is 3-5 years of rigorous planning, leadership, collaboration and support
- SD71 teachers are passionate about living in the Comox Valley and respect the environment and embrace the outdoors and infuse their teaching with their passions



context/history continued...

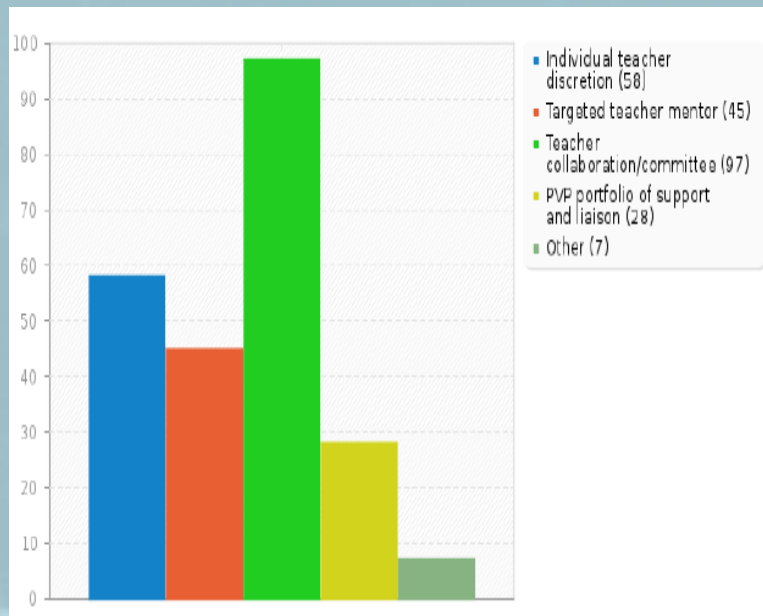
"Through adventure, conservation, and environmental studies we learn to care about things like climate change, extinction of animals, preservation of green spaces, which are going to be even bigger issues for our students' generation."



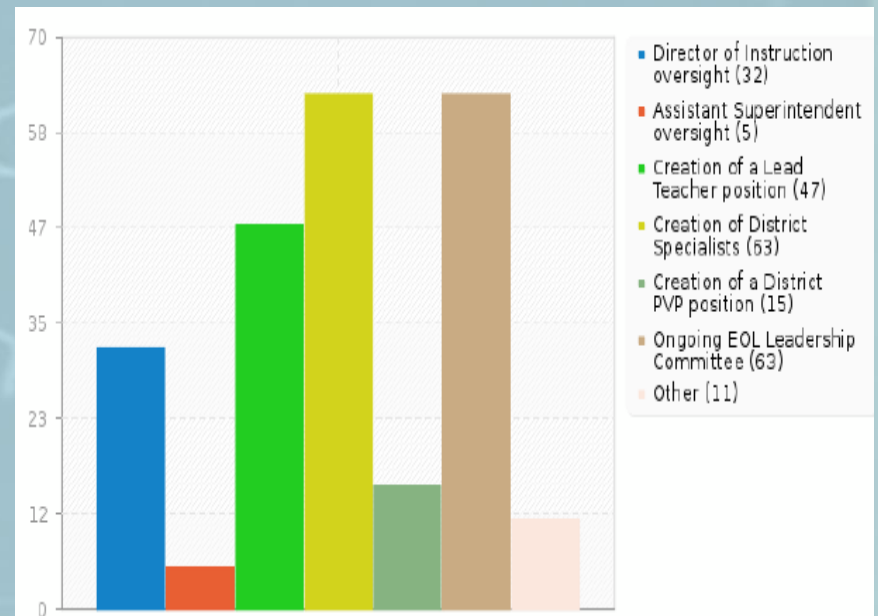
What program area does the program or sub-program belong? (Who will champion the work?)

- There is no leadership framework in place at this time
- We are paying attention to input from the field:

How should leadership be structured at your school?



How should leadership be structured at the district level?



Recommendations for the board to consider

(changes to the program, further study, community engagement, etc.)

Change research is clear:

- ✓ It takes a minimum of 3 years to have observable and systemic change
- ✓ All need to embrace the vision, mission, guiding principles and annual goals and to act
- ✓ Our educators need to be able to collaborate yet have autonomy to review and enhance instruction and assessment
- ✓ The employer needs to provide rigorous support structures

Recommendation #1

CREATE THE EOL FUNDING FRAMEWORK

- ✧ Leadership position(s)
- ✧ In-service and/or Training
- ✧ District-wide Field Studies
- ✧ Resource development
- ✧ Transportation

Recommendation #2

CREATE THE EOL LEADERSHIP FRAMEWORK

- ✓ Create an EOL Lead position – minimum of 3 years
- ✓ EOL Leadership Committee
- ✓ Develop school-based committees
- ✓ Require school-based action plans to include EOL
- ✓ Create a resource directory of educators
- ✓ All Curriculum Leads collaborate
- ✓ Communications Committee to collaborate with EOL lead

Recommendation #3

CREATE THE EOL INTEGRATED CURRICULUM FRAMEWORK

Under the leadership of the lead educator:

- Develop K-12 resources
- Support development of school-based EOL action plans
- Collaborate on Program Development at Tribune Bay
- Develop liaison with community networks

Recommendation #3 continued...

CREATE THE EOL INTEGRATED CURRICULUM FRAMEWORK

Under the leadership of the lead educator:

- Develop Web resources in Learn71
- Support Field Study initiatives
- Chair the EOL Leadership Committee
- Share with Lead Teachers Collaboration Team

Recommendation #4

DEVELOP THE EOL DISTRICT-WIDE FIELD STUDIES OPPORTUNITY FRAMEWORK

- ✧ Academy and Dual Credit Programs
- ✧ Agricultural and Animal Farm studies
- ✧ Career Pathways in Environmental Studies
- ✧ Career Pathways in Outdoor Adventure Tourism
- ✧ Cycling – road and trails

◆ EXPLORE

– review enrolment criteria, funding, credits and certifications

- ✧ Flora & Fauna Identification in the "wilderness"
- ✧ Garden Studies and Development

Recommendation #4 continued...

DEVELOP THE EOL DISTRICT-WIDE FIELD STUDIES OPPORTUNITY FRAMEWORK

- ✧ Indigenous Partnerships
- ✧ Mountain Centre (new partner with TBOES) – Hike, XC Ski, Snowshoe
- ✧ Outdoor Leadership, Survival and Travel
- ✧ Risk Management protocols, including first aid training
- ✧ Stewardship studies - Lakes, Rivers, Ocean, Land, Wildlife
- ✧ Sustainable Practices – Forestry, Fisheries
- ◆ **Tribune Bay Outdoor Education Centre**
 - *needs full review of support and use model*
- ✧ Water sports, including swimming

PROPOSED TIMELINE OF ACTIONS & DELIVERABLES

Spring 2018

- ✧ EOL Leadership Committee to continue planning
- ✧ Draft terms of reference for EXPLORE program review
- ✧ Draft terms of reference for TBOEC use of facilities review
- ✧ School educators to begin site action plan for 2018-19
- ✧ EOL lead educator position:
 - Draft Job Description and Roles and Responsibilities
 - Hire effective August 2, 2018

PROPOSED TIMELINE OF ACTIONS & DELIVERABLES continued

2018 - 19

- ✧ Create Curriculum Framework and Scope and Sequence
- ✧ Confirm Teacher Resource Network
- ✧ Liaise with Community Partners & begin connections K-12
- ✧ Complete EXPLORE and TBOEC Program Reviews
- ✧ Complete Field Study Analysis & plan framework
- ✧ Begin Web presence for Educators and our Public
- ✧ Propose Cost Schedule for 2019/20 budget committee cycles:
 - Field Studies
 - In-service
 - Resource Development
 - Transportation

PROPOSED TIMELINE OF ACTIONS & DELIVERABLES continued

2019 - 2021

- ✧ Create learning resource packages
- ✧ Create curriculum packages
- ✧ Consolidate District and school action plans
- ✧ Plan in-service opportunities
- ✧ Field Studies framework in place
- ✧ Learn71 portal to be completed
- ✧ Community Information portal to be completed

What are the risks?

(the board must consider in making any decisions about this program)

- Is it possible / realistic to embed the funding needs for EOL into the budget over the long term?
- Will we find the champion(s) that can lead us forward?
- Will we add undue and unsupported workload to some teachers as we roll out EOL?
- Will this review process set up untenable expectations on the School District?

If we do not act now, our local society and community members will lose trust in our ability to fully educate our youth and to model respect for the land and all peoples.

Pulling together

The preferred future for the program:

“Every child we teach will become a guardian of our earth!”

School District 71 educators being integral to shaping formative young minds will be KEY facilitators of environmental and outdoor experiential learning

Our students will learn to engage in and nurture trusting relationships in modeling environmental and outdoor learning and leadership

The preferred future continued:

Our students will understand the interconnectedness of all the systems in nature and participate broadly and deeply on environmental issues and in enjoying what the outdoors has to offer

We will become a lighthouse school district and community in Canada and beyond and we will own the responsibility together

We will insure the culture of respect for our earth is as deeply embedded in our way of life as are the academics, the arts, physical pursuits and applied skills