



Geoff Burns - Biography

Geoffrey Burns received his bachelor's degree from the University of Victoria in 1984 and continued there with his professional year in education. After teaching in the lower mainland for five years, he moved to Nelson where he has worked for the last 18 years as a senior English and Drama teacher at L.V. Rogers Secondary School and, more recently, as an administrator at Trafalgar Middle School.

In addition to teaching drama, Geoff has produced plays and theatre festivals for many years. He was an executive member of the Association of B.C. Drama Educators (ABCDE), and for three years was the coordinator of the province-wide drama component of the B.C. Festival of the Arts. He has presented workshops on Drama in Education at regional, provincial, and international conferences and in 2002 received the ABCDE *Drama in Education Award* for his work as a teacher, advocate, and facilitator in the arts.

Geoff has also served as a member and president of several boards, including the *Kootenay School of the Arts*, a post-secondary arts college in Nelson, and *Artstarts in Schools* a non-profit provincial organization committed to bringing artists, educators, and students together.

Geoff is a graduate of the Certificate of School Management and Leadership program at the University of Victoria, and is continuing with his Masters Degree in Leadership Studies there. He is currently Vice-principal of Trafalgar Middle School in Nelson, B.C.

Geoff Burns – Presentation Overview

In December, 2006, Trafalgar Middle School joined the Healthy Schools Network in its inaugural year. Faced with imminent implementation of Government's *Guidelines for Food and Beverage Sales in B.C. Schools*, Trafalgar's Healthy School's Committee chose to focus its initial inquiry on these guidelines. The question for the school's inquiry project was: *Will providing more healthy food and drink options and education about healthy eating at Trafalgar Middle School affect the eating and drinking habits of our students?*

This inquiry quickly became focused on the products that were then being offered in the five vending machines in the school. If the vending machines only included products that met the guidelines, and the school provided some education about the guidelines, would sales rise or fall? This, in turn, led to the process of trying to identify which products actually met the guidelines by reading and evaluating the nutrition labels on everything offered in the vending machines. The drink and snack products in the vending machines were changed over Spring Break, and an immediate, if somewhat surprising change was noticed. However, the process raised as many questions as it answered.