



Chilliwack
School District

BAA Board Learning Session March 2024



Syós:ys lets'e th'ále, lets'emó:t

~One heart, one mind, working together for a
common purpose.~

What is a BAA Course?

- Provides educators an opportunity to explore content beyond what the MOECC currently offers
- Grade 10 – 12 Elective Course for 2 or 4 credits
- Cannot be remedial, preparatory, or modified
- Cannot take the place of a Ministry Course for Graduation Requirements (example – Principles of Strength Training 10 cannot replace PHE 10)
- Can only be used for an 80 Credit Dogwood Diploma (BAA courses do not count for the Adult Dogwood)
- Approved courses are published on our SD33 Website



BAA Guiding Documents

- School Act – Board Authorized Course Order
- MOECC BAA Course Form
- MOECC Checklist
- MOECC BAA Course Requirements and Procedures Guidebook (updated 2023)
- SD33 Administrative Procedures 350
 - Aligned to the MOECC BAA Guidebook



BAA Process

- Classroom Teacher brings the concept of the proposed course to their school PVP Team for consideration
- The team assesses the needs of the course with students and staff (Counsellors and Department Heads)
- The teacher prepares and submits the proposed course using the SD33 BAA Course Template
 - Course Synopsis
 - Goals & Rationale
 - Big Ideas
 - Learning Standards (Competencies & Content)
 - Elaborations
 - Instruction & Assessment
 - Learning Resources
- Courses wishing to be considered as meeting the Indigenous Graduation Requirement have other steps in the process
 - Consultation with local First Nations
 - Presentation and approval through the IEAC



BAA Committee

- Multi-partner Committee
 - Trustee
 - Education Executive
 - Curriculum Department
 - Indigenous Education Department
 - School-Based PVP – 1 rep from each school
 - Systems Information & Data Manager
 - Executive Assistant
 - CTA or PVP Presenters as needed
- Meetings
 - Initial Meeting to review and discuss potential new courses
 - Further meetings to look at changes or adjustments as per recommendations from Committee
 - Presentation at Public Board Meeting

BAA Committee Responsibilities

- Collaborates with teachers presenting potential courses
 - Takes questions back to the teacher or school
- Questions courses being presented to the Committee for approval
 - The Why of the course
 - Looking for overlaps with Ministry courses
- Participating in the review cycle and delisting where necessary
- Keep students and student learning at the forefront of the conversation

Example - Intro to Careers in Teaching

- Teacher driven
- Met with PVP Team
- Did a survey to assess student interest

Course Synopsis:

Intro to Careers in Teaching 12 is designed to provide to students interested in becoming an educator post-secondary the opportunity to learn about this career path, and its possible trajectories, and understand core educational theories about how we learn. The curricular and content competencies of this course provide students with a foundational understanding of what it means to create lessons, teach, and engage other students in meaningful learning. The course will provide students with opportunities to be meaningfully involved in classrooms as well as other schools or community programs by executing performance-based inquiry tasks.

Goals and Rationale:

Students are often grappling with what to do with their lives post-secondary. This course will provide students interested in becoming an educator to learn about the profession, experiment with teaching in different environments (grade or community) and make an informed decision on whether this is a career path to pursue. This course will also provide other teachers within each school community the opportunity to observe, engage, and pose questions about current teaching pedagogy. Together, both students and teachers, will be able to build a better understanding of where they are and where they want to go.

Aboriginal Worldviews and Perspectives:

Learning is embedded in memory, history and story – there is value in history and learning from the past traditions of the school, students can learn from their/and others' past actions to improve future performance

Learning involves patience and time – students will work through the planning process for an activity, developing yourself as a leader is a growth process, students are change agents in the school but also need to adapt over-time to meet the needs of our dynamic student population(s). Significant meaningful change takes planning and time.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning requires exploration of one's identity.

Example - Intro to Careers in Teaching

- Teacher wrote the course using the template
- Teacher presented to the BAA Committee

BIG IDEAS

| | | | | |
|---|--|--|--|--|
| <p>Career-life decisions in teaching influence and are influenced by internal and external factors, including local and global trends.</p> | <p>Services and products can be designed through consultation and collaboration.</p> | <p>Service design interests require the evaluation and refinement of problem-solving skills</p> | <p>Tools and technologies can influence communications and relationships</p> | <p>Lifelong learning means to impart a passion for learning to all students; to inspire them and challenge them</p> |
|---|--|--|--|--|

Learning Standards

| Curricular Competencies | Content |
|--|--|
| <p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <p>Understanding context</p> <ul style="list-style-type: none"> • Engage in research and empathetic observation to determine service design opportunities and barriers <p>Defining</p> <ul style="list-style-type: none"> • Establish a point of view for a chosen service design opportunity • Identify context and requirements and wishes of people involved • Identify criteria for success, intended valued impact, constraints, and possible unintended negative consequences <p>Ideating</p> <ul style="list-style-type: none"> • Take creative risks in generating ideas and add to others' ideas in ways that enhance them • Screen ideas against criteria and constraints • Analyze potential competing factors to meet individual, family, and community needs for preferred futures • Identify, prioritize, and apply sources of inspiration and information, and include people involved when possible <p>Prototyping</p> <ul style="list-style-type: none"> • Develop a product and/or service plan that includes key stages and resources • Evaluate strategies for effective use and possible individual, familial, and community impacts | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Service design opportunities that involve teaching • Legal rights and responsibilities of educators, including ensuring children's welfare and safety • Theories of learning, including cultural influences, and how and why theories change over time • BC school system K-12 • teaching styles and impacts on student learning • Current assessment practices in teaching • Education options locally and internationally, influences on these options, and community resources that offer services to children and educators • Service strategies for students and educators • Student-teacher-parent communication styles and strategies • Cultural sensitivity and etiquette, including ethics of cultural appropriation |

Example - Intro to Careers in Teaching

Teacher presented at the
Public Board Meeting and
Course was approved

4. ACTION ITEMS

4.1. BAA Course Proposal – Introduction to Careers in Teaching 12

66.22 Moved by: Trustee Swankey
 Seconded by: Trustee Bondar

THAT the Board of Education approve the Board/Authority Authorized Course:
Introduction to Careers in Teaching 12.

CARRIED

Example – Intro to Careers in Teaching

Superintendent signed the
MOECC BAA Course Form,
and it was submitted to the
MOECC



Ministry of
Education

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 Rohan Arul-pragasam 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: Introduction to Careers in Teaching

Grade: 12

TRAX Code: YSSC-2A
(e.g. YVPA)

School District Name and Number: School District No. 33 (Chilliwack)

Independent School Name and Number: n/a

Name of District Superintendent/Independent or Offshore School Principal: Rohan Arul-pragasam

Signature:

Date: March 13, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education, Ministry of Education

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 or Executive Director.

Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education: Jared Mumford

Signature:

Date: March 13, 2022

Summary of Process

- Teacher driven process working with School Admin Team
- Teacher works in conjunction with the BAA Committee to build a comprehensive and compliant course
- School Board approves the Course through a public board meeting
- Paperwork is key – Framework + Board Minutes + MOECC BAA Course Form



Questions



Board/Authority Authorized Course Framework Template

| | |
|---|---|
| School District/Independent School Authority Name: Chilliwack School District | School District/Independent School Authority Number (e.g. SD43, Authority #432): SD #33 |
| Developed by: Lisa Ego, Andrea Doerksen, Shasha White | Date Developed: February 20 th 2018 |
| School Name: Sardis Secondary Chilliwack Secondary | Principal's Name: Dan Heisler Brian Fehlauer |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Leadership 10 | Grade Level of Course: 10 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 120 |

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: Classroom with space for project-based learning and adequate personalized storage. See Learning Resources for additional materials.

Course Synopsis: The Leadership program provides opportunities for students to become meaningfully involved in both school and community activities. It is based on the concept that leadership can be developed through self-awareness, shared vision and a variety of service opportunities. Students who take this course will develop a life-long appreciation of contributing to their communities and helping others. Students interested in enrolling in the Leadership course will apply to the program according to the process set by the teacher(s).

Goals and Rationale:

The purpose of Leadership is to have students learn and develop as leaders, as well as inspire the students and staff members at a school to make a difference in their school, community, and world. Another aim is to develop and enhance students' character traits, such as, integrity,

