

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #01: Government-to-government partnership

Recommendation No. : 01

The Government of Yukon and Yukon First Nation governments should agree to a definition of educational partnerships through a Memorandum of Understanding.

- Tripartite Memorandum of Understanding (MOU) and Action Plan

Paper #01: Government-to-government partnership

Recommendation No. : 02

The Yukon government should examine existing legislation and identify articles or clauses that are potential barriers to developing effective partnerships with First Nations.

- Tripartite Memorandum of Understanding (MOU) and Action Plan

Paper #02: Proposed governance structure

Recommendation No. : 01

The Government of Yukon and Yukon First Nations governments should establish a working group with a mandate to explore mechanisms that will facilitate the establishment of a shared governance model for education.

- Tripartite Memorandum of Understanding (MOU) and Action Plan

Paper #02: Proposed governance structure

Recommendation No. : 02

The Government of Yukon should examine existing legislation and identify articles or clauses that are potential barriers to effective partnerships with First Nations.

- Tripartite Memorandum of Understanding (MOU) and Action Plan

Paper #02: Proposed governance structure

Recommendation No. : 03

Council of Yukon First Nations (CYFN) leadership should review the membership of the Yukon Chiefs Committee on Education (YCCOE) with the intent of forming a Yukon First Nations Education Committee which will represent CYFN and all First Nations on educational matters.

- CYFN responsibility. No strategic plan initiative assigned

Paper #02: Proposed governance structure

Recommendation No. : 04

The Government of Yukon, in partnership with Yukon First Nations, should form an Education Executive Committee and provide all the operational, financial, human resource and administrative supports required.

- Tripartite Memorandum of Understanding (MOU) and Action Plan

Paper #02: Proposed governance structure

Recommendation No. : 05

The Department of Education should enter into discussions with school councils and First Nations to explore areas of enhanced responsibilities that school councils may wish to assume.

- School Growth Process

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Listing by Strategic Plan Initiatives

Paper #02: Proposed governance structure

Recommendation No. : 06

First Nations representation on school councils should be guaranteed in proportion to community demographics.

- No strategic plan initiative assigned

Paper #02: Proposed governance structure

Recommendation No. : 07

School councils should be elected for a three-year term, with elections being held in the spring.

- No strategic plan initiative assigned

Paper #02: Proposed governance structure

Recommendation No. : 08

The Government of Yukon, in partnership with Yukon First Nations, should make recommendations to the Education Executive Committee regarding the formation of, and the membership of, an Education Consortium.

- No strategic plan initiative assigned

Paper #02: Proposed governance structure

Recommendation No. : 09

Education should be a standing agenda item at every meeting of the Yukon Forum.

- No strategic plan initiative assigned

Paper #02: Proposed governance structure

Recommendation No. : 10

The Department of Education should create a third Assistant Deputy Minister position, responsible for First Nations programs and services.

- No strategic plan initiative assigned

Paper #02: Proposed governance structure

Recommendation No. : 11

The Governments of Yukon and Canada should provide ongoing funding to Yukon First Nations for the First Nations Education Steering Committee and the Yukon First Nations Education Secretariat.

- No strategic plan initiative assigned

Paper #03: First Nations curriculum

Recommendation No. : 01

The Department of Education, in conjunction with First Nations governments, should evaluate the existing curriculum in order to determine how best to incorporate First Nations curriculum.

- Yukon First Nation Education Advisory Committee (YFNEAC)

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Listing by Strategic Plan Initiatives

Paper #03: First Nations curriculum

Recommendation No. : 02

The Department of Education should expand the Terms of Reference for the Yukon First Nations Education Advisory Committee to include the development of an aboriginal curriculum framework. Consultation with all stakeholders is essential to this successful undertaking and implementation.

- Yukon First Nation Education Advisory Committee (YFNEAC)
- Yukon First Nation Languages and Culture
- Locally Developed Curriculum

Paper #03: First Nations curriculum

Recommendation No. : 03

The Department of Education, in collaboration with First Nations partners and all stakeholders, make any required changes to policies and administrative procedures necessary for the implementation of First Nations curriculum.

- Yukon First Nation Education Advisory Committee (YFNEAC)
- Yukon First Nation Languages and Culture
- Locally Developed Curriculum

Paper #03: First Nations curriculum

Recommendation No. : 04

The Department of Education should involve First Nations teachers, elders and leaders in the development and implementation of First Nations curriculum materials.

- Yukon First Nation Education Advisory Committee (YFNEAC)
- Locally Developed Curriculum

Paper #03: First Nations curriculum

Recommendation No. : 05

The Department of Education, in partnership with Yukon First Nations, must provide training and technical support for educators on the successful delivery of First Nations curriculum initiatives.

- Yukon First Nation Education Advisory Committee (YFNEAC)
- Yukon First Nation Languages and Culture

Paper #04: Yukon First Nations languages

Recommendation No. : 01

A First Nations Aboriginal Language Institute (FNALI) should be established. This institute would be accountable to Yukon First Nations and would work in conjunction with the Governments of Yukon and Canada.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #04: Yukon First Nations languages

Recommendation No. : 02

The Department of Education and Aboriginal Language Services should fund linguistic, cultural and immersion programs in select Yukon communities. This would guide future program planning and implementation.

- Yukon First Nation Languages and Culture

Paper #04: Yukon First Nations languages

Recommendation No. : 03

The Department of Education and CYFN should examine aboriginal language programs in Yukon schools, with the intent of increasing the number of instructional minutes allotted to them.

- Yukon First Nation Education Advisory Committee (YFNEAC)
- Yukon First Nation Languages and Culture

Paper #04: Yukon First Nations languages

Recommendation No. : 04

The Department of Education, YNTEP and YNLC should provide funding for an apprenticeship component within the aboriginal language program. This would immerse aboriginal language trainees in language and culture with fluent elders.

- No strategic plan initiative assigned

Paper #04: Yukon First Nations languages

Recommendation No. : 05

The Government of Yukon should increase funding to the Department of Education for an aboriginal language curriculum framework and for development of curriculum and classroom support materials.

- Yukon First Nation Education Advisory Committee (YFNEAC)

Paper #04: Yukon First Nations languages

Recommendation No. : 06

Each First Nation should set aside funds within its annual budget for an aboriginal language promotion campaign. The campaign sponsor art, sport, recreational and cultural activities which encourage and promote the use of aboriginal languages.

- No strategic plan initiative assigned

Paper #04: Yukon First Nations languages

Recommendation No. : 07

Yukon First Nations should encourage the use of aboriginal languages in meetings and community gatherings and, where possible, should provide translation services at these activities.

- No strategic plan initiative assigned

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Listing by Strategic Plan Initiatives

Paper #05: First Nations secondary school

Recommendation No. : 01

The Government of Yukon, in partnership with Yukon First Nations, should implement a plan to initiate and operate a Yukon First Nations secondary school. A comprehensive work plan, which will take into account models across Canada, should be developed and supported by students, parents, First Nations and relevant government partners.

- No strategic plan initiative assigned

Paper #05: First Nations secondary school

Recommendation No. : 02

A Yukon First Nations secondary school should be governed by a school board, as per the Yukon Education Act. The board should be comprised of Yukon First Nations representatives.

- No strategic plan initiative assigned

Paper #05: First Nations secondary school

Recommendation No. : 03

Guiding principles in the development of the school plan should incorporate the “Elements of Success” from Schools That Make A Difference (Henchey 2001).

- No strategic plan initiative assigned

Paper #06: First Nations administrators

Recommendation No. : 01

Yukon and First Nations governments, along with Yukon College, should cooperatively take steps to attract First Nations students to fill all 15 YNTEP spaces each year.

- No strategic plan initiative assigned

Paper #06: First Nations administrators

Recommendation No. : 02

The Department of Education, in collaboration with Yukon College, CYFN, and the Association of Yukon School Administrators, should develop and implement a program to train First Nations educational leaders to fill the positions of principals and vice-principals.

- Human Resources Plan

Paper #06: First Nations administrators

Recommendation No. : 03

An advisory committee should be struck, including representatives from the Department of Education, CYFN, Yukon College, and a YNTEP observer, to collaborate in the development of an accredited program to train YNTEP graduates to advance to positions of vice-principals and principals.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #06: First Nations administrators

Recommendation No. : 04

The Department of Education should establish a hiring policy that reflects a commitment to assist qualified Yukon First Nations and northern educational leaders to advance to top administrative positions within the public school system.

- Human Resources Plan

Paper #06: First Nations administrators

Recommendation No. : 05

Yukon and First Nations governments should establish a mentorship program for YNTEP graduates who wish to progress to administrative positions within the school system.

- No strategic plan initiative assigned

Paper #06: First Nations administrators

Recommendation No. : 06

Yukon and First Nations governments must work cooperatively and allocate resources to promote public awareness and understanding of these leadership initiatives.

- No strategic plan initiative assigned

Paper #06: First Nations administrators

Recommendation No. : 07

An experienced academic and social counselor who is familiar with First Nations traditions should be available to the students of leadership programs.

- No strategic plan initiative assigned

Paper #06: First Nations administrators

Recommendation No. : 08

Day-care facilities should be created for YNTEP students, or financial compensation provided for them to utilize existing facilities.

- No strategic plan initiative assigned

Paper #07: Rural-to-urban transition

Recommendation No. : 01

Parents and guardians, as well as Yukon and First Nation governments, must work to eliminate overlaps and bridge gaps in programming, communication, understanding and services for all rural students.

- Rural Strategy
- School Growth Process
- Strengthening School Boards and School Councils
- Resiliency in Transitions

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #07: Rural-to-urban transition

Recommendation No. : 02

The Department of Education, in cooperation with local First Nations governments and the Department of Health and Social Services, should develop intervention strategies in preschool programs, kindergarten and elementary schools.

- Early Years Transition Initiative
- Resiliency in Transitions
- Enhancing Equitable Access and Accountability in Special Programs

Paper #07: Rural-to-urban transition

Recommendation No. : 03

The Government of Yukon and First Nations governments must allocate funds for more teaching assistants and tutors, both in secondary schools and in elementary schools. .

- Human Resources Plan

Paper #07: Rural-to-urban transition

Recommendation No. : 04

The Department of Education, in cooperation with Yukon First Nations, must undertake research to examine the high rate of absenteeism for rural First Nations students and develop measures to address it.

- Rural Strategy
- Yukon Student Information System

Paper #08: Coordination of resources

Recommendation No. : 01

The Government of Yukon and CYFN should assess ways in which existing resources provided to the Yukon Native Teacher Education Program and the Yukon Native Language Centre can be harmonized.

- No strategic plan initiative assigned

Paper #08: Coordination of resources

Recommendation No. : 02

The Yukon Native Teacher Education Program and the Yukon Native Language Centre should look at ways to harmonize and coordinate their program.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #09: First Nations students

Recommendation No. : 01

The Department of Education should assist in the development of an implementation plan to integrate First Nations' educational goals into the education system.

- School Growth Process
- Strengthening School Boards and School Councils
- Yukon First Nation Education Advisory Committee (YFNEAC)
- Locally Developed Curriculum
- Yukon Essential learning Outcomes

Paper #09: First Nations students

Recommendation No. : 02

Partnerships between First Nations governments, First Nations communities, the Department of Education and the Yukon Teachers' Association should be implemented with the support of policy.

- School Growth Process
- Strengthening School Boards and School Councils
- Tripartite Memorandum of Understanding (MOU) and Action Plan
- Yukon First Nation Education Advisory Committee (YFNEAC)

Paper #09: First Nations students

Recommendation No. : 03

Alternate modes of education delivery should be developed, implemented and funded to meet today's First Nations education goals.

- Yukon First Nation Education Advisory Committee (YFNEAC)
- Yukon First Nation Languages and Culture
- Experiential Education

Paper #09: First Nations students

Recommendation No. : 04

First Nations elders should be given opportunities to participate in more meaningful ways in the education of First Nations learners.

- Yukon First Nation Education Advisory Committee (YFNEAC)
- Yukon First Nation Languages and Culture

Paper #09: First Nations students

Recommendation No. : 05

Counseling and other related support should be provided to First Nations students when needed.

- School Growth Process
- Resiliency in Transitions

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #10: Literacy and essential skills

Recommendation No. : 01

The Department of Education should facilitate the creation of local and territorial organizational structures that allow for a coordinated approach to the diverse literacy needs of Yukoners.

- Supporting Adult Literacy

Paper #10: Literacy and essential skills

Recommendation No. : 02

The Department of Education should foster the building of strong literacy committees in each community and assess the accomplishments of existing committees.

- Supporting Adult Literacy

Paper #10: Literacy and essential skills

Recommendation No. : 03

The Department of Education, YTG should provide the facilitation, expertise and resources to support local capacity building.

- School Growth Process
- Supporting Adult Literacy
- Community Training Funds

Paper #10: Literacy and essential skills

Recommendation No. : 04

The Department of Education should support Yukon College, public schools, preschool centres and First Nations governments in helping communities achieve locally established literacy objectives.

- Supporting Adult Literacy

Paper #10: Literacy and essential skills

Recommendation No. : 05

The Department of Education should establish measures for local people to continuously monitor and evaluate literacy services.

- Literacy Framework
- Supporting Adult Literacy

Paper #10: Literacy and essential skills

Recommendation No. : 06

The Department of Health and Social Services should increase the wages of early childhood educators to those of educational assistants.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #10: Literacy and essential skills

Recommendation No. : 07

The Departments of Education and Health and Social Services, Yukon College, First Nations and non-profit child-care agencies should enhance or develop programs that addresses the literacy needs of preschool children.

- Early Years Transition Initiative

Paper #10: Literacy and essential skills

Recommendation No. : 08

The Department of Education should expand successful literacy programs such as reading recovery and after-school tutoring, and continue to train educators to assess and accommodate children with literacy difficulties.

- Literacy Framework

Paper #10: Literacy and essential skills

Recommendation No. : 09

The Department of Education and Yukon College should develop and implement mandatory literacy instruction courses for all teachers.

- Human Resources Plan
- Literacy Framework

Paper #10: Literacy and essential skills

Recommendation No. : 10

The Department should continually assess students for learning difficulties and, where appropriate, support schools in introducing appropriate supports for these students.

- Early Years Transition Initiative
- Enhancing Equitable Access and Accountability in Special Programs
- Assessment and Reporting

Paper #10: Literacy and essential skills

Recommendation No. : 11

The Department of Education and literacy organizations should help Yukon College develop courses and services that will allow students who have not met secondary school benchmarks to overcome low literacy levels and go on to higher education and/or employment.

- Supporting Adult Literacy

Paper #10: Literacy and essential skills

Recommendation No. : 12

The Department of Education, literacy organizations and Yukon College should develop new workplace literacy programs based on HRSDC's essential skills, and train instructors to deliver them.

- Supporting Adult Literacy
- Community Training Funds
- Labour Market Agreement (LMA)

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #10: Literacy and essential skills

Recommendation No. : 13

The Department of Education, Yukon College, the Department of Health and Social Services and Service Canada should join forces to develop a pre-employment training program for persons on social assistance.

- Community Training Funds

Paper #11: Early childhood learning

Recommendation No. : 01

Yukon and First Nations governments should fund, plan, construct and operate community supported health, wellness and education facilities, and should find ways to coordinate programs and services.

- Tripartite Memorandum of Understanding (MOU) and Action Plan

Paper #11: Early childhood learning

Recommendation No. : 02

Yukon and First Nations governments and practitioners in the fields of education and early childhood care and learning must work more cooperatively. Greater contact is needed between early childhood learning programs and schools in order to enhance communication and transitions.

- Resiliency in Transitions

Paper #11: Early childhood learning

Recommendation No. : 03

Federal, territorial and First Nations governments should provide funding to ensure that child care is accessible to all families.

- No strategic plan initiative assigned

Paper #11: Early childhood learning

Recommendation No. : 04

The Yukon business community should explore flexible and family-friendly workplaces and invest in early childhood education, either directly or through in-kind donations.

- No strategic plan initiative assigned

Paper #11: Early childhood learning

Recommendation No. : 05

Federal, territorial and First Nations governments should provide long-term funding for accredited professional training in early childhood learning.

- Supporting Yukon College
- Community Training Funds
- Labour Market Agreement (LMA)

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #11: Early childhood learning

Recommendation No. : 06

Professional training in early childhood learning should be accessible and affordable throughout the Yukon.

- Labour Market Agreement (LMA)

Paper #11: Early childhood learning

Recommendation No. : 07

The Government of Yukon should implement a Child Care Training Fund similar to other training funds that provide skill development.

- Community Training Funds

Paper #11: Early childhood learning

Recommendation No. : 08

The Yukon and First Nations governments should target funds for early childhood learning staff so that they can meet the certification levels set out in the Child Care Regulations.

- No strategic plan initiative assigned

Paper #11: Early childhood learning

Recommendation No. : 09

The Government of Yukon should increase its financial contribution to operating funds and subsidies to early childhood learning programs to ensure adequate compensation levels for staff.

- No strategic plan initiative assigned

Paper #11: Early childhood learning

Recommendation No. : 10

All child-care operations, both government-funded or private, should integrate a holistic approach to working with children and families.

- No strategic plan initiative assigned

Paper #11: Early childhood learning

Recommendation No. : 11

First Nations curricula should be integrated into early childhood learning programs to support connections to traditional culture.

- Yukon First Nation Languages and Culture

Paper #11: Early childhood learning

Recommendation No. : 12

Language nests and immersion education should be incorporated into early childhood learning programs where appropriate.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #11: Early childhood learning

Recommendation No. : 13

Federal, territorial and First Nations governments should provide funds for family literacy programming.

- Literacy Framework
- Supporting Adult Literacy

Paper #11: Early childhood learning

Recommendation No. : 14

Cross-cultural awareness should be part of the training for early childhood learning teachers and staff.

- No strategic plan initiative assigned

Paper #12: CSFY School Board No. 23

Recommendation No. : 01

To support CSFY in achieving its mandate, the transfer agreement between the Department of Education and the board should be reviewed to ensure that CSFY receives all the funds due to them. If the amount has not yet been negotiated, this should be done immediately.

- French First Language

Paper #12: CSFY School Board No. 23

Recommendation No. : 02

The Department of Education should immediately take steps to transfer to the school board those individuals who should be school board employees as defined in the Education Act. If a school board does not wish to assume responsibility for the full range of its potential employees, the Government of Yukon should continue to act as the employer.

- French First Language

Paper #12: CSFY School Board No. 23

Recommendation No. : 03

The Department of Education should ask the Department of Justice to review the Education Staff Relations Act to see if it can include term designations. The Act should then be amended or amending regulations should be developed that would address this issue.

- French First Language
- Human Resources Plan

Paper #12: CSFY School Board No. 23

Recommendation No. : 04

The Department of Education should review its operations to determine if it is undertaking activities described in Section 116 of the Education Act in areas where a school board exists. These activities should be handed over to the school board. There must be clear direction on how the Department of Education will recognize and engage with the school board.

- French First Language

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #12: CSFY School Board No. 23

Recommendation No. : 05

The Department of Education and CSFY should develop a dispute resolution process that would be used when a school board and Department of Education policies conflict.

- French First Language

Paper #13: Educational advocate

Recommendation No. : 01

The Department of Education should form an advisory committee including representatives from the Departments of Education, Health and Social Services, Justice and Community Services, as well as the Council of Yukon First Nations (CYFN) and the Yukon Teachers' Association (YTA), to collaborate in the development of a mandate and operational structure for an educational advocate.

- No strategic plan initiative assigned

Paper #13: Educational advocate

Recommendation No. : 02

The Government of Yukon and CYFN should provide ongoing and stable funding to support the operations of an educational advocate.

- No strategic plan initiative assigned

Paper #14: Community literacy partnerships

Recommendation No. : 01

The Department of Education should ask local communities if they are interested in developing a community literacy partnership.

- Supporting Adult Literacy

Paper #15: Youth substance abuse

Recommendation No. : 01

Yukon and First Nation governments should fund a task force of youth service providers from across the Yukon to conduct a consultation on youth substance abuse and develop a treatment model appropriate to the Yukon.

- No strategic plan initiative assigned

Paper #15: Youth substance abuse

Recommendation No. : 02

When a treatment model has been developed, a board should be formed to provide decision-making, leadership and direction in the formation of a youth substance-abuse treatment centre.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #15: Youth substance abuse

Recommendation No. : 03

The youth substance abuse treatment centre's guiding principles should reflect those set out in the Yukon Substance Abuse Action Plan.

- No strategic plan initiative assigned

Paper #16: Educational leadership

Recommendation No. : 01

Establish an in-school administrator mentorship program that will identify, recruit and offer training to teachers and identify principals who can be mentors.

- Building Leadership Capacity
- Human Resources Plan

Paper #16: Educational leadership

Recommendation No. : 02

Although Yukon First Nations teachers should be strongly encouraged, all teachers who meet the following criteria should be eligible to apply for the mentoring program. a) Yukon teacher certification; b) acceptable undergraduate degree; c) successful teaching experience, coupled with demonstrated community involvement, leadership potential and initiative; and d) willingness to complete a master's degree or equivalent.

- Building Leadership Capacity

Paper #16: Educational leadership

Recommendation No. : 03

A Mentoring Advisory Committee (MAC) should be established to direct the program, choose mentoring principals and accept applications. This committee must include all education partners. Special emphasis should be given to encouraging First Nations teachers with in-school administrative potential.

- Building Leadership Capacity

Paper #16: Educational leadership

Recommendation No. : 04

Operational funding should be provided for the in-school administrator mentorship program.

- Building Leadership Capacity

Paper #16: Educational leadership

Recommendation No. : 05

Courses should be provided to school administrators and teachers during the school year and in the summer to promote professional development, and cultural and language learning. These programs must be accessible to rural personnel (through distance learning, if necessary).

- Building Leadership Capacity

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #16: Educational leadership

Recommendation No. : 06

Courses in educational leadership and administration should be developed and provided with financial support.

- Building Leadership Capacity

Paper #16: Educational leadership

Recommendation No. : 07

Participation in graduate-level distance and summer school administration programs should be encouraged and supported.

- Building Leadership Capacity

Paper #16: Educational leadership

Recommendation No. : 08

Time, training and incentives should be provided to ensure that mentoring principals have the requisite knowledge, skills, and attitudes to be effective.

- Building Leadership Capacity

Paper #16: Educational leadership

Recommendation No. : 09

An existing Yukon school administrator should lead and oversee the in-school administrator mentorship program.

- Building Leadership Capacity

Paper #16: Educational leadership

Recommendation No. : 10

Greater financial and other incentives should be provided for all school administrators to engage in continuous learning.

- Building Leadership Capacity

Paper #17: Representation of administrators

Recommendation No. : 01

The YTA and AYSA must clarify the issue of representation for administrators, and acknowledge the broader and, at times, conflicting roles of administrators. They must specifically address the process of dealing with conflicts between teachers and administrators.

- No strategic plan initiative assigned

Paper #17: Representation of administrators

Recommendation No. : 02

The Yukon Department of Education should participate in these discussions in order to foster collaborative and healthy working relationships between teachers and administrators.

- Human Resources Plan

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #17: Representation of administrators

Recommendation No. : 03

Salaries for administrators in the Yukon need to be competitive within the Canadian labour market. The YTA must strive to ensure that Yukon compensation is competitive.

- Human Resources Plan

Paper #18: Evaluation of teachers

Recommendation No. : 01

The Department of Education and the Yukon Teachers' Association should develop and implement a model for Teacher Professional Growth Plans.

- Human Resources Plan

Paper #18: Evaluation of teachers

Recommendation No. : 02

Annual growth plans should be required but only in years when formal evaluations are not carried out.

- Human Resources Plan

Paper #18: Evaluation of teachers

Recommendation No. : 03

Growth plans should address the needs of the individual, the school, the system, the community and the profession.

- School Growth Process

Paper #18: Evaluation of teachers

Recommendation No. : 04

The Department of Education and the YTA should develop quality standards for the teacher evaluation process.

- Human Resources Plan

Paper #18: Evaluation of teachers

Recommendation No. : 05

Formal evaluations should be retained for probationary teachers or when required by the system.

- Human Resources Plan

Paper #18: Evaluation of teachers

Recommendation No. : 06

Formal evaluations should be carried out every five years rather than every three years, as is now the case.

- Human Resources Plan

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #18: Evaluation of teachers

Recommendation No. : 07

All school-based instructional staff and Department of Education staff should have a professional growth plan or professional development plan.

- Human Resources Plan

Paper #19: Site-based management

Recommendation No. : 01

The term “sit-based management” (SBM) refers to a decentralized approach to educational governance. According to Beck and Murphy (1998), it “emphasizes moving authority away from districts and states and establishes representative decision-making systems within individual schools” (p.359). Implementation of SBM can also provide the foundation for subsequent educational initiatives

- School Growth Process

Paper #19: Site-based management

Recommendation No. : 02

The committee should examine the following topics: 1. models of SBM from a broad and diverse range of jurisdictions; 2. the knowledge and experiences of participants involved in SBM initiatives; 3. implementation processes where SBM has been adopted as an operating principle for schools and school systems, and 4. the extent to which particular SBM processes are already employed in the Yukon.

- School Growth Process

Paper #19: Site-based management

Recommendation No. : 03

Based on this examination, the committee should develop a definition of SBM and develop a conceptual model that is relevant and workable within the Yukon.

- School Growth Process

Paper #19: Site-based management

Recommendation No. : 04

When a Yukon-derived SBM conceptual model has been developed, the committee should determine resource allocations for information sessions, leadership development and training, and planning for implementation, assessment, and evaluation.

- School Growth Process

Paper #19: Site-based management

Recommendation No. : 05

Schools should be identified to pilot the identified SBM model, including assessment, evaluation and

- School Growth Process

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #20: Professional development

Recommendation No. : 01

The Department of Education should make new training funds available whenever a new curriculum initiative or program is launched.

- No strategic plan initiative assigned

Paper #20: Professional development

Recommendation No. : 02

The segment of annual orientations for newly hired staff related to First Nations topics should be expanded.

- Learning Communities

Paper #20: Professional development

Recommendation No. : 03

The Department of Education and YTA should discuss how to include and fund additional training days within the school year.

- Human Resources Plan
- Learning Communities

Paper #20: Professional development

Recommendation No. : 04

The Department and YTA should continue the mentorship program and make it accessible to educators with all levels of experience.

- Learning Communities

Paper #20: Professional development

Recommendation No. : 05

The Yukon teacher certification courses should be reviewed to determine if they are still relevant.

- Human Resources Plan

Paper #20: Professional development

Recommendation No. : 06

Training for CELCs should be designed to align with their duties and with the needs of students, families, schools and communities.

- No strategic plan initiative assigned

Paper #20: Professional development

Recommendation No. : 07

The department should establish an honorarium for cooperating teachers and their schools to sponsor students in YNTEP.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #20: Professional development

Recommendation No. : 08

The number of PD days per year should be increased to a maximum of nine. This increase should be phased in over three years.

- Human Resources Plan

Paper #20: Professional development

Recommendation No. : 09

A Yukon Education Forum should be established by the four partners in education.

- Tripartite Memorandum of Understanding (MOU) and Action Plan

Paper #21: Educational research

Recommendation No. : 01

The Yukon Department of Education should conduct a search to compile a wide range of program models that encourage and support educational research.

- No strategic plan initiative assigned

Paper #21: Educational research

Recommendation No. : 02

A Department of Education committee, comprised of a range of Yukon educational stakeholders, should steer this examination process so that a local educational research model can be developed.

- No strategic plan initiative assigned

Paper #21: Educational research

Recommendation No. : 03

Funding and staff should be allocated to support a Yukon-based educational research program.

- Human Resources Plan

Paper #21: Educational research

Recommendation No. : 04

This program should be piloted, evaluated, refined and implemented in the Yukon educational system.

- No strategic plan initiative assigned

Paper #22: Teaching social values

Recommendation No. : 01

Schools should assess the extent to which their policies and practices either promote or hinder diversity, social justice and social responsibility.

- School Growth Process
- Social Responsibility and Citizenship

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #22: Teaching social values

Recommendation No. : 02

School administrators should discuss social values education with their school councils.

- School Growth Process

Paper #22: Teaching social values

Recommendation No. : 03

The Department of Education, in conjunction with educational psychologists, should examine current values-based education programs to assess whether they are suitable for the Yukon.

- Social Responsibility and Citizenship

Paper #22: Teaching social values

Recommendation No. : 04

The Department of Education should develop staff training for implementing social values education.

- Social Responsibility and Citizenship
- Human Resources Plan

Paper #23: School nutrition program

Recommendation No. : 01

The Government of Yukon, in collaboration with CYFN, should identify funds to implement a phased-in Yukon School Nutrition Program for every school.

- No strategic plan initiative assigned

Paper #23: School nutrition program

Recommendation No. : 02

The Government of Yukon and CYFN, in collaboration with the Government of Canada, should seek funding sources.

- Tripartite Memorandum of Understanding (MOU) and Action Plan

Paper #23: School nutrition program

Recommendation No. : 03

In consultation with Yukon Food for Learning, Yukon First Nations, Yukon Teachers' Association, communities and schools, the Government of Yukon should identify a coordinator and determine how to deliver the program.

- No strategic plan initiative assigned

Paper #23: School nutrition program

Recommendation No. : 04

CYFN and First Nations should identify resources (human resources and financial) to support a school nutrition program for Yukon schools. They should also determine the level of support for the program in the communities.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #23: School nutrition program

Recommendation No. : 05

First Nations traditional foods and their benefits should be included and highlighted in the program where possible.

- Rural Strategy

Paper #23: School nutrition program

Recommendation No. : 06

School administrators and school councils should identify ways to work with First Nations, communities and businesses to support a Yukon School Nutrition Program.

- Rural Strategy
- School Growth Process

Paper #23: School nutrition program

Recommendation No. : 07

Yukon College should provide certification and support for cooks working in the Yukon School Nutrition Program.

- Yukon College

Paper #23: School nutrition program

Recommendation No. : 08

The Government of Yukon and CYFN, in conjunction with the School Health Action Committee, should review and develop policies on healthy foods in schools.

- No strategic plan initiative assigned

Paper #23: School nutrition program

Recommendation No. : 09

The program should be evaluated after three and five years to determine if it is meeting its goals.

- No strategic plan initiative assigned

Paper #24: Suspensions and expulsions

Recommendation No. : 01

The Department of Education, in collaboration with the Council of Yukon First Nations, (CYFN) Yukon Teachers' Association (YTA) and Association of Yukon School Administrators (AYSA), should develop policies regarding suspension and dismissals. These policies must include provisions to assist with reintegrating students into the educational system.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #24: Suspensions and expulsions

Recommendation No. : 02

The Department of Education should establish a policy on student discipline that includes a range of disciplinary approaches including out-of-school suspensions; restorative justice approaches and mentoring by elders; and measures appropriate to students with special needs.

- No strategic plan initiative assigned

Paper #24: Suspensions and expulsions

Recommendation No. : 03

In consultation with superintendents and school boards/councils, the Department of Education should establish policies on length of suspensions.

- School Growth Process
- Strengthening School Boards and School Councils

Paper #24: Suspensions and expulsions

Recommendation No. : 04

The Department of Education, in cooperation with CYFN and YTA, should require schools to develop discipline plans that emphasize responsible behaviour and promote self-discipline.

- School Growth Process
- Strengthening School Boards and School Councils

Paper #24: Suspensions and expulsions

Recommendation No. : 05

The Department of Education should conduct an in-depth statistical analysis of disciplinary approaches in Yukon schools. The data collected should include grade level, ethnicity, methods employed (verbal warning, detention, dismissal, in-school suspension, out-of-school suspension etc.), length of suspension and number of repeat suspensions, as well as information specific to special-needs students.

- Yukon Student Information System

Paper #24: Suspensions and expulsions

Recommendation No. : 06

The Department of Education should examine current suspension practices including whether suspended students are provided with assignments and how school administrations maintain contact with suspended students.

- No strategic plan initiative assigned

Paper #24: Suspensions and expulsions

Recommendation No. : 07

The Department of Education should conduct an analysis specific to the suspension and dismissal of students with special needs to determine whether current disciplinary approaches are having a discriminatory effect on them.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #24: Suspensions and expulsions

Recommendation No. : 08

The Department of Education should ensure that school council members have the appropriate training and tools to make informed rulings on student discipline.

- Strengthening School Boards and School Councils

Paper #24: Suspensions and expulsions

Recommendation No. : 09

The Department of Education should examine the issue of dismissals, suspensions and expulsions in the context of its duty to provide educational programming for students under suspension.

- No strategic plan initiative assigned

Paper #25: Length of the school year

Recommendation No. : 01

The school year in the Yukon should be lengthened in accordance with B.C. to a minimum of 187 school days.

- Human Resources Plan

Paper #25: Length of the school year

Recommendation No. : 02

The number of professional development days within the school year should be increased to a maximum of nine.

- Human Resources Plan

Paper #25: Length of the school year

Recommendation No. : 03

Professional development days should be allocated in the following manner: up to three days for growth plans and/or personal professional development; up to three non-instructional days for school-based initiatives; and up to three days for departmental initiatives.

- Human Resources Plan

Paper #26: Educational data

Recommendation No. : 01

The Yukon Department of Education should collect reliable, comprehensive, long-term data about students, keyed to student ID numbers, from kindergarten to post-secondary years. This should include data that is already collected electronically as well as other indicators that may affect performance, including elementary report cards, departmental exam results and post-secondary student grant information.

- Early Years Transition Initiative
- Yukon Student Information System
- Student Exit Survey
- Youth in Transition Survey

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #26: Educational data

Recommendation No. : 02

The Department of Education should study the feasibility of involving First Nations in data collection.

- Tripartite Memorandum of Understanding (MOU) and Action Plan

Paper #26: Educational data

Recommendation No. : 03

The Department of Education, in collaboration with First Nations, should provide decision-makers with access to this data.

- Tripartite Memorandum of Understanding (MOU) and Action Plan
- Yukon Student Information System

Paper #26: Educational data

Recommendation No. : 04

Cumulative records should be generated from this data and should be reconfigured so that essential information is included and extraneous information and confidential information is deleted.

- Yukon Student Information System
- Student Exit Survey
- Youth in Transition Survey

Paper #26: Educational data

Recommendation No. : 05

Data should be maintained in a program that is accessible to a wide range of users.

- Yukon Student Information System
- Student Exit Survey
- Youth in Transition Survey

Paper #27: Whitehorse school facilities

Recommendation No. : 01

An independent committee should be convened to assess Whitehorse school facilities. A member of the community should be selected by the group to act as chair. The committee would have representatives from the following organizations: Ta'an Kwäch'än Council, Kwanlin Dün First Nation; the Council of Yukon First Nations; Department of Education (including a facilities planner); the Association of Yukon School Administrators; secondary school councils; elementary school councils; the Catholic school council; and the Commission Scolaire Francophone du Yukon (CSFY) School Board No. 23.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #27: Whitehorse school facilities

Recommendation No. : 02

The committee should examine projected enrolments and vacancy and capacity rates for all Whitehorse schools.

- No strategic plan initiative assigned

Paper #27: Whitehorse school facilities

Recommendation No. : 03

The committee should examine the existing programs offered in Whitehorse schools.

- No strategic plan initiative assigned

Paper #27: Whitehorse school facilities

Recommendation No. : 04

The committee should identify and review current and future needs to determine whether school facilities need to be replaced, constructed or closed.

- No strategic plan initiative assigned

Paper #27: Whitehorse school facilities

Recommendation No. : 05

The committee should review the following school facility options: establishing a Yukon First Nations secondary school; expansion of trades programming in secondary schools; maintaining or adjusting catchment areas; reallocating or realigning the delivery of programs; and assessing the demand and capacity of existing individual learning centres.

- No strategic plan initiative assigned

Paper #28: Secondary schools and Yukon College

Recommendation No. : 01

The administration of the four secondary schools and Yukon College should meet to explore ways to coordinate scheduling to make the most of student opportunities and access.

- School Growth Process

Paper #28: Secondary schools and Yukon College

Recommendation No. : 02

The Yukon Department of Education, secondary schools administration and Yukon College should establish a working group to explore options for greater coordination. The focus of this working group should be identifying, reducing or eliminating structural barriers that impede students' access to programs and facilities.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #28: Secondary schools and Yukon College

Recommendation No. : 03

The Yukon Department of Education should examine the issues related to student transportation to ensure that opportunities exist, that they are accessible and safe, and that liability and risk are diminished or eliminated.

- No strategic plan initiative assigned

Paper #28: Secondary schools and Yukon College

Recommendation No. : 04

The administration of the four secondary schools and Yukon College should investigate options for broader access to courses through video teleconference technology.

- School Growth Process
- Distributed Learning

Paper #29: Program choice at secondary schools

Recommendation No. : 01

The current program choices and options offered by Whitehorse secondary schools should be examined to assess areas of similarity, integration and duplication. A study of school divisions that offer alternative programming should also be carried out.

- No strategic plan initiative assigned

Paper #29: Program choice at secondary schools

Recommendation No. : 02

A committee should be struck to carry out this assessment. It should be composed of representatives from the Yukon Department of Education, secondary school councils, school-based administration and teachers, and other groups as deemed appropriate.

- No strategic plan initiative assigned

Paper #29: Program choice at secondary schools

Recommendation No. : 03

Public consultation should be undertaken to determine the types of alternative programs that would be relevant and useful to Yukon students, their families, and the territory as a whole.

- No strategic plan initiative assigned

Paper #29: Program choice at secondary schools

Recommendation No. : 04

Alternative programs may require the renovation and/or replacement of existing school facilities. Any assessment and consultation should be conducted with this clearly in mind, particularly in light of the commitment to review F.H. Collins Secondary School's options for the future.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #29: Program choice at secondary schools

Recommendation No. : 05

Transportation alternatives must have student safety as their focus. A thorough study of legal liability and safe transportation policy options should be conducted by the Yukon Department of Education.

- No strategic plan initiative assigned

Paper #30: Technology and education

Recommendation No. : 01

To build upon the distance education program at Yukon College, the Department of Education should strike a committee of Yukon and First Nations governments, professionals and practitioners in the fields of education and ICT to identify gaps in the delivery of distance education courses, and outline steps to maintain and expand service to all Yukon communities.

- Rural Strategy
- Distributed Learning
- Supporting Yukon College

Paper #30: Technology and education

Recommendation No. : 02

The committee should also examine successful distance-learning models that have been established to support remote and rural communities, particularly First Nations communities.

- Rural Strategy
- Distributed Learning

Paper #30: Technology and education

Recommendation No. : 03

A liaison and exchange program should be established between Yukon and First Nations governments and professionals in collaboration with Yukon College and educators involved in successful distance education models.

- Rural Strategy
- Distributed Learning

Paper #30: Technology and education

Recommendation No. : 04

The Department of Education should collaborate with the Council of Yukon First Nations (CYFN) to help Yukon First Nations explore ways in which technologies can support and promote educational opportunities, and ensuring that they are aligned with First Nations' values and traditions.

- Rural Strategy
- Yukon First Nation Education Advisory Committee (YFNEAC)
- Distributed Learning

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #30: Technology and education

Recommendation No. : 05

The Governments of Canada, the Yukon and First Nations should provide ongoing and stable funding to ensure that ICT programs continue to be developed and expanded.

- No strategic plan initiative assigned

Paper #30: Technology and education

Recommendation No. : 06

The use of technology should be aligned with the local community's development goals in education, lifestyle and health. Communities will require access to various funding sources to meet their specific needs. The multi-tiered Community Development Fund, under the Yukon's Department of Community Development, may be a source of project-specific funding.

- Supporting Yukon College
- Community Training Funds
- Labour Market Agreement (LMA)

Paper #31: FASD pilot project

Recommendation No. : 01

The Government of Yukon should provide funding and support for a Fetal Alcohol Spectrum Disorders pilot project and include the following components as a minimum: 1. a full-time secondary specialist teacher specifically trained in FASD; 2. compilation of baseline and ongoing follow-up data for program adjustment, expansion and changes; 3. future expansion of the program to provide FASD support to all schools in the Yukon; and 4. on-site technical training and assistance for school-based staff.

- Human Resources Plan

Paper #31: FASD pilot project

Recommendation No. : 02

The Government of Yukon should establish a comprehensive assessment process to assist in the diagnosis and evaluation of FASD students.

- No strategic plan initiative assigned

Paper #32: Apprenticeship and trades training

Recommendation No. : 01

Hands-on training in shop skills should be provided at the elementary school level.

- School Growth Process

Paper #32: Apprenticeship and trades training

Recommendation No. : 02

The Yukon Secondary School Apprenticeship Program (YSSAP) should be revitalized. Students should get dual credits for apprenticeship course work and a secondary school diploma.

- Secondary School Trades and Apprenticeship Initiative

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #32: Apprenticeship and trades training

Recommendation No. : 03

To prevent a shortage of technology education instructors, the Department of Education should provide teacher training incentives for Yukon tradespeople, education leave for teachers to train in this area, and incentives to attract technology education instructors to the territory.

- Human Resources Plan
- Evaluate the Yukon Apprentice Training Program
- Improve Yukon employers' access to information/tools to support their ability to retain employees
- Labour Market Agreement (LMA)
- Department of Education

Paper #32: Apprenticeship and trades training

Recommendation No. : 04

Pre-trades training and promotion should be developed and delivered through partnerships between Advanced Education, community groups, training providers, industry and labour organizations. Programs that work in partnership with community-based organizations, First Nations, Yukon College and the Yukon government will be the most effective.

- Evaluate the Yukon Apprentice Training Program
- Women and Apprenticeship
- Community Training Funds
- Labour Market Agreement (LMA)

Paper #32: Apprenticeship and trades training

Recommendation No. : 05

Wage subsidies and/or other incentives should be considered for employers to increase apprenticeships in targeted trades and with targeted apprentice groups, such as women and First Nations people.

- Evaluate the Yukon Apprentice Training Program
- Women and Apprenticeship
- Labour Market Agreement (LMA)

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #32: Apprenticeship and trades training

Recommendation No. : 06

Useful hands-on experience in communities without trades training facilities is needed. Distance education, online training, and mobile resources and techniques may be viable options.

- Distributed Learning
- Evaluate the Yukon Apprentice Training Program
- Women and Apprenticeship
- Supporting Yukon College
- Community Training Funds
- Labour Market Agreement (LMA)

Paper #32: Apprenticeship and trades training

Recommendation No. : 07

Academic upgrading specific to the trades should be part of community training initiatives. Pre-trades or pre-apprenticeship qualifier training programs should include personal supports, such as communication and life skills training, academic upgrading and counselling.

- Supporting Adult Literacy
- Community Training Funds

Paper #32: Apprenticeship and trades training

Recommendation No. : 08

Aboriginal trades people should be used as role models, mentors and trainers in the communities and in schools.

- Yukon First Nation Languages and Culture
- Secondary School Trades and Apprenticeship Initiative
- Evaluate the Yukon Apprentice Training Program
- Women and Apprenticeship

Paper #32: Apprenticeship and trades training

Recommendation No. : 09

Yukon First Nations should consider administering aboriginal apprentices through an organization that serves as employer and coordinator.

- No strategic plan initiative assigned

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #32: Apprenticeship and trades training

Recommendation No. : 10

Community organizations, such as Skills Canada Yukon and Yukon Women in Trades, should be supported with a variety of resources to enhance their capacity to deliver successful pre-trades training to Yukoners.

- Evaluate the Yukon Apprentice Training Program
- Women and Apprenticeship
- Community Training Funds

Paper #32: Apprenticeship and trades training

Recommendation No. : 11

The department should provide schools, especially those in the communities, with funding to run a skills-focused program.

- Rural Strategy
- School Growth Process
- Secondary School Trades and Apprenticeship Initiative

Paper #33: Rural secondary schools

Recommendation No. : 01

Student and school performance should be reviewed, with special attention to areas requiring improvement, especially for students of First Nations ancestry. Performance indicators should include graduation rates, student retention rates and results from Yukon Achievement Tests.

- School Growth Process
- Assessment and Reporting
- Yukon Student Information System

Paper #33: Rural secondary schools

Recommendation No. : 02

The Department of Education should facilitate a process to make communities aware of alternate types of secondary school programs and obtain their feedback on the options available.

- Rural Strategy
- School Growth Process

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #33: Rural secondary schools

Recommendation No. : 03

Alternate types of secondary school programs should be evaluated to determine which is most appropriate for a particular community. This evaluation will consider community demographics, students and community expectations, the financial resources and expertise required, and the suitability of available staff.

- Community Engagement
- Rural Strategy
- School Growth Process

Paper #33: Rural secondary schools

Recommendation No. : 04

A planning team consisting of (as a minimum) a Superintendent, Secondary Programs Consultant, School Council representative, designated representative of the local First Nation or First Nations and school principal should determine the approach to be used by the school.

- School Growth Process

Paper #33: Rural secondary schools

Recommendation No. : 05

Community ownership and support needs to be promoted and facilitated before going ahead with a new school.

- Community Engagement
- School Growth Process

Paper #34: Experiential education

Recommendation No. : 01

Administrators, school councils and communities should review a range experiential programming options to help schools develop organizational plans.

- Rural Strategy
- School Growth Process
- Experiential Education

Paper #34: Experiential education

Recommendation No. : 02

School administrators need to be fully understood both the implications and the possibilities of experiential programming in schools.

- Rural Strategy
- School Growth Process
- Learning Communities
- Experiential Education

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #34: Experiential education

Recommendation No. : 03

School administrators need to obtain the support of First Nations, the business community and post-secondary institutions.

- Rural Strategy
- School Growth Process
- Yukon First Nation Education Advisory Committee (YFNEAC)
- Experiential Education

Paper #34: Experiential education

Recommendation No. : 04

Department of Education staff needs to support teachers in reviewing and selecting experiential education options.

- Rural Strategy
- School Growth Process
- Learning Communities
- Experiential Education

Paper #34: Experiential education

Recommendation No. : 05

Department of Education staff and administrators need information about the benefits and appropriate use of experiential education programs as well as ways to support experiential education programs.

- Learning Communities
- Experiential Education

Paper #34: Experiential education

Recommendation No. : 06

The Department of Education should present various experiential education models to schools and outline their benefits and suitability.

- School Growth Process
- Experiential Education

Paper #34: Experiential education

Recommendation No. : 07

The Department of Education should support teachers' use of an experiential approach and provide professional development and evaluations.

- Learning Communities
- Experiential Education

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #34: Experiential education

Recommendation No. : 08

The Department of Education should enhance its Resource Centre by creating, maintaining and promoting a list of resource people (including other teachers).

- Experiential Education

Paper #34: Experiential education

Recommendation No. : 09

Teachers and administrators should increase the use of elders and community resource people in schools.

- School Growth Process
- Yukon First Nation Education Advisory Committee (YFNEAC)
- Human Resources Plan
- Experiential Education

Paper #34: Experiential education

Recommendation No. : 10

The Department of Education should provide training to teachers on teaching techniques and the risk factors related to outdoor education.

- Learning Communities
- Experiential Education

Paper #34: Experiential education

Recommendation No. : 11

The Department of Education should remove barriers to experiential education such as certain elements of the Field Trip Policy.

- No strategic plan initiative assigned

Paper #34: Experiential education

Recommendation No. : 12

The Department of Education should hire a full-time instructional strategies coordinator for a five-year term to initiate, support and implement experiential education programs in schools.

- Human Resources Plan
- Experiential Education

Education Reform Project Final Report Recommendations

Listing by Strategic Plan Initiatives

Paper #34: Experiential education

Recommendation No. : 13

The Department of Education should support a continuous learning process where experiential education programs can grow and evolve.

- School Growth Process
- Learning Communities
- Experiential Education

Paper #34: Experiential education

Recommendation No. : 14

The Department of Education should evaluate and improve existing experiential education programs.

- Experiential Education

Paper #34: Experiential education

Recommendation No. : 15

The Department of Education should provide professional development activities on learning styles, particularly those of visual-spatial learners.

- Learning Communities