**NEW BUSINESS**
**Public Session, Tuesday, February 28, 2023**

1. **2023-2026 Three-Year District Calendar Proposal**

   (CUPE) Local 37, District Parent Advisory Committee (DPAC), and the District Studen
   (DSAC)) on January 9, 2023 and was made public on January 10, 2023. It was posted on the
   and information was distributed via e-mail

BOARD OF EDUCATION BURNABY

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# Board Report

Date: February 28, 2023
To: Board of Education – Public Meeting
From: Roberto Bombelli, Deputy Superintendent
Subject: 2023-2026 Three-Year District Calendar Proposal

Background:

The Ministry of Education and Child Care allows school districts to plan and set their own calendars outlining days in session, vacation days, school start and end times. Districts must consult on the calendar and ensure a minimum number of hours of instruction are delivered. Districts may plan calendars for up to three years.

Introduction:

The proposed three-year district calendar was brought to the district's partner groups (B.C. Principals' & Vice Principals' Association (BPVPA), Burnaby Teachers' Association (BTA), Canadian Union of Public Employees (CUPE) Local 379, District Parent Advisory Committee (DPAC) and the District Student Advisory Council (DSAC)) on January 9, 2023 and

# Board/Authority Authorized Course Framework

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|---|---|
| School District/Independent School Authority Name :<br>Burnaby School District | School District/ Independent School Authority Number (e.g. SD43, Authority #432) :<br>SD41 |
| Developed by :<br>Elizabeth Byrne and Teresa Toth | Date Developed :<br>Nov. 15, 2022 |
| School Name :<br>Burnaby North Secondary School | Principal's Name :<br>David Rawnsley/Kevin Brandt |
| Superintendent Approval Date (for School Districts only) : | Superintendent Sig.ni.003 Tc -pw 9 0 0 9 4030.660 0 9 403.56 396S 0 9 4030.660 S 0 |

with either Burnaby Community and Continuing Education, or potentially other ECE post-secondary programs after successful high school completion. This allows successful students immediate and easier avenues of choice; it can contribute directly to employment in childcare and/or easier transition into other ECE programs and further post-secondary training.

High school students will have the opportunity to learn about health and wellness, and are introduced to child guidance, an opportunity previously only available at post-secondary level. Students will also engage in a research field study to deepen their understandings and awareness of childcare HSN policies and procedures, wellness and child guidance in a childcare setting, arellness aC (i)2.2 (hi)2.6 (l)2.6 G (t)-6.6(gui)2.6 (danc)-2.(e,)4

- Begin practicing skills critical to communicating professional observations and planning supports for individual and groups of children.
- Use personal and professional experiences to self-reflect on the role of educators in supporting the successful inclusion of young children in group settings.

Aboriginal Worldviews and Perspectives: Connectedness and authentic relationship are embedded in the foundations of ECEA: Care, Nurture, Wellness and Child Guidance course .As such, this course reflects Indigenous perspectives, knowledge, values, and understandings through the First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of Indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

# BIG IDEAS

| Building Safe Spaces | Relationship is Foundational | Learning is Inclusive, Responsive, and Holistic | Educator as Researcher, Observer, and Co - Learner |
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| Environments are integral to well-being and learning. They help shape the experiences of children and adults. We live and learn in relationships with people, spaces, and materials. | An educators' ethic of care ensures children feel safe, confident, motivated, and heard as they make sense of the world around them. Positive and supportive guidance helps children as they learn to express their wants, needs, views, and feelings. | Educators create spaces, routines, and approaches that allow each child to participate, to think, and to discover in their unique ways. | Educators are continually observing, listening, and |

- Critique and create supportive environments that promote positive behaviour and social emotional skill development in young children
- Design, implement, and reflect on experiences that foster positive behaviour in young children

## Big Ideas – Elaborations

- ECEA programming requires that students, through classroom learning, training, and additional certifications, develop a health promotion philosophy, processes, and routines that keep themselves and children physically and emotionally safe.
- Early childhood educators must develop a clear understanding of the ethic of care. Only with a clear understanding of core values can educators create programming that focuses on the holistic nature of children's physical, emotional, and social health.
- Children learn best in spaces where they are offered positive, supportive, and developmentally appropriate guidance by educators, based on a solid understanding of the stages, abilities, and needs of the children in their care.
- Learning happens best when educators observe, research, collaborate, network, and maintain lifelong learning to ensure best practice in a childcare setting.

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## Curricular Competencies – Elaborations

Recommended Instructional Components:

- x Direct Instruction
- x Workshops
- x Guest Speakers
- x Demonstrations
- x Interviews
- x Exemplars
- x Theories Role-play
- x Modelling
- x Simulations

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- x Assessment for Learning: Supervised Practicum, Reflective Writing, Journaling)
- x Assessment as Learning: Self and Peer Assessment

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| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name:<br>Early Childhood Education Assistant (ECEA): Child Growth and Development (ECE 3100 Child Growth and Development I) | Grade Level of Course:<br>12 |

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## BIG IDEAS

| ECE Programs with Deliberate Design | The Journey of Lifelong Learning | Inclusive and Diverse Learning Communities | Honouring the Whole Child |
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| Each child has histories, contexts, gifts, capabilities, and potential that can be honoured and nurtured with responsive practices and environments. | Children begin learning from the moment they are born in a continuum that is not linear or universal, but collective and complex. | Engaging with differing views of children and childhood is essential to education in a socially and culturally diverse society. | Children are strong and capable in their uniqueness and are full of potential. |

## Learning Standards

- Complete first aid certification for children under the age of five
- Make decisions that impact and enhance the quality of children's educational and community settings
- Develop a clear understanding of ethics in both research and childcare
- Build a disposition to observe, document and think reflectively
- Demonstrate professionalism in a work environment, such as time management, reliability, ethic of hard work, and ability to take initiative

Community -Building , Connection, and Collaboration

- Demonstrate the ability to work effectively with classmates and others in a classroom and professional setting
- Demonstrate the ability to work with children and families in a caregiving setting
- Concepts of community, safe space, inclusion, diversity , and sense of belonging

## Big Ideas – Elaborations

- ECEA programming must be created with purpose and a solid understanding of research, theories, and child development, so that children thrive in our care.
- Early childhood educators must have practice that is grounded in current research and understand the science behind learning to help inspire curiosity and joy that will be foundational in all types of early learners.
- Learning happens best when children feel they are supported, included, and accepted in their learning community. Early childhood educators must create programs where all children have a voice and their diversity is celebrated.
- Each child is unique and multi-faceted, and early childhood educators must create a community in which their physiological, social, and emotional needs are met.

## Curricular Competencies – Elaborations

Theoretical Learning : Students will be provided an/the opportunity to explore the concepts of child development stages and theories, worldviews, key ideas of shared space, and our collective and individual roles within it.

Practical Applications : Students will be supported in their endeavors to engage in a childcare setting through a research field study and a 70-hour practicum.

## Content – Elaborations

- Genetic Coding: How appearance, intelligence, personality, and physical wellness are influenced by genes , and the interaction of these genes with our environment enables or prevents the expression of those genes.
- Prenatal Development : 3 main periods and characteristics of each.
- Biosocial Development : Includes all growth and change that occurs in a person's body, and the genetic, nutritional and he.2 15.12 reheosoalh (al)-8.4m2.912.1 (ex

Recommended Instructional Components:

- x Direct Instruction
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- x Interviews
- x Exemplars
- x Theories Role-play
- x Modelling
- x Simulations

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

- x Assessment for Learning: Supervised Practicum, Reflective Writing, Journaling)
- x Assessment as Learning: Self and Peer Assessment
- x Graded Assessment: Presentations, Field Study, Projects, Quizzes, Midterm, Final Exam

Learning Resources:

- x Book: Berger, K. (2021) The Developing Person Through Childhood and Adolescence. 12th edition. New York: Worth Publishers
- x Website: Decoda Literary Solutions Indigenous Cultural Competency for Early Childhood Education
- x Website: The BC Early Learning Framework
- x Website: The ECE BC Code of Ethics
- x Video: Marie Battiste, "Knowledge as a Key Site for Decolonization"
- x Video: "This Land: Indigenous Cultural Competency for Early Childhood Education" Hello Cool World's Jada-Gabrielle Pape (Saanich and Snuneymuxw Nations)

Additional Information:

Canvas Website: https://canvas.sfu.ca/login/canvas

Canvas is used to organize online learning for videos, lectures, assignments, homework, readings, etc.