

**REGULAR BOARD MEETING ADDENDA**

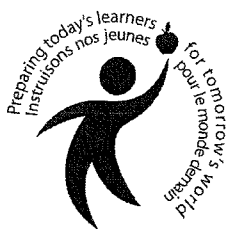
TUESDAY, OCTOBER 23, 2018

7:00 PM

THE FORUM

PARKSVILLE CIVIC & TECHNOLOGY CENTRE

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4. **APPROVAL OF THE CONSENT AGENDA**
- f. **Board Committee/Trustee Representative Reports**
- District 69 Recreation Commission – Trustee Young p 1
- h. **Approval in Principle for Ballenas Secondary Student Trip to Edmonton, Alberta from May 7 to 12, 2019** p 2-6
12. **ACTION ITEMS**
- b. **Board/Authority Authorized (BAA) Courses**  
*Recommendations:*
- THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *Global and Intercultural Experience 12*. p 7-17
- THAT** the Board of Education of School District 69 (Qualicum) approve the Board/Authority Authorized Course: *Global and Intercultural Studies 12*. p 18-31
13. **INFORMATION ITEMS**
- a. **Attachment to Enrolment Report as at September 30, 2018** p 32
- b. **Attachment to Class Size Report: October 2018 Snapshot** p 33



SD69 QUALICUM

## Board and Trustee Representative Committee Report

**Trustee Representative:** R. Elaine Young  
**Committee Name:** RDN District 69 Recreation Commission  
**Meeting Location:** Oceanside Place  
**Meeting Time:** October 18 2018

The Commission is composed of representatives from Electoral Areas E, F, G and H; Town of Qualicum Beach; Parksville City and School District 69 as well as staff from Recreation. The Commission advises the RDN Board (through the chair-person of the commission).

Delegations often present to the Commission on recreation related issues in their area of interest/expertise. At this meeting we heard delegations from:

Universal Access Qualicum Beach (Re: universally accessible Fitness and Wellness Facility)

### **New Business:**

District 69 Recreation Commission Grants were approved as presented to the Committee. A total of 12 organizations were recommended to receive grants in the categories of Youth and Community. Around \$20, 000 was potentially awarded.

### **Progress on Master Plan Recommendations:**

Clarification on the process of following up on the master plan was given. Since our Commission is an advisory, not a governing body, it will e up to the RDN Board to follow up on the recommendations of the Recreation Master Plan. It is planned that the RDN Board will be giving their direction on priorities in January. This prioritized list will be reviewed at the Advisory Committee level after that Board Meeting.

Questions were asked regarding conversations with the School District regarding the track upgrades. Some discussion has occurred at the staff level.

### **Universal Accessible Fitness:**

Discussion and information regarding "Jim's Gym" being accessible.

### **District 69 Recreation Services Report (June to September):**

Presented and received. Noted that pool usage was up significantly (about 5%) and that the pool remains at or over capacity. Noted that in house training of Aquafit instructors is helping to keep current classes going.

The meeting adjourned.

Next Meeting: To be determined after the election and official appointments of delegates.



**FORM SD69-FE04A**

**Category 4 Field Experience**

**REQUEST FOR PRELIMINARY APPROVAL (APPROVAL IN PRINCIPLE)**

**Out of Province but within Canada and/or Continental USA or Off-Continent**

Definition: Excursions of this type require an additional level of approval by not only the Principal, but also by the Board of Education. These field experiences involve travel outside of British Columbia, where students can be immersed in the language and culture of another area (e.g.: cultural and linguistic exchanges, music competitions, etc.)

**APPROVAL CHECKLIST (Check if answer is yes)**

- Have you referred to the Field Experiences Resource Book for additional policy information and risk-assessment guidelines?
- Has the field experiences excursion been organized in compliance with School District 69 (Qualicum) Board of Education policies, particularly Policy 5020 Field Experiences (Trips) and Field Experiences (Trips) Resource Book?
- Have you ensured that appropriate supervision ratios have been met (See Field Experiences Resource Book - Supervision Ratios)
- Plan to ensure appropriate level of supervision and support for students based on gender/gender identity attached
- Will the Parent Consent Form include appropriate detail, including: reference to a developed safety plan, reference to student behavior expectations, details of the activities to be undertaken during the excursion.
- Educator-in-charge to forward following information to School Principal for review and approval:
  - Form SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
  - Cover letter from Educator-in-charge outlining specific objectives, proposed follow-up activities, and presentation(s)
  - Parent Information Letter
  - Schedule/Itinerary
  - Class List
  - Third Party Waiver (if applicable)
  - DRAFT Service Provider Proposal, Agreement and/or Contract
- In addition to above information, Educator-in-charge MUST have on file:
  - FORM SD69-FE14 Category 3 and/or Category 4 Field Experience Educator-in-charge Checklist
  - FORM SD69-FE15 Category 3 and/or Category 4 Field Experience Educator-in-charge Planning form
- Principal to forward copy of following information to District Office for review and Board of Education approval:
  - Cover letter from Educator-in-charge
  - Letter of Support from Principal requesting preliminary approval from the Board of Education
  - FORM SD69-FE04A Request for Preliminary Approval of Category 4 Field Experiences
  - Parent Information Letter
  - Schedule/Itinerary
  - Third Party Waiver (if applicable)
  - DRAFT Service Provider Proposal, Agreement and/or Contract

**SCHOOL NAME:** BALLENAS SECONDARY SCHOOL  
**Educator-in-Charge:** Brent Kellas  
**Proposed Destination:** Edmonton, Alberta  
**Proposed Departure Date:** May 7, 2019      **Proposed Return Date:** May 12, 2019  
**Area of Study:** Music/Band/Choir      **Grades:** 9-12  
**Educational Purpose of Trip:** To take part in music performances, workshops, and observe music professionals in action  
**Total No. of Students:** 40 to 80  
**Total Projected Cost:** Not known at this time  
**Projected Cost per Student:** approx. \$850.00      **Projected Built-in Cost per Teacher:** Not known at this time      **Projected Cost to Teacher (if any):** < \$100.00  
**Proposed Excursion Details (Planning Form attached):**     Yes     No (if no, please explain below)

Plan to ensure appropriate level of supervision and support for students based on gender/gender identity.  
 Indicate if supervisors will be teachers, volunteers or other:  
 Teachers, EA's, and parents

**Category 4 Out of Province Field Experience – Preliminary Approval**

<b>Educator-in-Charge (please print):</b> Brent Kellas	<b>Date (day/month/year):</b> 12/10/2018	<b>Educator-in-Charge signature:</b> 
<b>Principal Name (please print):</b> Rudy Terpstra	<b>Date (day/month/year):</b> 12/10/2018	<b>Signature indicating preliminary approval:</b> 
<b>Board of Education or designate (please print):</b>	<b>Date (day/month/year):</b>	<b>Signature indicating preliminary approval:</b>

District Office distributes as follows: Original: District Office; Copy 1: School Office; Copy 2: Educator-in-charge



## ÉCOLE SECONDAIRE BALLENAS SECONDARY SCHOOL

Box 1570, 135 N. Pym Rd  
Parksville, BC V9P 2H4  
Telephone: (250)248-5721 Fax: (250)954-1531

*Rudy Terpstra*  
Principal

*Kevin McKee*  
Vice-Principal

*Jane Reynolds*  
Vice-Principal

*Lesley LaCouvee*  
Acting Vice-Principal

October 12, 2018

School District 69 (Qualicum)  
PO Box 430, 100 Jensen Avenue East  
Parksville, BC V9P 2G5

Board of Education – School District 69 (Qualicum);

This letter will stand as my support for the Ballenas Secondary School Music Students Field Trip to Edmonton May 7-12, 2019. This trip has been planned by Mr. Brent Kellas. Not only will students have a chance to perform and expand their musical training, they will explore many parts of Alberta.

Students will be travelling with the appropriate number of chaperones (Mr. Kellas and parents). Please see attached itinerary for details.

We would ask that the Board grant approval in principle for this trip.

Respectfully submitted,

Rudy Terpstra, Principal  
Ecole Secondaire Ballenas Secondary School



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Box 1570, 135 N. Pym Rd

Parksville, BC V9P 2H4

Telephone: (250)248-5721 Fax: (250)954-1531

October 11, 2018

***Re: Proposal for the BSS Music Dept. Trip – Edmonton, Alberta  
May 7<sup>th</sup> to 12<sup>th</sup>, 2019***

To Whom It May Concern:

The Ballenas Grade 9-12 Tour Band and Concert Choir are planning to travel to Edmonton in May 2019 for our major music trip this year. Trips like these help to build lasting relationships among students and give us an opportunity to bring everyone together in a unique learning situation for musical growth.

We will be leaving on Tuesday, May 7<sup>th</sup> and will return on Sunday, May 12<sup>th</sup>. The students will perform at some schools and/or other public venues, take part in a day of workshops with world-class musicians/educators, and will have the opportunity to engage in some awesome activities during the week-long trip! The trip activities include:

- Attend an Edmonton Symphony Orchestra concert and tour the Winspear Centre
- Attend a Jubilations Dinner Theatre show in Edmonton
- Workshops with professional instrumental and choral instructors
- Choice of activities at West Edmonton Mall including the five-acre World Water Park, Galaxyland Amusement Park, and indoor mini-golf
- Sky Tram ride in Jasper and other various activities along the way

This will be a very music-focused trip, and the workshop/performance experiences will help the students with all of their future music concerts and performing opportunities.

Our Year-End Concert will take place about one month after this trip, and I know that the benefits of going on this field experience will be evident on the evening of the concert!

Thank you for your consideration of this field experience for the Ballenas music students.

Sincerely,

Brent Kellas

*BSS Music Director*

bkellas@sd69.bc.ca



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Parksville, BC V9P 2H4

Telephone: (250)248-5721 Fax: (250)954-1531

October 11, 2018

### ***BSS Music Dept. Trip – Edmonton, Alberta May 7<sup>th</sup> to 12<sup>th</sup>, 2019***

#### **Dear Parents/Guardians of BSS Music Students:**

The Ballenas Grade 9-12 Tour Band and Concert Choir will be travelling to Edmonton in May 2019 for our major music trip this year. Trips like these help to build lasting relationships among students and give us an opportunity to bring everyone together in a unique learning situation for musical growth.

We will be leaving on Tuesday, May 7<sup>th</sup> and will return on Sunday, May 12<sup>th</sup>. The students will perform at some schools and/or other public venues, take part in a day of workshops with world-class musicians/educators, and will have the opportunity to engage in some awesome activities during the week-long trip! The trip activities include:

- Choice of activities at West Edmonton Mall including the five-acre World Water Park, Galaxyland Amusement Park, and indoor mini-golf
- Attend an Edmonton Symphony Orchestra concert and tour the Winspear Centre
- Attend a Jubilations Dinner Theatre show in Edmonton
- Workshops with professional instrumental and choral instructors
- Sky Tram ride in Jasper and other various activities along the way

**Students that are considering participating in the Edmonton trip must return the attached form by October 31<sup>st</sup> along with a \$200 deposit.** We do not know the final number of participants or the final cost of the travel or hotel expenses yet, so it is not possible to have an exact cost for the trip at this time. However, we expect it to cost around **\$850.00 per student** (before any fundraising is done). We will do our best to make this trip as affordable as possible. Please help in this effort by taking part in the fundraisers we plan over for the next few months.

The fees will be paid in four installments of cheques written out to BSS: **October 31<sup>st</sup> \$200.00 payment & permission form, January 18<sup>th</sup> \$200.00, February 15<sup>th</sup> \$200.00, and March 8<sup>th</sup> \$250.00.**

Due to booking activities and hotel rooms in advance, students who sign up and pay the first installment are ensuring their participation in this event. **The fees are non-refundable (unless the entire trip does not go ahead).**

Students must be in good academic standing to participate in this trip, and all BSS expectations for behaviour will be in effect for the duration of the trip. ***Students may be denied the opportunity to participate in this trip if their teachers or administrators do not consider them to be in good academic standing (which includes not attending rehearsals regularly).*** A detailed itinerary is being prepared as more information from the tour company is being received. It will be distributed in the coming months. Please contact Mr. Kellas if you have any questions or concerns.

Sincerely,

Brent Kellas

BSS Music Director

bkellas@sd69.bc.ca

**Please submit the first \$200.00 payment (cheques written out to BSS) and the attached permission form in to Mr. Kellas by Wednesday, October 31<sup>st</sup>. The remaining installments will be due in January, February, and March.**



Friday, 12 October 2018

**AFFINITY GROUP TOURS**  
817 Cambie St  
Vancouver, B.C.  
Canada V6B 2P4

Ph: (604) 737-3121  
E-mail: kristy@affinitytours.com  
Fax: (604) 737-0172

### **Ballenas Secondary School – Edmonton Performance Tour**

**\$815.00 per student based on 45 paying students (12 rooms) and 5 free adults/teachers (3 rooms)**

#### **Itinerary inclusions**

- Charter coach services per the Itinerary, (Driver's regulations stipulate that all bus drivers must not exceed driving *10 hours per day*) provided by Wilsons Transportation;
- BC Ferries fee's for passengers and coach May 7<sup>th</sup> and May 12<sup>th</sup>
- 2 nights' accommodation at a moderate hotel in Kamloops (May 7 and 11);
- 3 nights' accommodation at a moderate hotel in Edmonton (May 8, 9 and 10);
- 2 elementary school performances;
- Daily breakfast
- 1 group dinner in downtown Edmonton
- Jasper Sky Tram
- West Edmonton Mall Choice Passes for 1 Day
- Tickets to Edmonton Symphony Orchestra Performance.
- Winspear Educational Tour
- Jubilations Dinner Theatre & Show
- 90 Minute Workshop in Edmonton at the University of Alberta.
- All applicable Taxes and GST;
- Services and Planning by Affinity Group Tours;

**Please note:** No arrangements or prices are to be considered confirmed until a written confirmation has been received by you from *Affinity Group Tours*. This is a 'Proposal & Quotation' only at this time. Nothing has been requested or booked for your trip, pending your go-ahead & receipt of the initial deposit as outlined above.

#### **NOT INCLUDED:**

- ❖ Meals other than as specified above
- ❖ Manulife STUDENT YOUTH Cancellation and Trip Interruption Insurance (\$59.00 per student – minimum 16 students needed to purchase insurance)
- ❖ Items of a personal nature
- ❖ Additional coach transportation, workshops or entrance fees
- ❖ Gratuities

#### **IMPORTANT DEPOSIT & PAYMENT REQUIREMENTS:**

- **A \$200.00 per person deposit is due by October 30, 2018.**
- **A second deposit of \$200 per person is due by January 15, 2019**
- **Final numbers and final rooming list are required by February 15, 2019 *at which time a final invoice will be issued.***
- **Balance of payment is due no later than March 1, 2019**

**Note:** All monies paid are non-refundable. No refunds for unused services



B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Superintendent Rollie Koop verify that I have reviewed the BAA Course to ensure that it is fully compliant with the School Act (if offered by a Board or Offshore School), the Independent School Act (if offered by an Independent School Authority), the Board Authorized Course Order, policy document Board/Authority Authorized Courses: Requirements and Procedures Guidebook, and for BAA ELL courses, the ELL Guidelines: Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.

By signing below, I verify that the BAA Course:

- is not preparatory, remedial or modified
does not significantly overlap with provincial curriculum Content
name reflects the subject area and includes the Grade level
assigned Grade reflects the appropriate level of instruction
credit value appropriately reflects the length and scope of the course
synopsis clearly outlines what a student has gained when the course is completed
goals are general statements of intention that give structure to the curriculum
rationale outlines the importance of the learning to the student and society
embeds Aboriginal Worldviews and Perspectives
organizational structure outlines the Content, Curricular Competencies, and Big Ideas
learning standards are assessable and observable and can be understood by students and parents
recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
recommended assessment component aligns with the Principles of Quality Assessment
learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Global and Intercultural Experience

Grade: 12

TRAX Code: YAES 12D (e.g. YVPA)

School District Name and Number: School District 69 (Qualicum)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Superintendent Rollie Koop

Signature:

[Handwritten signature]

Date: 10/17/2018

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Eve Flynn

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) – To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the B.C. Ministry of Education requirements outlined in the policy document Board/Authority Authorized Courses: Requirements and Procedures. (Educational Standards Order, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:





SD69 QUALICUM

# Board/Authority Authorized Course Global and Intercultural Experience 12 YAES12D

School District/Independent School Authority Name: Qualicum	School District/Independent School Authority Number (e.g. SD43, Authority #432): 69
Developed by: Adapted from SD60: Global and Intercultural Focus Program	Date Developed: June 2018
School Name: CEAP (Collaborative Education Alternative Program)	Principal's Name: Don Bold
Superintendent Approval Date (for School Districts only): <i>October 16/18</i>	Superintendent Signature (for School Districts only): <i>[Signature]</i>
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Global and Intercultural Experience	Grade Level of Course: 12
Number of Course Credits: 4 credits	Number of Hours of Instruction: 100 hours

**Board/Authority Prerequisite(s):**

Global and Intercultural Studies 12 recommended

**Special Training, Facilities or Equipment Required:**

Student must be willing to participate in one of the intercultural activities listed below.

**Course Synopsis:**

*This course is designed for students in grade 10-12 and would typically be taken after the completion of Global and Intercultural Studies 12.*

*It is intended that this Global and Intercultural Experience course will position students to derive the maximum educational benefit from whatever real-world intercultural experience the student has chosen to comprise their applied learning component of the Global and Intercultural Focus Program (GIFP). It will not always be possible to align the course with every student's intercultural experience, but this is the intended design to garner the most benefit from the reflective process).*

This course will expand upon and apply the concepts introduced in the *Global and Intercultural Studies 12* course, while focusing on experiential learning. The goals of the course are to assist students in: adapting to the global community; acquiring a knowledge and skill-set transferable to both domestic and international environments; and integrating their existing life skills and knowledge to the future living, studying and working environments they will face.

Through the practicum experience, students will have the opportunity to apply and reflect upon their classroom knowledge and learning in a practical, real-world intercultural setting.

A critical component of the course is the opportunity for students to apply their knowledge and skills through direct experience either locally or abroad. The idea of learning through our experiences has a long standing tradition in education, dating back to Aristotle in Ancient Greece, and as an integral component of indigenous ways of knowing and learning. David A. Kolb states that experiential learning is a "continuing inquiry into the nature of experience and the process of learning from it" (Kolb, 2015, p. xviii). A facilitated reflection process encourages students to become more self-aware of their own cultures, values, and communication styles, and the impact these influences can have on their perception and negotiation of intercultural relations. After making these connections, students will be able to carry their learning process into future experiences and intercultural contexts.

### **Goals and Rationale:**

Today's increasingly interconnected and interdependent global society demands that students develop a much more sophisticated global awareness and understanding than previous generations of students. As the 'global' is arguably now the 'local', the importance of intercultural competence has become paramount. Active, socially responsible citizenship in multicultural and diverse domestic environments requires that students develop an appreciation of the diversity of cultures, and gain skills that will help them become more culturally sensitive and aware. This process requires students to learn about other areas of the world, as well as to engage in a reflective process in which they examine the ways in which their own cultures influence their worldviews and perceptions of other people and cultures. While it is important to learn much about political and economic interactions of nation states and global organizations, being interculturally competent also includes the necessity to possess tools to understand the cultures of the people living in those nation states.

Further, the continuous change and evolution of cultures and environments requires that students have the flexibility to adapt and to determine which new skills will be required for increasingly diverse contexts. The ability to incorporate differing values, perspectives and opinions in one's decision-making and critical and creative thinking leads to a higher functioning society, one that is better apt to compete within a global knowledge economy as well as thoughtfully address societal and environmental issues. Finally, such learning complements the core competencies identified by the Ministry of Education, namely Communication, Thinking and Personal and Social.

*"Experience plus reflection equals Learning"* John Dewey (1938)

The course is built on the premise that through direct experience combined with critical reflection students can deepen and personalize their learning. It is proposed that active engagement within a global or intercultural cultural context will lead to a meaningful process of discovery for students. As the exploration of personal identity and cultural awareness are an introspective and transformative process, the results of the learning experience is internalized and forms the basis for future experience and learning.

### **Aboriginal Worldviews and Perspectives:**

Learning is holistic, reflexive, reflective, experiential, and relational. It is focused on connectedness, on reciprocal relationships, and a sense of place. Learning is embedded in memory, history, and story.

**BIG IDEAS**

Reflecting on our experiences and on our reactions allows people to question their assumptions and better understand their own beliefs.

Exploring our own 'story' and the 'stories' of others helps us deepen our understanding of identity, others and the world.

Experiencing other cultures helps us to broaden our perspective becoming more able to understand the viewpoints of others.

Social justice initiatives can transform individuals and systems.

Our personal growth is enhanced by self reflection and goal setting.

**Learning Standards**

**Curricular Competencies**

*Students are expected to do the following:*

**A. EXPERIENTIAL LEARNING CYCLE**

- Gain a familiarity with Kolb's experiential learning cycle and be able to identify the different steps in the process
- Use Kolb's experiential cycle to analyse and debrief an important memory or event in student's life
- Understand role of experiential learning in Indigenous worldviews, perspectives and ways of knowing.
- Understand the purpose and the importance of the reflective process in enhancing experiential learning.
- Identify dispositions and ways of being that will enhance and deepen the reflective process
- Identify different ways that meaningful reflection can occur – writing, journaling, blogging, etc.
- Understand principles and criteria of reflective writing
- Listen to, engage with and ask questions of guest speakers
- Create a journal entry or writing of student family history
- Mini field experience to local location that is 'foreign' or a new cultural experience (visit to place of worship, new cultural location, etc.)
- Reflective writing exercise (blog, journal, tape recording)
- Peer review of reflective writing examples
- Read personal memoirs and analyse the learning made by the writer and how their experiences impacted their thinking and personal growth

**Content**

*Students are expected to know the following:*

**A. EXPERIENTIAL LEARNING CYCLE**

- The Experiential Learning Cycle
- Understanding Ourselves: The Reflective Process
- Reflective writing & journaling

## B. GEOGRAPHIC AREA/CULTURE FOCUS

- Identify helpful resources that will help student gain background knowledge and information about their region or cultural focus
- Understand how physical geographic factors have influenced the development of culture in their area of choice
- Understand historical and current challenges and issues facing the region or culture of choice
- Identify potential skills and tools that will be required to be culturally sensitive in this environment/with this group of people
- Identify and articulate personal challenges that student may encounter in this intercultural context or setting

## C. REVIEWING AND APPLYING KNOWLEDGE

- Show evidence of expanded knowledge and understanding of learning addressed in the *Global and Intercultural Studies 12* course including: racism, stereotyping, generalizing; internationalization versus interculturalization; engaged citizenship; cultural assumptions; non-verbal versus verbal communication; systems of power and hierarchy; indigenous worldviews, ways of knowing and epistemologies
- Gain a further understanding of their own cultural position and on the differences between universal, cultural and personal aspects of life
- Understand and articulate ways that our own cultural identities and worldviews shape the way we perceive others groups of people and cultures
- Identify and articulate connections between values and culture, as well as visible versus invisible aspects of culture
- Understand the concept of Global and Local divide in development and wealth (e.g., North-South)
- Understand both the advantages and disadvantages of increasingly complex geopolitical and socio-economic systems.
- Articulate and show evidence of the ability to practice mindful, sensitive and responsive communication skills
- Identify skills and methods that will help them find their bearings abroad, and to adapt to local situations relevant to their focus culture or region.
- Explain process of culture shock and adaptation, and identify ways of dealing with new experiences and settings in healthy, adaptive ways.
- Understand holistic philosophies of dealing with stress – including physical, emotional, intellectual and spiritual effects
- Explain importance of empathy, patience and flexibility in intercultural/global experiences

## B. GEOGRAPHIC AREA/CULTURE FOCUS

- Identify region or culture focus
- Research, set goals and anticipate challenges
- Practice: tools and adaptation techniques

## C. REVIEWING AND APPLYING KNOWLEDGE

\*Each of the parts in this unit are covered in Introduction to the Global Competencies Certificate 12, and are re-presented in this course for application to the student's intercultural experience.

- Global and intercultural engagement & understanding
- Intercultural communication skills
- Cultural awareness and adaptation

## D. GLOBAL/INTERCULTURAL LEARNING EXPERIENCE

The 25 hour minimum applies to the class setting, e.g. preparation for, instruction

## D. GLOBAL/INTERCULTURAL LEARNING

regarding and reflective discussion of the global/intercultural experience

- Make thoughtful and insightful connections between their learning and the practicum experience
- Articulate personal goals that the student would like to achieve through their experiential practicum activities
- Demonstrate the ability to practice and engage in the recursive stages of the experiential cycle
- Identify personal strengths and strategies that have helped student successfully adapt and thrive in intercultural context/setting
- Discuss challenges that arise during the experience and suggest possible courses of action, and ways of problem-solving

**In addition, students must successfully complete a teacher-approved global/intercultural experience.**

**Example Qualifying Intercultural Activities**

- **Experience in an Intercultural Setting**
  - a. Short-term Study Abroad or Cultural Exchange Programs (min. 10 days)
  - b. Long-term Student Exchange (e.g., 1 semester or longer)
  - c. Work Abroad (at teacher's discretion)
  - d. Extended visits with local and/or global intercultural communities (min. cumulative 10 days)
- **Service Learning (min. 4 months)**
  - a. International Student 'Buddy' Program
  - b. Immigration/Refugee Community Welcome/Support Group
  - c. Immigration Services Society volunteer (ex. Welcome House)
  - d. Aboriginal Friendship Center
  - e. Habitat for Humanity project
  - f. ELL summer camp volunteer
  - g. Volunteer work at Community Centres or Programs that would be considered an intercultural or global environment
- **Club Participation (min. 4 months)**
  - a. Participation in a school club such as International Club, Culture Clubs where students would be immersed in a global or intercultural setting
- **Hosting Homestay or Exchange Student Host Family (min. 6 months)**

**Note:** If a student has completed Planning 10 and the Worksafe BC Certificate and their Global/ Intercultural Experience is being completed in B.C. then the student may, if appropriate, apply the hours from the Global/Intercultural Experience to the Work Experience program.

**E. REPRESENTATIONS AND CELEBRATIONS OF LEARNING**

- Improve written and oral communication skills

**EXPERIENCE**

- Preparations for safe and rewarding experience
- Guidance and support
- On-going process of planning, action, observation, reflection
- Problem solving skills

- Understand the merits of an intercultural experience
- Make thoughtful and insightful connections between their overall theoretical learning and the practicum experience
- Articulate personal growth and transformation that has occurred through the learning process
- Identify and reflect upon personal strengths and strategies that have helped student successfully adapt and thrive in intercultural context/setting
- Discuss challenges that arose during the experience, as well as problem solving and critical thinking strategies that were effective tools in dealing with situations
- Demonstrate an understanding of the ways in which our own cultural identities influence the way we operate and behave in the world
- Demonstrate a critical mindset and an ability to recognize systems of power and hierarchy within intercultural relationships and communication
- Identify areas of personal growth and development needed to succeed in future intercultural settings and experiences

## E. REPRESENTATIONS AND CELEBRATIONS OF LEARNING

- Skills for reviewing, reflecting, critiquing and processing an experience
- Skills for synthesizing, presenting and celebrating
- Goal setting for the future
- Understanding cultural identities and their influence
- Identifying systems of power and hierarchy within a culture

### Curricular Competencies – Elaborations

#### A. EXPERIENTIAL LEARNING CYCLE

- Understand role of experiential learning in Indigenous worldviews, perspectives and ways of knowing.

- o Participate in an Elder visit to discuss experiential learning
- o Use Kolb's experiential cycle to analyse and debrief an important memory or event in student's life
  - 6 word memoirs
  - flash fiction
  - memoirs
  - Heart Maps

## B. GEOGRAPHIC AREA/CULTURE FOCUS

- Understand historical and current challenges and issues facing the region or culture of choice
  - o Geographic Webquest on destination region or focus culture
  - o Historical timeline of key events in destination region or focus culture
  - o Photo essay of destination region or focus culture
  - o Blog post or creation of website about destination region or focus culture
  - o Position paper presenting some aspects of the destination region or focus culture
  - o Interview with person from destination region or focus culture
  - o Novel, short story, poetry or non-fiction readings from destination region or focus culture
  - o Research local artists or musicians from region/cultural group
  - o Documentary or foreign film viewing
  - o Research news coverage of region/culture
  - o Language practice (Duolingo)
  - o Museum visit
- Identify and articulate personal challenges that student may encounter in this intercultural context or setting
  - o Reflective writing articulating hopes and potential challenges for the experiential learning experience
  - o Prediction & Anticipation Guides about potential challenges

## C. REVIEWING AND APPLYING KNOWLEDGE

- Who Am I? – History of my name
- Reflection journal
- Iceberg Activity – value systems
- Guest speakers
- Compare & Contrast Canadian values/worldviews/culture vs. focus region or culture
- Position paper on impact of globalization on culture and indigenous peoples
- Media analysis of focus culture/geographic region
- Exploration of the indigenous Medicine Wheel (ex. Anishinaabe framework) and other holistic approaches to health and healing
- Research news coverage of focus culture or region Canada and analyse for bias, stereotypes and worldviews.
- Elder Visit
- Medicine Wheel – Personal Analysis of Health
- Role play & Simulations of anticipated challenges
- Artifact Box – collection of important things to help adapt and thrive in new environment Empathy – Blanket Exercise with debrief

- Practice of Action-Reflection-Response Strategy and Reflection as Cultural
- Blindfolded-partner drawing activity & debrief

#### D. GLOBAL/INTERCULTURAL LEARNING EXPERIENCE

- Reflective Writing – journal entries, website, blog posts, tape recordings, video journal, podcasts
- Online forum discussions and dialogue
- Letter writing

#### E. REPRESENTATIONS AND CELEBRATIONS OF LEARNING

- Editing and sharing of reflective writing and journaling from experiential practicum experience
- Small group or online discussion and sharing and debrief of experiences
- Goal-setting activities
- Debrief with supervisors or other participants of experience
- Portfolio development

#### Recommended Instructional Components:

Experiential Learning  
 Reflective Writing  
 Direct Instruction  
 Demonstration  
 Modeling  
 Peer Teaching  
 Immersion in another culture  
 Interview – Analysis  
 Investigation and Exploration

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

#### Students will choose ONE of:

- Portfolio presentation of artefacts, images and reflective writing
- Formal writing piece that combines theoretical frameworks with practical examples from experience
- Series of reflective writing examples that demonstrate reflective and experiential learning process (journal, blog posts, poetry book)
- Creation of website, series of podcasts, or video that demonstrates theoretical and practical learning
- Pecha Kucha or oral presentation that demonstrates and articulates learning as an ongoing narrative
- Creation of a cumulative artistic artefact (musical composition, visual essay, art piece) with an artist statement that shows evidence of theoretical and experiential learning
- Other potential cumulative product accepted by local (i.e., district or independent school GIFF coordinator).

#### Students will also complete:

- Personal 'Global Competencies Action Plan' to identify areas of growth, development and investigation in the future



## Learning Resources:

This is not an exhaustive listing and teachers have the autonomy to enhance the resources used. A key principle is to secure time/date sensitive data that reflects the current geopolitical situation in the focus region, and its current socio-cultural influences. As well, it is important that students are impressed upon the need for multiple and diverse sources in the research process, and the ability to detect bias, perspective and worldviews within the source information. *This list is a work in progress.*

### Online sites & Documents:

- Aboriginal Worldviews and Perspectives in the Classroom  
[https://www.bced.gov.bc.ca/abed/awp\\_moving\\_forward.pdf](https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf)
- An Inventory of Useful Learning Strategies  
[http://educanet2.ch/pec/ws\\_gen/57/Learning\\_strategies.pdf](http://educanet2.ch/pec/ws_gen/57/Learning_strategies.pdf)
- Asia Society: Partnership for Global Learning  
<https://asiasociety.org/files/book-globalcompetence.pdf>
- Bennett, J. 2011. Developing Intercultural Competence.  
[http://www.intercultural.org/documents/competence\\_handouts.pdf](http://www.intercultural.org/documents/competence_handouts.pdf)
- Critical Incidents for Intercultural Communication Booklet: An Interactive tool for developing awareness, knowledge and skills  
<https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidentsBooklet.pdf>
- Critical Reflection Rubric  
[https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric\\_trevor\\_holmes.pdf](https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric_trevor_holmes.pdf)
- First Peoples Principles of Learning  
<https://firstpeoplesprinciplesoflearning.wordpress.com>
- Guidelines for Integrating Critical Reflection Into Your Course  
<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection>
- The Intercultural Development Inventory.  
<https://idiiinventory.com/>
- Kairos Canada, 2015. The Blanket Exercise.  
<http://www.kairoscanada.org/dignity-rights/indigenous-rights/blanketexercise/>
- Kolb's Experiential Cycle pdf: [http://cei.ust.hk/files/public/simplypsychology\\_kolb\\_learning\\_styles.pdf](http://cei.ust.hk/files/public/simplypsychology_kolb_learning_styles.pdf)
- Our Words, Our Ways: Teaching First Nations, Metis and Inuit Learners  
<https://education.alberta.ca/media/563982/our-words-our-ways.pdf>
- Pearson Education Canada. Canadians in the Global Community.  
<http://www.pearsoned.ca/school/secondary/soc/sci/global.html>
- Pecha Kucha 20x20  
<http://www.pechakucha.org/>
- Reflective Writing: A Guide  
<https://www.trentu.ca/academicskills/documents/Reflectivewriting.pdf>
- Royal Geographic Society – 60 Second Guide to North-South Divide  
<https://www.rgs.org/NR/rdonlyres/6AFE1B7F-9141-472A-95C1-52AA291AA679/0/60sGlobalNorthSouthDivide.pdf>
- Simulation Training Systems, 2015. Bafa Bafa: Cultural Diversity Training for Schools and Charities.  
<http://www.simulationtrainingsystems.com/schools-and-charities/products/bafa-bafa/>
- Teaching by the Medicine Wheel: An Anishinaabe Framework  
<http://www.cea-ace.ca/education-canada/article/teaching-medicine-wheel/>
- UNESCO Global Citizenship Education  
<http://en.unesco.org/gced>
- United Nations Global Education First Initiative

<http://www.globaleducationfirst.org>

What is Global Learning?

<http://www.globalfootprints.org/globallearning/>

Youth In Action

<http://youthinactionri.org/>

#### **Articles, Media, and Presentations:**

- Bruchac, J. 2003. Our Stories Remember: American Indian History, Culture and Values through Storytelling. Delpit, Lisa and Joanne Kilgour Dowdy (2002), The Skin We Speak: Thoughts on Language and Culture in the Classroom. New York: The New Press.
- Dewey, John (1938), Experience and Education. Collier, New York.
- Earley, C. and Mosakowski, E., 2004. Cultural Intelligence. Harvard Business Review, October 2004.
- Franti, M. I Know That I Am Not Alone. <http://topdocumentaryfilms.com/i-know-im-not-alone/> (film)
- Grassroots Films, 2010. The Human Experience. (film)
- Hofstede, Gert Jan, Pedersen, Paul B. Hofstede, Geert, 2002. Exploring Culture: Exercises, Stories and Synthetic Cultures. Intercultural Press.
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- Noddings, Nel (2006), Critical Lessons: What Our Schools Should Teach. New York: Cambridge University Press.
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- Sensoy, Ozlem and Robin DiAngelo (2011), Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education. Teacher College Press.
- Shauls, Joseph, 2015. The Intercultural Mind. Intercultural Press.
- Stringer, D. & Cassidy, P. 2009. 52 Activities for Improving Cross-Cultural Communication. Intercultural Press.
- Thiagarajan, Sivasallam, 2006. Barga: A Simulation Game on Cultural Clashes. Nicholas Brealy Publishing.
- van Manen, Max (1997), Researching Lived Experience: Human Science for an Action Sensitive Pedagogy. London, Ontario: The Athlouse Press.

#### **Additional Information:**

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B.C. GRADUATION PROGRAM BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Superintendent Rollie Koop verify that I have reviewed the BAA Course to ensure that it is fully compliant with the School Act (if offered by a Board or Offshore School), the Independent School Act (if offered by an Independent School Authority), the Board Authorized Course Order, policy document Board/Authority Authorized Courses: Requirements and Procedures Guidebook, and for BAA ELL courses, the ELL Guidelines: Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels.

By signing below, I verify that the BAA Course:

- is not preparatory, remedial or modified
does not significantly overlap with provincial curriculum Content
name reflects the subject area and includes the Grade level
assigned Grade reflects the appropriate level of instruction
credit value appropriately reflects the length and scope of the course
synopsis clearly outlines what a student has gained when the course is completed
goals are general statements of intention that give structure to the curriculum
rationale outlines the importance of the learning to the student and society
embeds Aboriginal Worldviews and Perspectives
organizational structure outlines the Content, Curricular Competencies, and Big Ideas
learning standards are assessable and observable and can be understood by students and parents
recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
recommended assessment component aligns with the Principles of Quality Assessment
learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: Global and Intercultural Studies

Grade: 12

TRAX Code: YAES 12C (e.g. YVPA)

School District Name and Number: School District 69 (Qualicum)

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Superintendent Rollie Koop

Signature:

[Handwritten signature]

Date: 10/17/2018

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (Board Authorized Course Order, M285/04, s. 3; Educational Standards Order, M41/91, s. 5 (2)(c))

[X] I declare that this BAA Course is approved by the Board/Authority.

Name of Board/Authority Chair or Designate: Eve Flynn

Signature:

Date:

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) –

To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the Independent School Act and the B.C. Ministry of Education requirements outlined in the policy document Board/Authority Authorized Courses: Requirements and Procedures. (Educational Standards Order, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date:



SD69 QUALICUM

# Board/Authority Authorized Course Global and Intercultural Studies 12 YAES12C

School District/Independent School Authority Name: Qualicum	School District/Independent School Authority Number (e.g. SD43, Authority #432): 69
Developed by: Adapted from SD60: Global and Intercultural Focus Program	Date Developed: June 2018
School Name: CEAP (Collaborative Education Alternative Program)	Principal's Name: Don Bold
Superintendent Approval Date (for School Districts only): <i>October 16/18</i>	Superintendent Signature (for School Districts only): <i>[Signature]</i>
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Global and Intercultural Studies	Grade Level of Course: 12
Number of Course Credits: 4 Credits	Number of Hours of Instruction: 120 hours

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

An instructor who is willing to supervise intercultural student visits and exchanges.  
Students who are able to travel to other countries requiring a passport.

**Course Synopsis**

*This course is designed for students in grade 10-12 and will ideally be integrated into a 2-3 year planning schedule by students in order to fully complete the Global and Intercultural Focus Program requirements.*

Students develop their intercultural knowledge and competencies through explorations of their individual, cultural, community, provincial, and national identities, and those of people from cultural and/or national identities that differ from our own. Through this course students will gain the knowledge, awareness, and skills to navigate across cultures and understand the dynamics of global interconnectedness.

Students will develop an understanding of culture, how it is shaped and how it shapes society, as well as their own view of the world. In reflecting upon and analyzing their personal cultural values first, they develop a foundation for probing and understanding those of peers from other cultural backgrounds. This then provides a departure point for better understanding the place of Canada in the world and subsequently how others from around the world perceive Canada and Canadians. Some students may choose to focus on how different groups within Canada perceive each other and interact. Subsequently, within this context, they will gain insight on the interconnectedness of global issues and how culture influences those issues.

Through developing a self-awareness of their own and other cultures, as well as gaining interpersonal and intercultural communication skills, students will be more readily able to interact and flourish in a globalized world. The skills, knowledge, and attitudes learned will then be applied in order to prepare and/or reflect on intercultural experiences, whether at home or abroad.

Ultimately, students will be empowered and encouraged to apply these skills locally and globally, and to act as diversity leaders and global citizens.

### **Goals and Rationale:**

Student and family expectations, School system expectations and Societal expectations (local, national and global) and all within our modern context have changed and are changing and will continue to change. This course is thoughtfully designed based on new curriculum, emerging societal demands and, significant global issues – the integration of concepts, skills, attitudes, cross curricular learning, relevance and personal motivation constructs defaults the framework of this course to a higher-order learning environment. As a result, the writers have paid attention to the following key issues:

- BC's Renewed Curriculum:
  - Learners at the center of the learning landscape, and encouraging motivation, curiosity and active engagement. Renewed provincial curriculum is inclusive of all learners – it addresses the needs of diverse learners in various contexts, allows for personalization and creative approaches, and enables students to take increased responsibility for their learning
  - Core competencies – Thinking, Communication, Personal and Social
  - A variety of learning environments – experiential – local contexts and place based learning
  - Interdisciplinary Inquiries – World History, Human and Physical Geography, Economics and Business, Education frameworks, Language Learning, Political frameworks, Comparative Cultures, Comparative Religions, Global issues
- "The Educated Citizen" e.g. are aware of the rights of the individual
  - Thoughtful, able to learn and to think critically, and who can communicate information from a broad knowledge base;
  - Creative, flexible, self-motivated and who have a positive self image;
  - Capable of making independent decisions;
  - Skilled and who can contribute to society generally, including the world of work;
  - Productive, who gain satisfaction through achievement and who strive for physical well being;
  - Cooperative, principled and respectful of others regardless of differences;
  - Aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada, and the world.
- The continuing transformation of the Multicultural fabric of Canada
  - By 2031 46% of Canadians over 15 will have been born outside of Canada (per *Statistics Canada "Projections of the Diversity of the Canadian Population" c2010*)
  - Diversity is the norm and proactive citizens support positive impact on local, national and global issues, including conflict reduction
- The need for Post Secondary pathways that lead to productive, successful and fulfilling adult living in the local, national and global economy

- Parents and staff (and the students themselves) are more aware of the need to prepare their children for a global world and will seek opportunities to instill in their children an appreciation for diversity
- We are competing globally for more and more jobs
- There is increasing global competition/cooperation across economic and business sectors
- Work Experience hours that are more relevant and motivational
- Dual credit potential courses in support of a career pathway(s)
- 'Real' learning that enhances deepening each student's personal portfolio
- Increasing requirement for post-secondary applicants to provide their volunteer, leadership and community activity profile
- Students develop critical and creative learning skills, inquiry-based research skills, as well as global and intercultural competencies necessary for success within an increasingly global, knowledge-driven economy
  
- The impact of Technology on communication and the development of relationships
  - Social media offers student connections across the globe
  - 'Face to Face' interactions in systems development without being there

### **Aboriginal Worldviews and Perspectives:**

- Aboriginal culture – the explicit and implicit voice and perspective of Aboriginal people is embedded into all parts of the curriculum in a meaningful and authentic manner
- Learning ultimately supports the well-being of 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 recognizes the role of indigenous knowledge
- Learning is embedded in memory, history and story
- Learning requires exploration of one's identity

**BIG IDEAS**

The exploration of the values and beliefs of one's own culture in comparison to the values and beliefs of other cultures deepens one's understanding of different global perspectives.

Indigenous histories, perspectives and knowledge are an integral part of the historical and contemporary foundation of countries across the world.

Investigating global systems (environmental, geopolitical, economic, educational) deepens one's understanding of emerging global concerns and the role of the United Nations, social justice activism and service learning.

Value systems and belief systems shape the structures of power and authority within a culture.

Language and unique communication behaviours are directly linked to culture and impact intercultural understanding and information flow.

**Learning Standards**

**Curricular Competencies**

Students are expected to do the following:

**A. Understanding Culture and Self**

- Understand and be able to explain personal values
- Understand and be able to explain the components of culture
- Understand and be able to describe themselves in relation to the Iceberg Metaphor
- Identify cultures of interest and describe values and beliefs associated with these cultures
- Analyze and share a culture of choice and in comparison to self
- Demonstrate increased self-knowledge and self-awareness of how their own cultural background influences their personal values, beliefs, and perceptions by completing a personal ancestral analysis
- Develop an understanding of how culture is developed and influences society
- Able to compare and contrast cultures: their values, beliefs, and perceptions
- Develop attitudes of appreciation, empathy and respect for diversity and differing perspectives
- Demonstrate critical and creative thinking skills as well as open-mindedness in considering differing points of view, communication and thinking styles as evidenced in thoughtful entries in a reflection journal
- Prepare a presentation describing the cultural components of a culture of choice

**Content**

Students are expected to know the following:

**A. Understanding Culture and Self**

1. Their place in the world (scales of culture) / self-awareness, value orientation
2. Definitions of culture, inclusion, diversity, stereotyping
3. Intercultural competence
4. Cultures of interest
5. Components of Culture
6. Presentation skills
7. Hofstede's Dimensions of Culture
8. The Iceberg Metaphor

- Research Hofstede's dimensions in relation to one's own culture and compare to a culture of choice

### **B. Affiliation and Belonging – Community, Province, Nation, World**

- Understand, define and respect aspects of local community, provincial, national and/or other affiliations
- Understand aboriginal perspectives and knowledge as an integral part of the historical and contemporary foundation of BC and Canadian culture
- Listen to, interact with and reflect upon the information of guest speakers who represent the different cultural perspectives from within Canada, or from abroad
- Analyze and reflect on the impact of one's own culture and other cultures on values, assumptions, perceptions, expectations and behaviour
- Conduct interviews with different members of family and/or community
- Compare and contrast systems across the globe
- Understand emerging global concerns and aims, using Debate Structure to establish impact, need and intervention
- Using the Deardorff Process Model of Intercultural Competence, groups will analyze how these elements aid intercultural understanding among people
- Perform online real time research to discover the current impact of various global concerns on the systems of different countries and cultures
- Write a letter writing to MLAs and MPs to communicate concerns regarding systems in Canada and/or Canada's role in international aide
- Review of historical and contemporary curricula with explicit reference to cultural influences, actions, learnings, etc.

### **C. Understanding of the Other**

- Understand conflict and power relationships
- Explore the current state of international student perspectives, immigrant perspectives, refugee perspectives and Aboriginal perspectives regarding interface with dominant Canadian culture(s)
- Probe subjective vs objective perspectives of cultures
- Understand and explain how and why stereotypes are formed and discuss ways to reduce prejudice, discrimination, racism and sexism
- Role play to develop empathy and deeper understanding
- Understand a diversity of worldviews, values, behaviours, traditions and experiences within Canada AND the interaction of those cultures with one another
- Understand a diversity of worldviews, values, behaviours, traditions, experiences of cultures outside of Canada and how this global diversity plays out in intercultural and international encounters
- Prepare a case study analyzing the diversity of cultures within and outside of Canada
- Participate in small group work, discussion groups, information circles and research groups – both homogeneous and heterogeneous

### **B. Affiliation and Belonging – Community, Province, Nation, World**

1. Establishing affiliation – community, province, nation, world, other
2. Aboriginal Perspectives
3. Global Systems (environmental, geopolitical, economic, educational)
4. UN Sustainability goals
5. Affiliations for global monitoring, assistance, crisis management, immigration and refugee movement
6. Debate models
7. Deardorff Process Model of Intercultural Competence
8. Online research strategies
9. Letter writing skills

### **C. Understanding of the Other**

1. Dominant and minority group dynamics
2. How and when individuals/groups become the Other
3. How people outside of a dominant cultural group see that group
4. Immigration and Refugee – definitions, perspectives and current status
5. Definitions of stereotype, discrimination, racism, sexism, prejudice, empathy
6. Impact of worldview, values, and tradition on choices and behaviour
7. Case Study – format and organization



- Complete entries in a Reflection Journal showing a deepening understanding of prejudice, discrimination, racism, sexism, stereotypes and the link between the worldview, values and traditions of a culture
- Participate in simulation exercises such as BaFa-BaFa
- Listen to, interact with and reflect upon the information of guest speakers who represent the different cultural perspectives from within Canada, or from abroad
- Research to discover the coverage of Canada and it's policies in foreign news sources for comparative analysis
- Think about and discuss colonialism in relation to Said's *Orientalism*

#### D. Negotiating Intercultural Space

- Understand the roles of culture, language, power and communication on the development of personal, social and cultural identities
- Discuss how culture influences non-verbal communication and how non-verbal communication influences intercultural communication
- Participate in role play exercises to develop empathy for people who are not members of the dominant culture in a country ie. Immigrants or refugees
- Examine how culture affects classroom communication and communication throughout the community
- Participate in a series of language immersion lessons where no English will be spoken or used to communicate
- Practice and improve listening skills
- Practice being an effective team member
- Communicate ideas effectively with diverse audiences
- Develop and use skills in conflict resolution
- Select and effectively use appropriate technology and media to communicate with diverse audiences.
- Critically analyse the global flow of information – the context within which it emerges, underlying cultural values and biases
- Create a case study of a culture where language has been related to the conflict experienced by the people in that culture

#### E. Reflect, Prepare, Act

- Understand the merits of an intercultural experience at home or abroad and analyze behaviour traits that lead to success
- Explore local support networks for various cultural groups
- Learn to effectively give and receive constructive criticism
- Improve written and oral communication skills
- Act as diversity leaders within one's community
- Recognize one's capacity to advocate for and contribute to improvement locally, regionally, or globally
- Explore different potential intercultural experience(s) at home and abroad

#### D. Negotiating Intercultural Space

In my school/community & countries of study:

1. Intercultural learning
2. Define communication
3. Interpersonal communication skills / intercultural communication skills
4. Verbal and non-verbal communication
5. Survival skills in communication
6. Conflict resolution
7. Language and power
8. Impact of technology on communication
9. Flow of information – globally and within Canada

#### E. Reflect, Prepare, Act

1. Current research in service learning and it's impact
2. Various ways to perform service work that positively impacts one's own community
3. Various ways to perform service work that positively impacts a culture in another country
4. Effective communication methods and behaviours for respectful intercultural understanding and exchange of ideas
5. Value of cultural exchanges and how such an exchange may impact one's own thinking and that of the people of the culture one is visiting

- Understand the basis and value of service learning
- Understand the basis and value of study abroad and exchange
- Understand the basis and value of intercultural engagement and/or social justice activism
- Participation with guest speaker(s) or interviews/meetings with the international student program
- Participating with guest speaker(s) or interviews/meetings from the Immigrant Welcome Centre
- Guest speaker(s) from the school's Rotary Interact Club
- Meeting with Aboriginal Elders and/or Chiefs
- Analyze the international student program protocols and suggest improvements
- Review policy work of the Canadian government and the BC government
- Research and present best practices for support
- Volunteer work in the school and/or community with international students and/or new Canadians
- Research local, national and global opportunities that encourage intercultural and global learning

## Big Ideas – Elaborations

### Indigenous Peoples Worldviews vs Western Worldviews:

The world we live in is multi-cultural with a corresponding plethora of worldviews. ... Understanding the core differences between Indigenous worldviews and Western worldviews is an important component in achieving cultural harmony and respectful relationships.

## Curricular Competencies – Elaborations

### The Iceberg Metaphor:

Did you know that about 10% of an iceberg shows above the waterline, while about 90% is hidden below it? If you are standing still, simply being observed, the elements of your culture that can be seen and understood by those observing you, the parts that are "above the waterline", are only about 10% of who you are. Other ways of understanding these parts are as "external" or "objective" aspects of your culture. The elements of your culture that are not obvious until someone gets to know you, the parts "below the waterline" are about 90% of who you are. Other ways of understanding them are as "internal" or "subjective" aspects of your culture. This is one reason that the iceberg is considered a good metaphor for culture. Think about your cultural iceberg: which parts of who you are culturally would you put above the waterline? and which ones below? Keep in mind that how you answer these questions is very personal, and what may be external for you, may be internal for another person. For example, within some faith traditions there are externally visible signs of that faith, while the practise of other faiths may not be evident unless you get to know well those who practise them; so if faith is part of your cultural self, it may be external or internal.

Source: [http://quic.queensu.ca/php/toolsForSuccess/part\\_1\\_thinking\\_about\\_culture/part\\_1\\_thinking\\_about\\_culture5.html](http://quic.queensu.ca/php/toolsForSuccess/part_1_thinking_about_culture/part_1_thinking_about_culture5.html)

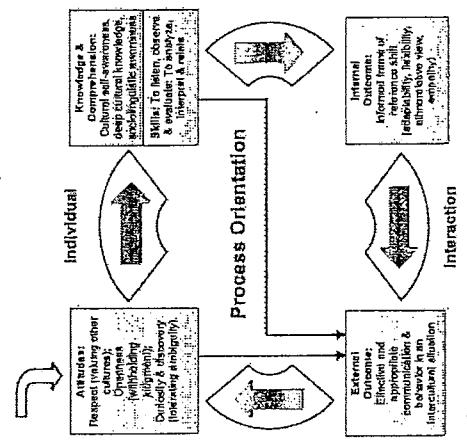
### The Hofstede's Dimensions of Culture:

The Hofstede model of national culture consists of six dimensions. The cultural dimensions represent independent preferences for one state of affairs over another that distinguish countries (rather than individuals) from each other. The country scores on the dimensions are relative, in that we are all human and simultaneously we are all unique. In other words, culture can only be used meaningfully by comparison. The model consists of the following dimensions: The Power Distance Index; Individualism vs Collectivism; Masculinity vs Femininity; Uncertainty Avoidance Index; Long Term Orientation vs Short Term Normative Orientation; Indulgence vs Restraint. Source: <https://www.hofstede.com/models/national-culture/>

### The Deardoff Process Model of Intercultural Competence (Source: Deardoff, 2006)

Martin Luther King Jr, once said "We must learn to live together as brothers or perish together as fools." Given the pressing global problems facing humankind in the 21st century, this statement has never been more relevant. So, what is necessary for people from different backgrounds to learn to live together? This was the key question behind the first research study to document consensus among leading intercultural scholars on a definition and essential aspects of intercultural competence (Deardoff 2006, 2009). From this national interdisciplinary study conducted in the United States, the consensus definition agreed upon by these leading intercultural scholars was broadly defined as "effective and appropriate behavior and communication in intercultural situations." This study serves as one way to view a more foundational framework to intercultural competence, one that is based on a grounded-research approach. Experts agreed upon essential items necessary for diverse peoples to get along together; the researcher then categorized these specific agreed-upon elements into attitudes, knowledge, skills and internal/ external outcomes and placed these in an actual framework. As such, the specific elements of the framework will be briefly discussed here, as one example of a research-based definition and framework of intercultural competence. This framework, which has found resonance in different cultural contexts, can be used to guide curriculum and assessment as well as to raise questions for further research and discussion. (Source: <http://www.guninetwork.org/articles/process-model->

Intercultural-competence)



**Edward Said's Orientalism**

Said examines the historical, cultural, and political views of the East that are held by the West, and examines how they developed and where they came from. The main importance of Said's Orientalism is in pointing out the even though colonialism is allegedly over, the systems of thinking, talking and representing which form the basis of colonial power relations still persist. Said's book became a central text of post colonialism since it seeks to expose the fundamental principles and structures of colonialism embedded within different systems of knowledge and representation. (Source: <http://culturalstudiesnow.blogspot.com/2017/09/great-summary-of-orientalism-by-edward.html>)

Orientalism can be discussed and analyzed as the corporate institution for dealing with the Orient – dealing with it by making statements about it; authorizing views of it, describing it, by teaching it, settling it, ruling over it: in short, Orientalism as a Western style for dominating, restructuring and having authority over the Orient. Edward Said

**Bafa Bafa Intercultural Learning Simulation**

**AUDIENCE**  
pupils from 14 to 18

**LEARNING OBJECTIVES**

BaFa' BaFa' is a face-to-face learning simulation. It is intended to improve participants' cultural competency by helping them understand the impact of culture on the behavior of people and organizations. Participants experience "culture shock" by traveling to and trying to interact with a culture in which the people have different values, different ways of behaving and different ways of solving problems.

- To help participants understand the idea, power and importance of culture
- To help participants learn how to value cultural differences
- To prepare individuals to go to different cultures
- To help members of a dominant culture value people from other cultures
- To reduce inhibitions in binational or international groups

**TIME**

1: to 2 hours for the exercise, 1: to 2 hours for the debriefing

**NECESSARY MATERIALS**

Two classrooms

Descriptions of two different cultures on coloured paper (makes it easier)  
Nametags (half named "Alpha" in red, half named "Beta" in blue)

1 box of 100 small paperclips for Alphans  
1 box of 100 large binder clips for Betans

A special wristband to be taped on the Alpha leader's wrist

#### STEP-BY-STEP DESCRIPTION OF THE ACTIVITY

Two simulated cultures are created: an Alpha culture and a Beta culture. The teacher/facilitator briefs the participants on the general purposes of the simulation and then assigns them membership in either the Alpha or Beta culture. To each of the two cultures belongs a certain behavior, which corresponds to an implicit cultural code (for example, two antagonistic civilizations: a collective culture based on common good, solidarity, body contact), and an economic culture based on trade and profit, individualism as well formal and distant relations. Each group moves into its own area where members are taught the values, expectations and customs of their new culture, without knowing anything about the other civilization.

To know better their own culture, the following key questions may be helpful:

- How do we deal with each other?
- What makes us happy?
- Is my culture peaceful or warlike?
- Will my culture rule, observe, adapt?
- What is the goal of my culture (love, rule ...)?
- Religion of my culture: Is there an idol or a priestess who is worshipped or any other form of religious activity?
- What do people in my culture live from and can I get what I need?

In addition, behaviors and forms of expression should be considered and practiced for the following emotions and needs:

- Uncertainty, fear of strangers, frightening situations
- Rejection
- Welcome (from strangers and group members)
- Affection
- Pleasure
- Love and hate
- How to get help?
- What to do to help?

Once all the members understand and feel comfortable with their new culture, each culture sends an observer to the other. During the "observer" period, groups will roleplay the values, expectations, norms, and customs of their new culture. The observers attempt to learn as much as possible about the other culture without directly asking questions. After a set time, each observer returns to his or her respective culture and reports on what he or she observed.

Based on the report of the observer, each group develops hypotheses about the most effective way to interact with the other culture. After the hypotheses have been formulated, the participants take turns visiting the other culture in small groups. After each visit, the visitors report their observations to their group. The group uses the data to test and improve their hypotheses. When everyone has had a chance to visit the other culture, the simulation ends.

The participants then come together in one group to discuss and analyze their experience. If the purpose of the training is to train a person to interact or travel to a different culture, then the facts of that culture are presented as part of the discussion. If the focus is on diversity, then the discussion and analysis focuses on methods for creating a school culture that allows everyone to feel safe, feel included, be productive, and do their best work. The definition of a culturally competent person then, not only includes the ability to adapt or interact with people who are different, it means being able to design and sustain a work culture that includes everyone and allows each person to do their best work.

It is very important that the groups, together with the teacher(s), are in a position to reflect and answer the following questions:

- Feelings when you were preparing to take on the role of a new culture?
- Feelings as suddenly strangers came into your 'home'?
- Feelings as you visit a culture whose language, gestures and behaviors are unfamiliar?

- Did the other culture react the way you expected them to? Why (not)?
- How did you try to adapt?
- Can you try to explain the culture of the other group?
- Can you explain your own culture?

### Recommended Instructional Components:

Direct Instruction  
 Demonstration  
 Simulation  
 Modelling  
 Role Play  
 Peer Teaching  
 Experiential Learning  
 Reflective Writing  
 Immersion in another culture  
 Interview – Analysis  
 Debate  
 Investigation and Exploration

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

- Case study presentation
- Co-curricular Group Project
- Daily Reflection Journal
- Debate presentation
- Degree of success in volunteer capacity
- Participation in Oral discussions
- Peer assessment protocols
- Portfolio development
- Position papers
- Role Play
- Self assessment protocols and goal setting
- Use of collaboratively created rubrics

### Learning Resources:

This is not an exhaustive listing and teachers have the autonomy to enhance the resources used. A key principle is to secure time/date sensitive data, information and releases to impress upon the learner how technology is optimizing the learning state, the relevancy of the learning and the need to act and continue learning and leading.

### Online sites & Documents:

Aboriginal Worldviews and Perspectives in the Classroom  
[https://www.bced.gov.bc.ca/abed/awp\\_moving\\_forward.pdf](https://www.bced.gov.bc.ca/abed/awp_moving_forward.pdf)  
 An Inventory of Useful Learning Strategies

[http://educanet2.ch/pec/ws\\_gen/57/Learning\\_strategies.pdf](http://educanet2.ch/pec/ws_gen/57/Learning_strategies.pdf)  
 Asia Society: Partnership for Global Learning  
<https://asiasociety.org/files/book-globalcompetence.pdf>  
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[http://www.intercultural.org/documents/competence\\_handouts.pdf](http://www.intercultural.org/documents/competence_handouts.pdf)  
 Critical Incidents for Intercultural Communication Booklet: An Interactive tool for developing awareness, knowledge and skills  
<https://www.norquest.ca/NorquestCollege/media/pdf/centres/intercultural/CriticalIncidentsBooklet.pdf>  
 Critical Reflection Rubric  
[https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric\\_trevor\\_holmes.pdf](https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/critreflectrubric_trevor_holmes.pdf)  
 First Peoples Principles of Learning  
<https://firstpeoplesprinciplesoflearning.wordpress.com>  
 Guidelines for Integrating Critical Reflection Into Your Course  
<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses-and-assignments/course-design/critical-reflection>  
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<https://education.alberta.ca/media/563982/our-words-our-ways.pdf>  
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<http://www.pechakucha.org/>  
 Reflective Writing: A Guide  
<https://www.trentu.ca/academicskills/documents/Reflectivewriting.pdf>  
 Royal Geographic Society – 60 Second Guide to North-South Divide  
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<http://www.simulationtrainingsystems.com/schools-and-charities/products/bafa-bafa/>  
 Teaching by the Medicine Wheel: An Anishinaabe Framework  
<http://www.cea-ace.ca/education-canada/article/teaching-medicine-wheel>  
 UNESCO Global Citizenship Education  
<http://en.unesco.org/gced>  
 United Nations Global Education First Initiative  
<http://www.globaleducationfirst.org>  
 What is Global Learning?  
<http://www.globalfootprints.org/globallearning/>  
 Youth In Action  
<http://youthinactionri.org/>

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**Additional Information:**

Language and Culture: Wade Davis, numerous papers and videos available online

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**ENROLLMENT REPORT FOR SEPTEMBER 28, 2018 (SNAPSHOT)**

SCHOOL	Home Ed.	Grade Level												Elem Ugr	Sec Ugr	GA	Intl. Prog.	Elem Total	Sec. Total	FTE Total	Headcount Incl. ISP	Funded Headcount
		KF	1	2	3	4	5	6	7	8	9	10	11									
Ballenas Secondary School <i>Immersion</i>	1							155	138	166	140	153		1		101	753	827.3750	944	843		
PASS/Woodwinds								16	15	26	11	22				0	90					
Continuing Ed. Program (Adults)**				2	2	1	0	4	5	11	24	60				0	105	114.0000	114	114		
Kwaikikum Secondary	4							133	99	142	109	101		1	71	585	590.3125	656	585			
Arrowview Elementary		31	36	44	33	24	55	28	35						0	286	286.0000	286	286			
Bowser Elementary	4	23	19	16	30	24	31	24	26						0	193	193.0000	193	193			
Errington Elementary	2	39	29	31	43	31	55	41							0	302	302.0000	302	302			
False Bay School	1	2	5	5	3	5	1	2							0	28	28.0000	28	28			
Nanoose Bay Elementary		42	36	45	33	37	30	37	25						3	285	285.0000	288	285			
Oceanside Elem. - Regular		17	10	15	21	10	15	23	14						1	125	473.0000	474	473			
<i>Immersion</i>		51	65	49	38	42	40	35	28							348						
Qualicum Beach Elementary		35	42	41	34	59	58	57	61						1	387	387.0000	388	387			
Springwood Elementary		58	49	51	45	66	61	64	62						2	456	456.0000	458	456			
SUB-TOTALS	12	298	291	297	282	300	329	324	298	309	257	345	284	338	0	179	2419	1535	3941.9375	4133	3954	
CEAP		6	4	4	3	8	1	1	6	19	17	86	110	211	1	4	458	157.0626	495	491		
TOTALS	12	304	295	301	285	308	330	325	304	328	274	431	394	549	0	183	2452	1993	4099.0001	4628	4445	



## SCHOOL DISTRICT No.69 (QUALICUM)

### Class Size Report - October 15, 2018 Snapshot

School	Division or Course Name	Class Size
Ballenas Secondary School	Foundations of Mathematics 11 (01)	31
Ballenas Secondary School	Physics 12 (01)	31
Ballenas Secondary School	Pre-Calculus 12 (02)	31

This declaration is to confirm that I have received and reviewed the Principals' reports for all schools and classes, and I verify that as of the date of this report the organization of classes in the school district:

- (a) is in compliance with the provisions as defined in the School Act and related regulations and,
- (b) is appropriate for student learning.

Respectfully submitted,

Rollie Koop, Superintendent of Schools

RK/hc