



Wild Schools Program Pathways

The Wild Schools program provides professional development and support for school staff with a focus on growing outdoor and place-based learning that fosters being **WILD (wondering, inquiring, learning, doing)** about BC's biodiversity. The program is designed to be flexible and accommodate the individual needs and interests of staff that will support educators to build upon existing outdoor learning and explore new ideas.

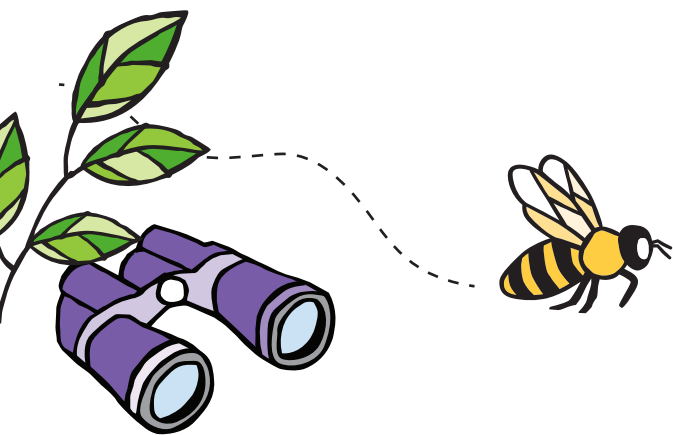
Suggested Pathways

To help you define which pathway suits your school best, consider how comfortable most staff are with outdoor learning.

Outdoor learning in the Wild Schools program develops environmental learning through student-centered, place-based experiences that connect students with nature and foster school participation in stewardship of BC's biodiversity.

Need help?

Contact your facilitator to discuss and identify which pathway fits your school best and define the next steps.



Introductory Program Session

Get Wild Out There (Mandatory)

Whether you're new to outdoor learning or a seasoned explorer, this workshop will get you started with the Wild Schools program.

Wild Schools is a multi-year program to support teachers in engaging students with meaningful learning that's outdoors and place-based. This session is about setting you up for Year 1.

You'll explore outdoor learning, what it means, and how your experience with it supports student learning. We'll look at where you're at by sharing what you already do and have done. You'll exchange ideas about what you'd like to develop further and take note of some obstacles. We'll look at some examples of other Wild Schools to discover what made those successful and define some key ingredients for success you'd like to use in your school and classroom planning.

This will kick off your planning as a school, with support from your facilitator(s) and the team at HCTF Education. Together, we'll map out what you need to support your school's vision for engaging students with the Wild Schools program.

Majority of staff are new to outdoor learning	Some staff are experienced with outdoor learning	Majority of staff are experienced with outdoor learning
YEAR 1 <ul style="list-style-type: none"> Outdoor Learning Engages Everyone Close Counts: School Grounds as a Place for Learning Inquiries in Nature 	YEAR 1 <ul style="list-style-type: none"> Outdoor Learning Engages Everyone Inquiries in Nature Beyond the School Grounds: Nature Nearby 	YEAR 1 <ul style="list-style-type: none"> Inquiries in Nature Connections to Competencies & Assessment Strategies (coming soon)
YEAR 2 <ul style="list-style-type: none"> Beyond the School Grounds: Nature Nearby Connections to Competencies & Assessment Strategies (coming soon) 	YEAR 2 <ul style="list-style-type: none"> Connections to Competencies & Assessment Strategies (coming soon) Biodiversity in the School Grounds 	YEAR 2 <ul style="list-style-type: none"> Biodiversity in the School Grounds A topic or theme-based workshop
YEAR 3 <ul style="list-style-type: none"> Biodiversity in the School Grounds Exploring Biodiversity with Project-based Learning 	YEAR 3 <ul style="list-style-type: none"> Exploring Biodiversity with Project-based Learning A topic or theme-based workshop 	YEAR 3 <ul style="list-style-type: none"> Exploring Biodiversity with Project-based Learning A topic or theme-based workshop
For each year, select additional workshops to suit your needs		

One Example of a Pathway for a 'Ready To Go' School

The teachers at this school are eager to GO, aka Get Outdoors!

Most teachers were new to outdoor learning but there were a few who were experienced in specialty areas. Even though there were a couple of teachers with some experience, they weren't sure where to start as a school and how to best support everyone on staff, new and experienced. They knew of numerous benefits of outdoor learning for students. Everyone had some ideas but wondered what more they could be doing with a little help. Everyone was interested in wetlands because of one located nearby, but they were open to learn what else they might have been overlooking!



They were looking for:

- Experience the array of possibilities of outdoor learning to enhance what ideas they already have about what's possible, new or experienced
- New ways to see the playground and the school grounds
- How to empower students to explore and experience their surroundings with wonder
- More confidence and skills and add new tools to their outdoor learning toolbox
- More ideas on how to make the most use of the wetlands nearby without overlooking other features for outdoor learning
- Connections to curriculum and assessment strategies that would capture what they witnessed students were learning
- Learn about the connections and interrelationships among wetlands and biodiversity
- Possibilities for projects to choose from, and dive into a project in a manageable way
- Strategies for integrating student empowerment into caring for biodiversity in the shadows of climate change

In collaboration with their facilitator and HCTF Education, staff reflected on where they were at and where they were looking to develop their capacity (as individuals, and as a school) along with topics/themes important to them.

Here's the approach that was developed:

YEAR 1

- Outdoor Learning Engages Everyone
- Close Counts: School Grounds as a Place for Learning
- Inquiries in Nature
- Wetlands

YEAR 2

- Beyond the School Grounds: Nature Nearby
- Connections to Competencies & Assessment Strategies
- Watersheds

YEAR 3

- Biodiversity in the School Grounds
- Exploring Biodiversity with Project-Based Learning
- Climate Change: Impacts and Adaptations

