

New Vision Steering Committee Meeting Minutes

January 29, 12:45pm – 3:45 Dept. of Education

ATTENDANCE

Regrets: Carol Coote

Minutes: Lori

1. Welcome

DM welcomed all and read aloud “The Paper Bag Princess” by Robert Munsch, as an example of the difference between teaching content and teaching competencies.

2. Approval of the Minutes from January 15

Decision: Adopted.

3. Committee membership (cont’d from January 15)

Discussion: Survey and questions for students and potential use of Sensemaker storytelling model to engage students in new vision process.

Decision: Committee agreed that stakeholders are service providers.

ACTION: Committee to discuss specific questions and Sensemaker model for student engagement. Student survey has been provided to the DM.

4. Update on DM meeting with Teslin community

Discussion: Importance of supporting rural students transitioning to school in Whitehorse, including a suggestion to create a program for these students similar to ACES.

ACTION: Take a closer look at Grade 6 to 8 transitions.

3. Review and Approval of Key Ideas draft

Discussion: Draft summary of key questions and themes from discussions about past reports and recommendations about education.

ACTION: Revisions to draft to be made.

4. Update on Yukon Literacy Strategy and Yukon First Nations Literacy Framework Workshop

Discussion: Comments that the Yukon Literacy Strategy process did not engage First Nations early enough - they need to see themselves in the strategies and plans. Need for Advanced Education and service providers to engage with First Nations and for NGOs to explain how they are working with and including First Nations. Should be a three year plan, not ten year, and should proceed. Outcomes should be kept in it. Comments that mandate indicates 'all Yukon' but may only really apply to Whitehorse.

5. Update from B.C. on the new B.C. Curriculum/ Nicole Morgan and Tosh Southwick

Discussion: Nicole asked B.C. how much can be added or changed to make more relevant to Yukon. B.C. is willing to work with us to find space for additions, elaborations and more. Very flexible. Tosh Southwick spoke with B.C. and the First Nations Education Steering Committee (FNESC) in B.C. about the new curriculum and her comments were that it was a positive meeting, and that the majority of the competencies and big ideas are good. Comments on B.C. First Nations involvement and thoughts from FN scholars. This curriculum will continue to evolve, and there will be lots of room for evaluating what is and isn't working.

6. Content & Competencies/ Nicole

Discussion: What do Yukon students need to know and learn? What does it look like going into the curriculum? Comments from teachers were that some were apprehensive/ a little outside of their comfort zone/ asking lots of questions. Teachers will require lots of collaborative time and not all are in the same place in terms of readiness to change curriculum.

Comments that First Nations lag behind and can be disengaged because of lack of choices and content of existing curriculum. Questions about how to honour First Nations pedagogy. Residential schools unit in Social Studies 10 discussed as an example of how to involve First Nations and community partners in curriculum development and tailoring to local contexts. Recurring questions of how to balance standards and flexibility – what do we expect all Yukon students to know and be able to do if they have passed Grade 12, e.g. in English?

Decision: foundational literacy & numeracy are essential. Need to explore more ways to support teachers in the transition and for teachers to support each other.

ACTION: Build in opportunity at Summer Academy teacher orientation in August 2016 offering teachers a safe and open space to ask First Nations questions to support them in teaching students about First Nations and reconciliation.

5. A Yukon Lens for Curriculum

Discussion: What parameter/lens should Yukon use moving forward on curriculum changes? How can we help Yukon students accomplish the learning they need?

- Should be based on research and be student focused/ what do we know already?

- Needs to be a collaborative process.
- Needs to be hands on/ put learning into practice/ bring it into the classroom
- On the land experiences
- Build relationships and connections
- Establish high standards/ define what they are/ be consistent/ ensure relevance
- Must provide teacher supports & time for collaborative work
- Build opportunities for community engagement
- Need to take parents with us/ who is going to do this?
- Yukon First Nation cultures and contexts must be embedded into curriculum.
- Quantity of actual teaching time in the classroom in rural schools/ how can First Nations help & support?

ACTION: Committee to review one grade level of new B.C. curriculum for discussion at next meeting and to share what they would like to see, what would work well and where challenges may exist. Department of Education to design gradual implementation plan this spring for curriculum changes over the next few years and how to take teachers and parents with us. Share copy of PowerPoint presentation on principles of learning with the committee. Department of Education to design an implementation plan by the end of the school year for curriculum changes over the next few years to address the “parent piece” and how we take them with us.

6. Next meeting(s)

Friday, February 19, 2016/ 12:00

Location: #2 Hospital Road Board Room

Lunch @ 12:00 noon, followed by meeting.