

# FOCUS



Leslie Lambie looks back on  
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EDUCATING**

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## Leslie Lambie

Superintendent & CEO

Change...inevitable, ever with us, the natural result of evolving needs and understandings. The alternative to change? Stagnation and the eventual demise of the product, system or organization.

Looking back at nearly 40 years of work in the public education system, I have to smile when I think of the 20-something year old teacher who stepped into the classroom for the first time...unrecognizable from who I have become as an educator in response to the changing needs of students in an ever-changing society!

As I look at the articles in this magazine... core competencies, robotics, coding, mentorship, SOGI; in the classroom of 1980 none of these existed either at all, or as they are now defined. They are all part of what we do now to meet the needs of students we will be sending into a world that will be that much different again. It is predicted that the students entering Kindergarten this year will be working in careers that do not exist at the time you are reading this message.

Change is what has made my career exciting and what has kept me in it past the time when I could have retired. New initiatives and projects are the things that prevent the stagnation I mentioned above. So, if you love change, you're in the right place. If it makes you uncomfortable, I urge you to look at it in a different light. If you're not able to embrace it exactly, at least give it a warm welcome. As parents and educators, we are in the business of preparing children for the world and to do that we will need to increasingly respond to changing needs.

*Leslie Lambie, Superintendent & CEO*

The finance department of School District No. 59 is anticipating many changes in the coming years. For the first time in over 15 years, School District No. 59 experienced enrollment growth. Enrollment for the 2017/18 school year was 3558.75 Full Time Equivalent students, an increase of 33.25 over the previous year. While it is exciting to see more students in our schools and an increase in our total enrollment-based funding, we have also seen a significant decrease in funding protection.

Funding protection is an additional amount provided to eligible school districts to ensure they are safeguarded against any large decline in grants. For districts where financial decline exceeds 1.5 per cent, this protection will provide additional funding in an amount that ensures the year to year decline is no greater than 1.5 per cent. Since our enrollment increased this year, we were not in a financial decline. This resulted in our funding protection being reduced from \$2.6

million to \$1.3 million. This 50 per cent reduction in funding protection has had an important impact on this year's financial situation and will continue to be a factor as our enrollment changes in future years.

The current funding model for school districts has been in place since 2002. There are challenges with this current model. Given the changes in education, the Ministry of Education has initiated a funding formula review. Any changes as a result of this review are to be in effect for the 2019/20 school year.

While I am hopeful for positive change from the funding model review, I don't anticipate any changes will make up for the \$1.3 million loss in funding protection. As we proceed further with this decrease in funding, it is more important than ever that financial decisions continue to support the School District's strategic plan.

*Melissa Panoulis, Secretary Treasurer*

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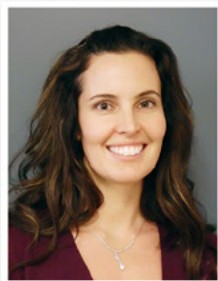
## CORE VALUE

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### Electoral Area I



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Chetwynd & Rural Area



**Crystal Hillton**  
Board Vice-Chair,  
Chetwynd & Rural Area

### Electoral Area II

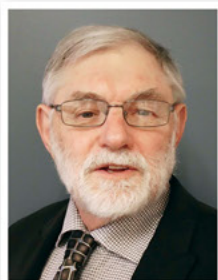


**Sherry Berringer**  
Tumbler Ridge

### Electoral Area III

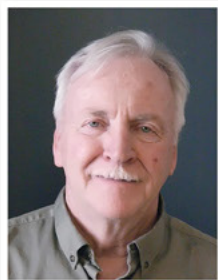


**Tamara Ziemer**  
Board Chair, Dawson Creek

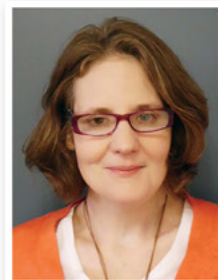


**Richard Powell**  
Dawson Creek

### Electoral Area IV



**Wayne Ezeard**  
Pouce Coupe & Rural Area



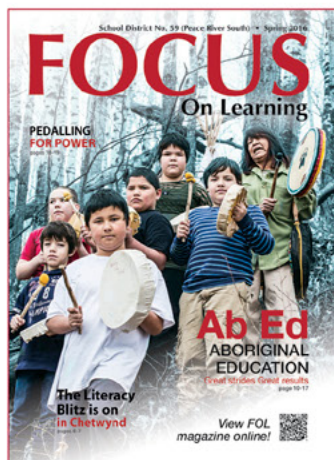
**Nicole Soontiens**  
Rural Area Surrounding

Since I became a trustee eight years ago, much has changed in the way we educate students in BC. At the forefront of this change is the Provincial Curriculum for K-12 Public Education. Centered around the core competencies of Communication, Creative Thinking, Personal Awareness and Responsibility, Critical Thinking, Positive Personal and Cultural Identity, and Social Responsibility, the new curriculum aims to personalize the education experience for each student. School District No. 59 continues to be a provincial leader in the areas of Dual

Credit and Trades Training, Aboriginal Education, Primary Literacy and Teaching 21<sup>st</sup> Century skills. We live in a state of constant change and we are proud to embrace innovation and to be well known as the progressive and forward thinking district that we are.

If you haven't had a chance to look at the new provincial curriculum please check it out at [www.curriculum.gov.bc.ca/curriculum-info](http://www.curriculum.gov.bc.ca/curriculum-info)

*Tamara Ziemer, Board Chair*



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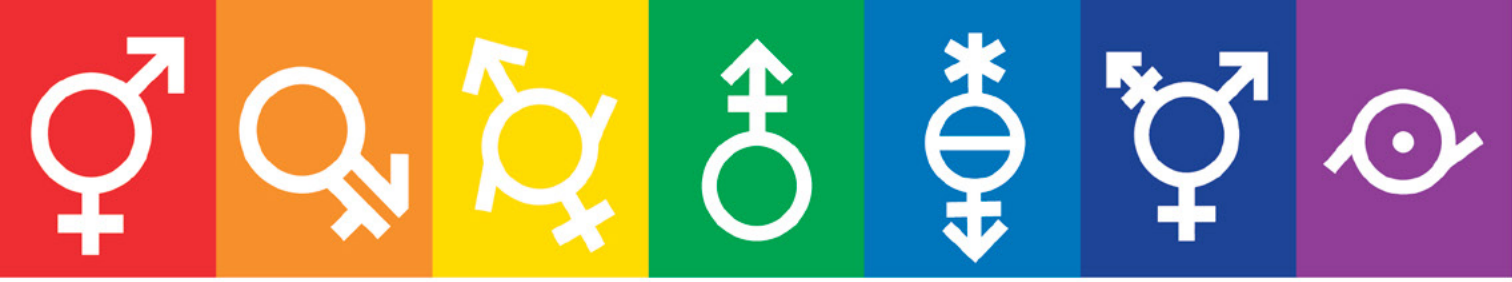
### STAY CONNECTED & UPDATED



School District 59  
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School District 59



# SOGI is About Safety For ALL STUDENTS



School District No. 59 leaders tasked with incorporating sexual orientation and gender identity into anti-bullying policies say safety is critical for education

**Rainbow Slide:** Maya Batt celebrates her colours on the rainbow.

Every week, School District No. 59’s District Principal, Jan Proulx, visits with the same student. It’s a regular check-in that Proulx calls an ongoing journey.

“If your sexual orientation or gender identity puts you in the minority, you have so many things to figure out and so many people to communicate with,” she explains. “We’re figuring out, together, what supports are needed and how we can take steps forward.”

Proulx and Assistant Superintendent Candy Clouthier are the district leaders tasked with incorporating sexual orientation and gender identity into the district’s anti-bullying policies and, where appropriate, into the curriculum. They see their mission as being able to create a safer school environment for all students—so they can focus on learning.

In the summer of 2016, legislators amended the BC Human Rights Code to include gender identity and expression as prohibited grounds for discrimination. In the fall of that year, the government required every BC school district to include sexual orientation and gender identity (SOGI) into their anti-bullying policies and an updated curriculum.

For Proulx and Clouthier, along with other educators who have joined a provincial network of SOGI leaders, it’s all about education and awareness.

“Everybody is coming from a different background and has a different level of understanding,” says Clouthier. “and that’s ok.”


**FOCUS On Learning**  
School District No. 59 (Peace River South)

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*We invite your comments, story ideas, photos and questions. Please contact Michael Readman at 250-782-8571.*

**ON THE COVER:**  
**Girl on book:** Hadley Tanner, Devereaux Elementary  
**Teacher-Librarian:** Mr. Ruiter, Chetwynd Secondary  
**Girl on leaf:** Natasha Zazzi, Canalta Elementary  
**Girl on rainbow:** Maya Batt, DCS -South Peace Campus

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## FUN Facts

**Did you know?** The font above, Gilbert, was created in honour of the late Gilbert Baker, the creator of the iconic Rainbow flag, artist and activist, known for helping create banners for protests and marches.

For more info visit [www.typewithpride.com](http://www.typewithpride.com)

“If you’re a teacher who is hearing about using different pronouns in order to respect a student’s gender identity, the idea is to be committed to learning more. Making mistakes is ok, as long as you try to make them right.”

According to Proulx and Clouthier, concerns over SOGI are mainly due to misconceptions. For example, occasionally parents have expressed fears that their children will receive instruction in how to be gay.

Clouthier explains curriculum should represent all students and include a variety of societal views. It should simply help students understand society as it is. For example, when a primary school social studies class explores the concept of family, the students will see that in the real world, family comes in all shapes and sizes.

**Main Image:** Senior students from DCS (South Peace Campus) walk their talk. Emma Noonan (SOGI school lead), Makalia Love, Dylan Heraid, Mlainey Maclean, and Kyle Kochanowski (SOGI school lead).

**Below left:** Anti-Bullying Day—TRSS staff and students show love for all!

**Below Right:** GSA (Gay Straight Alliance) sponsored Pride Connects Us Dance—Left to right: Katie Blunden, Zoe Ernst, Autumn Bennett, Max MacNeil and Piper Garner.

“Some families have a mother and a father and children. Some have grandparents and children. Some have multiple fathers or mothers.”

For LGBTQ+ students, SOGI is easing the sense of isolation that comes with living as part of a minority. As Proulx, Clouthier, and other SOGI leads find ways to fulfill their mission of safety, they discover new ways to combat this isolation.

One of the leads formed a Gay/Straight Alliance at a district school, and the response from students was overwhelmingly positive. The network is discussing ways to help SOGI students connect with one another in the community. “SOGI students have special challenges,” says Clouthier. “As educators, we’re here to support them so that they can learn.” ♦





**Below top:** The horse team was part of a surprise sleigh ride immediately following the craft day, courtesy of Lone Prairie ranchers Ed and Jason Bodo (father and son).

**Below bottom, from left clockwise:** Joseph Smithers, Thurston Rodenbush, Henriette Landry, Community Volunteer, and Emma Lalonde.

**Above left:** Connor Dendy, Jacob Napoleon and Katie Sharpe give employees at Chetwynd Hospital a big hug during Kindess Elves Week.

**Above top right:** Nadia Brook and Sadie Davis

**Above bottom right:** Rylan Lessard



Wendy Pohl’s opinion is typical of parents whose children attend Don Titus Montessori School. “I feel like my child is getting a really well-rounded education because of community interaction, extra-curricular activities, and the good balance of hands-on-learning and real-life experiences.”

“When I came to Don Titus, the welcoming atmosphere and community involvement struck me right away,” adds Daun Newman, Don Titus’ Principal. “Community members and students interact almost daily, and it really creates a school that feels like home.”

Indeed, those looking for evidence of Don Titus’ strong relationships with the people of Chetwynd should look no further than the school’s many community-building events. From creative fundraisers to special outings, Don Titus students reach out to Chetwynd and Chetwynd reaches right back.

For example, Newman describes two recent events, a caroling expedition and a fundraiser.

For the caroling expedition, all younger students (dubbed kindness elves) were divided up into smaller groups. All the groups traveled to various destinations around town, singing carols



**Above left:** Lucas Nutbrown and Reighan Pohl share their winter crafts.



**Above right:** Nicholas Nutbrown glows with pride in his festive face.

# COMMUNITY CONNECTIONS SET DON TITUS APART

## Chetywnd school has a high degree of community involvement

and handing out treats. Their mission was to spread holiday cheer, and they carried it out with gusto.

For the fundraiser, community members donated new or gently used items that other students purchased as Christmas gifts for friends and family members. Students had the time of their lives sleeping over at the school and setting up their holiday sale. The money they raised was used to purchase turkey hampers for those in need.

“The students actually helped with the final step of creating those hampers,” says Newman. “The organizers said that what usually takes them 8 hours took about 2 hours with the kids helping.”

Don Titus students most certainly also learn about giving from the parents who get on board. Newman explains that it's common for parents with professional skills to donate their time to the school.

Jody Watson, a parent with engineering expertise, facilitates fun STEM (Science, Technology, Engineering, and Mathematics) activities each year. She gives the students a problem to solve, paper to design the solution, and materials to build that solution.

“The teachers have been welcoming,” says Watson, “and I have truly felt that the students value the lessons that I can provide, and have continually shown an ability to apply real-world knowledge, curriculum material, and even past STEM experience to every new activity.”

Because Don Titus is a Montessori school, parents who live outside of its catchment can choose to send their children there. Many do exactly that. The school's warm, friendly culture is what many students need to thrive.

Naturally, the holidays were an exceptionally rich time for Don Titus' community-oriented culture. All the staff prepared a Christmas dinner for students and their families, serving community-donated turkeys and hams to 200 people. A craft-making day organized, and funded by Northern Lights College students, ended in a magical sleigh ride courtesy of a community member and his Clydesdales.

“I can't credit our support staff, teachers, parents, and Parent Advisory Council enough,” says Newman. “This community of caring adults sets the tone for everything that is special about Don Titus.” ♦



When the students in Mark Lofvendahl's Grade 9 Applied Design Skills Technology class wrap up, they do so in style—with a massive robot battle that Lofvendahl has dubbed the *SumoBot Competition*.

A robot battle is enough to get many students interested. But what gives this competition real excitement is the fact that all of the robots are student-built. Using a gearbox and a remote control, Lofvendahl's students figure out, step by step, how to create their own battle-bots.

Lofvendahl explains that they aren't spoonfed the process either. The whole idea of Applied Design Skills Technology is to become a self-starter who can take materials and tools and figure out unique solutions. It's a dream course for students who like to think, use their hands, and immerse themselves in a challenge in order to learn.

"From day one, students are being asked to solve problems," says Lofvendahl. "For instance, the gearbox comes with Japanese instructions, and they just have to figure out different ways to understand them.

"They'll look at the pictures, figure out how to translate the instructions, whatever they can think of."

As a STEM (Science, Technology, Engineering, and Mathematics) course, Applied Design Skills Technology is intended to turn students into lifelong

applied learners. In a world of rapidly developing technology, the ability to pick up tools and learn to use them without being spoonfed instructions will be invaluable.

To that end, Lofvendahl has worked with colleagues to develop Applied Design Skills Technology into a truly practical, hands-on educational experience. For inspiration, he has looked to Skills Canada, a non-profit organization that promotes in-demand skilled trade and technology careers to BC youth.

"I look to the types of skills that Skills Canada turns kids on to with its cross-Canada competitions," he says. "Skills Canada has youth engaging in all sorts of competitions that are based on trades.

"It's really important for youth to understand that there are great opportunities in the trades. Not everybody needs to become a doctor or a lawyer to make money or demonstrate intelligence."

To bring Applied Design Skills Technology to Dawson Creek Secondary, Lofvendahl and his colleagues have had to do more than design creative lessons. They have also demonstrated their commitment by raising a good deal of money.

"The costs involved in something like robotics are large," he explains. "But fortunately we've



# PREPARING STUDENTS FOR A

# TECHNICAL FUTURE



## Students at Dawson Creek Secondary School are having the time of their lives in Applied Design Skills Technology Class

**Previous page:** The completed *Battle-bots* with hand built remote controls are ready to fight!

**Below:** Courtney Berg and Chris Vanderploeg begin construction on the gearboxes for their *Battle-bots*.

received almost \$20,000 through a Ministry of Education grant and additional school funds.”

It all becomes worth it when Lofvendahl sees the impact that tech-informed applied learning has on his students. When students discover that they will succeed by working together, he feels he has done his job.

“That’s what they’re going to discover in the real world,” he says. “They will find out that they need to collaborate to succeed.” ♦



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Once a week, for an hour after school, students at Tremblay Elementary have a little extra support to pursue passions and build relationships. On any given Wednesday, students participating in Tremblay's After School Sports and Arts program have somewhere fun and worthwhile to be.

"Our goal with the program is to connect and reconnect students with the school, and give them an alternative to their normal after school routine," says Tremblay Elementary Administrator, Judy Eagles.

That normal after school routine for some students might include returning home to play video games or wandering around town on their own, explains Eagles. But at the After School Sports and Arts program, students can pick up new skills and build relationships with adult mentors.

**Tremblay Elementary students enjoy after school activities that keep them active while having fun.**

**Above Top:** Delilah Herd and Tanayah Gaynor.

**Above bottom:** Dion Hall, Riley Batt, Isaac Brunet and Tanayah Gaynor.

**Next page, left to right clockwise:** Budding artists learn to sketch and explore different types of mediums. Teagan Thomson, Jayse Thomson, Isabella Redhead, Kyana Thomas, Jade Brunet, Daneka Hussey and Rihanna Barret.



*The Mayor and Council of the City of Dawson Creek commend the administration and teachers of School District No. 59 for their ongoing efforts to assist our young citizens in realizing their full potential and reaching their life goals.*

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## Connecting Students With *AFTER SCHOOL SPORTS AND ARTS PROGRAM*

**Tremblay Elementary is creating an after-school alternative for students who could use a healthy pastime and access to mentors**

At this stage, in its first year of existence, the program typically attracts about 15 students to its art activities and another 15 to its sports activities.

On the sports side, the program has students learning skills and playing games in sports as diverse as snowshoeing, floor curling, floor hockey and basketball. These athletic enthusiasts are in Grades 4-7, and for some activities, Grade 3.

On the arts side, students paint, sketch, and craft, starting projects that they can pick up again next time. These participants range in age all the way from Kindergarten to Grade 7.

Of course, the program's success depends upon the instructors and volunteers. Both sports and arts have qualified instructors and a person of rapport from the community. These persons of rapport have good relationships with children already in the program, and the ability to form new ones easily.

“One of these persons of rapport has done a fantastic job of connecting with students,” says Eagles. “She knows all of them, can do conflict management, and even drives them home when they need rides.” ♦

### **Mike Bernier, MLA for Peace River South**



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# DEVEREAUX ELEMENTARY SCHOOL EXPANDS TO MEET GROWING



## Families are moving to its catchment area so their children can attend the popular school

**Above:** Mr. Schild and his students enjoy the extra space in the portable classroom.

**Front row:** Left to right: Byron, Aaron and Logan.

**Middle row:** Left to right: Ryder, Isla, Rylan and Kendall.

**Back row:** Left to right: Logan, Charity and Seth.

**Below right:** Excited students look on as the new portable classroom is installed.



**D**evereaux Elementary School recently added a portable classroom to accommodate its growing population of students. The popular rural school has been growing steadily over the past few years, from “roughly 80 students four years ago to 118 now,” says Principal Shaun Henry.

The school’s growth has been fuelled, above all, by its glowing reputation. With the new portable classroom, and new teaching and support staff, more Dawson Creek families will see their desires for their children’s education fulfilled.

“A few families have moved to our catchment area because they heard good things about our school,” acknowledges Henry. “and that obviously makes us feel great.”





# DEMAND



**Above:** School District No. 59 delivers on its promise of a new classroom at Devereaux Elementary.

strengthening their own literacy skills—and younger students get better informed literacy mentors.

Currently, Devereaux Elementary has a good ratio of teachers to students. With the portable building freeing up the library that had formerly been converted into an additional classroom, its need for space has been addressed. Henry says that his staff have been particularly good at accessing resources and supports available to them through the district.

But as its popularity continues to drive growth, will Devereaux's emphasis on individual students become more difficult to maintain? Henry acknowledges that the challenge is real, but has confidence in his team's capacity.

"Yes, with additional students you have a whole host of new requirements to meet," he says. "But our philosophy is to not let anybody fly under the radar. We're determined to maintain that philosophy as we grow." ♦

What are those good things? Henry credits the strength of relationships between teachers and students. According to him, students feel safe and welcome in all of their interactions with staff, from the frontline secretary to their classroom teachers.

"Our staff have the habit of dialoguing quite a bit with one another," says Henry. "Whether it's informally over coffee or during organized meetings, we talk about each student's individual needs.

"We brainstorm instructional strategies for each student, from high achievers to those who are struggling. It's sometimes hard work to take collective responsibility for each student but we've found it's the best way to work toward success."

That culture of collective responsibility has given rise to the creative initiatives that have built the school's excellent reputation. Devereaux Elementary is home to several programs that engage students and impress their parents.

Henry names a program that involves Kindergarten/Grade 1 and Grade 6 students partnering to read together. But at Devereaux, that means much more than older students passively listening to younger students read or vice versa.

Henry explains that the teachers heading up the program at his school are literacy experts. That means they are able to guide their student-instructors to use appropriate prompts and strategies that reinforce learning. Older students learn to teach—

**M**oberly Lake Elementary School received a new portable classroom in September 2017. Principal Anneli Duncan, excitedly reports that the new space now allows for drumming and speech classes to occur at the same time.



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**Above:** Students engage in their **LOVE** for reading in Ms. Arnold's Grade 1 and 2 class at Tremblay Elementary School. Ms. Arnold demonstrates a vibrant passion for learning that excites her young students.

**Front row, left to right:** Suki Zhang, Jackson Stam, Jade Brunet and Ryan Hegge.

**Second row, left to right:** Lucas Hambler, Kaleb Campbell and Centarro Ghostkeeper.

**A**n all-volunteer group of experienced teachers is taking teachers new to School District No. 59 under its wings. Over the past year, nearly 50 new teachers were recruited to the region and the New Teacher Mentorship Program is helping 30 of them find their footing.

Elaine Fitzpatrick, President of the Peace River South Teacher's Association, says she is pleased that School District No. 59 has chosen to continue

what began as a provincially funded program. The benefits are all too clear.

"When you have teachers who are new to the area connecting with established colleagues, it allows them to start making friendships and gaining support," she says.

Arguably, teachers need these special opportunities for connection more than other professionals might. "Everybody knows that new

# NEW TEACHERS GET THEIR FOOTING

**Nearly 30 new-hires are receiving support and connection through mentor teachers**



release time for observations, visitations, and time for structured goal setting and reflection. It helps new teachers to thrive and likely stay in the district. For a Northern BC community, that's essential, given the teacher shortages a vast majority of BC school districts face nowadays.

With the demanding schedule of a teacher—whether newly hired or well established—it's incredible to note that all of the mentors are volunteers. To maximize volunteer hours, the program has started organizing new teachers in cohorts, each of which is linked to an individual mentor. As a bonus, participants get to make friendships and share experiences with other teachers who are new to the area.

But who are these especially giving individuals choosing to mentor? Fitzpatrick describes one mentor as a quintessential mother hen. A retired educator in Chetwynd, she regularly puts up new teachers in her home until they find their own accommodations. During report card season, she's known to send out tea and cookie care packages.

Such care goes a long way when you're new in town. When the program collects feedback, participants typically say things like, "I feel supported by my mentor". In one survey, new teachers overwhelmingly expressed appreciation for the amount of professional development available to them in School District No. 59.

Fitzpatrick says that, for these newcomers, adjusting to a different curriculum and expectations is the least of their challenges. "Often, these new teachers struggle with feeling isolated from family and friends, adapting to the weather, and the challenges of traveling out of the area."

Whether it's fielding professional questions or taking new teachers on social outings, these mentors undoubtedly help smooth the transition. One mentor recently took a new teacher to a tap dancing class. Such simple acts of kindness are making the region home for School District No. 59's newest teaching assets. ♦

**Third Row, left to right:** Jasmine Hanson, Tehya Carlick, Joey Webb, Ms. Laura Arnold, Arlen Storoschuk and Raiden Hollick.

**Back Row, left to right:** Ember Avey, Khloe Thompson and Lylah Ritchie.

teachers are incredibly busy," explains Fitzpatrick. "While they're working hard to get established in their classrooms, we want to help them learn about the local culture and get involved in community while providing professional support and opportunities."

The Program is an opportunity for both new to career and new to district teachers to access continuous professional learning as well as community connections. That's why it includes workshops,



# SCHOOLS KEEP UP WITH *Changing times*

## 17 new teacher-librarians are supporting teachers and students

When you tour the libraries in School District No. 59, you get a sense of how much times have changed and the role of the teacher-librarian has changed right along with it.

“Being a teacher-librarian is about helping students think, create, learn, and grow,” explains Karen Frederickson, School District No. 59’s District Resource Centre Coordinator. “Our libraries are now hubs of learning.”

“The books line the outer walls so that furniture can be moved around to create both collaborative and quiet learning spaces.”

A teacher-librarian is a certified teacher who has received training in librarianship. A far cry from the cliché of the school librarian whose main

job seems to be shushing people, today’s teacher-librarian is a vital brain trust.

According to Frederickson, teacher-librarians collaborate with teachers to provide richer learning experiences for students. They carry out the research and hunt down the resources to enhance classroom instruction.

“If a teacher wants to teach students about coding,” says Frederickson, “a teacher-librarian can research that topic and find the resources needed to teach it well and with excitement.”

With technology rapidly changing which skills students need to learn, the value of the teacher-librarian has never been clearer. Fortunately, School District No. 59 has just





**STEAM (Science, Technology, Engineering, Art and Math) challenges at our Makerspace keep the learning hands-on and fun.**

**Above:** Mr. Ruiters, Donovan Wieler

**Top left:** Grace Winland gets cozy in a bean bag chair while reading.

**Bottom left:** Flexible spaces provide opportunities for students like Chloe Starchuk and Krista Mason to collaborate and share.

acquired 17 new full-time and part-time teacher-librarians.

Keeping up with the pace of change is important. But certain skills won't diminish in importance regardless of what technologies come and go. Frederickson believes that teaching students to research—to properly access and evaluate information—is her most important role as a teacher librarian.

“We promote reading through promoting research skills,” she says. “Nowadays, with so many sources of information available, it's important for students to learn how to evaluate what they're reading.” ♦

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**RETIRING  
SUPERINTENDENT**

# *Leslie Lambie*

**LEAVES BEHIND A  
RICH LEGACY**

## *A Legacy of Literacy*

When Superintendent Leslie Lambie set out to create a primary literacy development program for K-3 students, she had her work cut out for her. The grade level reading rates among Grade 1 students, for example, was 52 per cent.

She engaged with Dr. Janet Mort, and colleagues who had special experience in literacy, to design and implement the Primary Literacy Project. Teachers from all but three elementary schools took on the challenge. It was hard but rewarding work and after four years, overall district primary reading level rates had increased by 30 per cent. ♦

**She will be remembered for her many accomplishments—including leading a program that resulted in a 30 per cent increase in grade level reading achievement**

“I was taken aback by how many of our students were struggling to read,” School District No. 59’s Superintendent, Leslie Lambie says. “but supporting primary teachers in a change in practice resulted in a very satisfactory 82 per cent district-wide achievement level.”

“I’m so proud of the work that teachers have done to ensure children have a strong foundation to build a lifetime of learning on.”

When Lambie retires this year, she will be missed for many reasons—dramatically improved reading rates being only one of them. Assistant Superintendent Candy Clouthier lists initiatives such as a teachers’ leadership academy as another feather in her cap.

“What people should really know,” adds Clouthier, “is that Leslie cared for everybody she worked with. People could feel that and it inspired them.”



**Leslie Lambie visits South Peace Secondary and Canalta Elementary to celebrate education and say her final farewells.**

**Above:** Leslie Lambie checks in on Jessica Wessell and Haley McKechnie while they work on their assignments at South Peace Secondary.

**Below:** Lambie pops in on writers workshop at Canalta Elementary.

**Front row:** Leslie Lambie and Natasha Zazzi, Grade 3.

**Back row:** Isaiah Stoner, Grade 3 and Catharine Leroux.



When Lambie leaves her position, she will also be leaving BC. She says that she is now the owner of a great house on the beach in Prince Edward Island, where she grew up. Her plan is to simply figure out “what I do when I’m not being an educator.”

When asked what she will miss the most about the work she has done as an educator and district leader she is quick to answer.

“It’s the people.” Lambie pauses to process the emotion that has caused her voice to momentarily choke up. “For 27 years I have been learning with, and from, so many students, teachers, support staff, administrators, and parents. My journey has been enriched by the wide diversity of people I have worked with along the way.” ♦

# RUNNING WITH BC'S CURRICULUM CHANGES

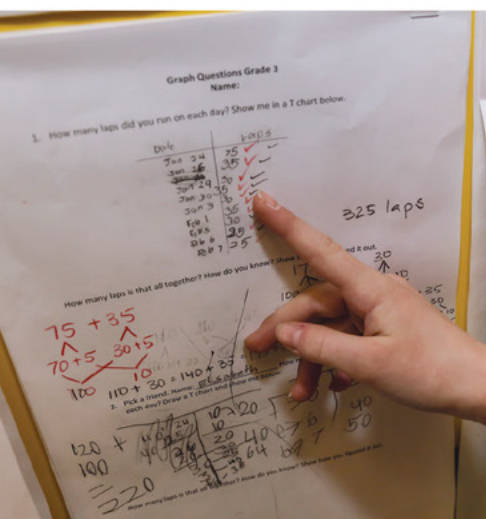


“Our Parkland staff as a group tends to be one of early adopters,” says Parkland Elementary Principal Joanne Dueck.

That’s why recent changes to BC’s curriculum have found a very hospitable environment in Parkland. If the world is changing at a rapid pace due to technological advancements, this particular elementary school has no problem keeping up.

But how exactly is BC’s curriculum changing? “In a nutshell, BC has kept its focus on strong foundations in **literacy** and **numeracy** while allowing work in the classroom to be more individually tailored to student interests and talents,” explains Dueck.


That means that while the basics like reading and math are still implemented, there’s a little more room for students to learn about the things



**Next page:** Annika Gyld shares her goals.

**Above left:** Students quantify their goals with a bar graph that pulls data into a T-chart for further analysis.

**Above right:** Left to right: Leelynd Witowski, Kinley Austin, Aiden Harris, Annika Guild, Isiah Brent, Drew Fowler, Kalia Wood, Samarah Waldon, Louise Wager, Olivia Paulin, Donovan Brent and Elizabeth Kopetski run laps in the gym before graphing their results.



“It's called pride...  
If I set a goal, I learn  
from the goal.”

— Annika Gyld, Grade 3

## BC's curriculum is changing to reflect the world around it and Parkland Elementary is providing a model for how to incorporate those changes

that naturally fascinate them. It's a change from the classroom experience of yesteryear, when learning was mainly about memorizing information.

Parkland staff have had no trouble coming up with creative ways to connect students with projects that stoke passions and stimulate sincere learning. Dueck explains that her staff first started really emphasizing *inquiry based learning* in their teaching practices a few years ago.

A trip to the school development organization High Tech High in San Diego, California taught teachers to ask more questions to stimulate learning, rather than just constantly present facts. What Parkland staff learned on that trip is “still evident in classroom practice now,” says Dueck. Consequently, Parkland has become a school where the desired aims of BC's curriculum changes are on full display.

Parkland has focused on goal and intention setting. Teachers asked students to think about their strengths and how they could work from where they are strongest. Then students set goals and weekly learning intentions based in the areas where they wished to grow.

Lately, this has involved concrete goals that can be measured. Students run laps in the gym and graph their results. Each week the students are asked about their training plans and likely outcomes.

“This is very exciting!” says Dueck. “It is a super physical pursuit as well as a beneficial numeracy skill. It's a blend of life and academic skill.”

At the heart of BC's curriculum changes is the importance of students being equipped with *core competencies*. These include communication skills, the ability to think critically and creatively, and good personal and social skills. Regardless of which subjects students excel in, or what paths they follow later in life, these are important learning skills.

“I think that our staff has long had a high value for the soft skills,” says Dueck. “These are the valued assets of entrepreneurs, designers, team players, managers, and so many workers of all professions.

“The ability to share ideas, give feedback to others while maintaining the relationship, and, in general, get work done continue to be highly valued in the work world.” ♦



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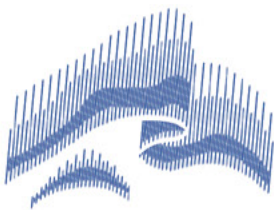
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