

# New Vision Steering Committee Meeting

*February 19, 2016 Hospital Road Boardroom*

## ATTENDANCE

Regrets: Laura Lang, Jessie Dawson

**Minutes:** Lori

### **1. Welcome**

DM welcomed all and shared some of the ideas from her community visits to Ross River and Mayo, which included concerns regarding transitions from rural communities to Whitehorse, developing a credit course that could be offered in Grade 9 to help students ready themselves for this transition (banking, taking public transit, taking care of themselves, etc.), more dual track trades programming. Some questions she heard included how to evaluate success, why rural students are behind on their learning outcomes, how to address this achievement gap, how to offer more choices to students, how to help struggling learners and support strong learners etc.

### **2. Review of revised minutes from January 15, 2016 meeting**

Decision: Approved

### **3. Review of January 29, 2016 meeting minutes**

Action: Revision requested - Scott has prepared questions for a student survey and sent them to DM.

### **4. One Drive site for steering committee**

Action: Committee members to register for One Drive accounts and Department of Education will add them to shared folders.

### **5. Discussion of new B.C. curriculum by grade level**

Discussion: The committee member each looked at one grade level or subject area of the new B.C. curriculum and their comments included:

- French Immersion – new curriculum is similar to current practices with emphasis on language skills. Needs to be more specific for parents.
- Social Studies - liked the progression, interactions with each other, additional space for customizing. Teachers appreciate knowing what was taught before – this is clearly laid out in the new curriculum. This would enable the big ideas to be streamlined across grades and therefore curriculum would be easier to teach.
- Grade 7-9 - similar to what we do now in Grade 7-8. Grade 9 has more real world applications.

- Grade 4 – reflect commonalities between B.C. First Nations and Yukon First Nations. There is room for communities to adapt and customise. The skills and competencies are grounded well. We may need to add some more competencies. Like that there is room to choose the content to teach the competency.
- English 10-12 & First Peoples - offers more flexibility for all students across the five options for English 12. In Yukon, all students should be learning and have access to First Nations content in all streams.
- Postsecondary – Important to define English 12 because it is what postsecondary institutes rely upon to ensure students can write a paper. They need core writing and composition skills. Look deeper at the five options and start these skills' development earlier than Grade 12. Integrate English with Social Studies.

Discussion: General comments on curriculum for Yukon.

- We need to find a better way to communicate the grade level at which a student is working. Parents need to know if their child is behind and this must be communicated honestly and respectfully. How do we support our staffs who are teaching varying levels of students in the same classroom? How do we work together?
- Need to establish common standards and engage the community to help deal with issues.
- ESW's and CELC's have different roles in every school and community and varying job descriptions. They were created to perform a very specific role and this no longer is the case. Many are not included in school meetings or are not considered part of the school based team. CELC's were intended to bring culture into the learning environments but are instead becoming student advocates. Perhaps follow the B.C. model where they are chosen by the First Nation but are part of staff of the school.
- YTA/teachers are stressed and worried about students – ongoing needs for counselling.
- Curriculum about residential schools – FNPP is developing age-appropriate Grade 5 curriculum. Need to offer prep training for teachers and advise parents on what it will look like, as was done for Grade 10 unit. Local orientations should also continue to be held at the community level.
- Moodle and blended learning – mixed reactions. In order to support students, it must be used correctly and many are not. It is a support that allows teachers to help their students; not a replacement for the teacher. Both teachers and students need more training and develop the correct skill sets to know how to use this tool effectively.

## **6. Discussion and review of revised Key Ideas Document**

Discussion: DM presented the document “Shifting Minds 3.0: Redefining the Learning Landscape in Canada” from Canadians for 21st Century Learning & Innovation to explain or how the direction we are moving toward is a shift in thinking/ methodology for education. Many teachers and others are asking lots of questions about B.C.'s new curriculum, what Yukon plans to do for its curriculum and about the progress of the new vision.

Action: Committee developed a draft framework for the new vision to guide our work together.

Education to revise and present for review at next Steering Committee meeting, with the goal of sharing it for discussion and continuing development with all partners publicly later in April or May.

**6. Other**

- Request for briefing note on new B.C. curriculum for FNEC. Education to prepare.
- Discussion of *Education Act* and possible revisions. This could potentially become a recommendation from the Steering Committee.

**Next Meeting Date**

Friday April 1, 2016

12-4pm

Room 1 at the Department of Education