



BRANDON SCHOOL DIVISION

Education Committee Minutes

Tuesday, February 14, 2017 – 12:00 p.m.
Boardroom, Administration Office

Present: P. Bartlette (Chair), G. Buri, M. Sefton (Alternate)
M. Gustafson

Regrets: G. Kruck

1. CALL TO ORDER

The Education Committee Meeting was called to order at 12:08 p.m. by Committee Chair Peter Bartlette.

2. APPROVAL OF AGENDA

The agenda was approved as circulated

3. PREVIOUS COMMITTEE MINUTES FOR INFORMATION PURPOSES ONLY

The Minutes of December 13, 2016 were received as information.

4. COMMITTEE GOVERNANCE GOAL ITEMS

A) Grade 12 Canadian Law

Mr. Mathew Gustafson, Assistant Superintendent, provided information on the curriculum change for Grade 12 Canadian Law, which was implemented in January 2017. A survey was distributed to the three high schools and the following feedback was received from teachers:

- Similar to former curriculum
- Additional resources not needed at this point
- Additional professional development not required at this point
- Module 6 student inquiry could be a very good final project

Trustees asked questions for clarification regarding the enrolment and how many sections of the course are being offered. Mr. Gustafson noted that Grade 12 Canadian Law is now being offered as an Immersion course, but that Brandon School Division has no plans to implement it at this time.

Trustees Bartlette asked questions for clarification regarding program reviews and asked that Senior Administration communicate program review focus areas to the Board of Trustees.

B) Treaty Education Initiative

Mr. Gustafson spoke to this item and reviewed the Treaty Education Initiative for 2016-2017. The Initiative has secured NRG to conduct a survey. Mr. Gustafson noted that in the first 2 years of the Treaty Education Initiative, 18 of the 22 BSD schools have participated.

The 7 Teachings Wheel included in the last Education Advisory Committee meeting minutes was discussed and the implications/relation between Spiritual and Cultural teachings was discussed.

C) English Language Arts (ELA) Curriculum Development

The new Provincial ELA Curriculum direction was shared and the Committee received a presentation from Cory Neville, Middle Years Literacy Specialist and Dana Dvorak, Early Years Literacy Specialist.

The new Curriculum is a departure from the current outcomes-based curriculum and is based on the 4 practices and 11 elements outlined in the attachments. The Curriculum has two different structures: grade bands and grades.

Trustees asked questions for clarification.

5. OTHER COMMITTEE GOVERNANCE MATTERS

A) Sub-Committee Reports

Aboriginal Education Advisory Committee – December 16, 2016
Brandon Community Drug and Alcohol Education Coalition – NIL
Friends of Education Fund Committee – NIL

6. OPERATIONS INFORMATION

7. NEXT REGULAR MEETING: Tuesday, March 14, 2017, 12:00 p.m., Boardroom

The meeting adjourned at 1:20 p.m.

Respectfully submitted,

P. Bartlette, Chair

G. Buri

G. Kruck

M. Sefton (Alternate)

Treaty Education Evaluation for 2016-2017

NRG will be conducting a province wide survey.

This year, the focus will be targeted to all Kindergarten to Grade 12 teachers, both trained and non-trained. From the trained teachers, the interest to focus on how teachers are incorporating Treaty education into their classrooms, and what resources within the Kits are most useful. As of 2015, the Treaty Education Kit itself, is complete and TEI will no longer be adding other resources to it, however, if from the feedback we get from teachers show that more information or additional teaching tools are needed, we will have to plan accordingly to see how we can continue to support teachers when using the Treaty education resources to introduce the topic to their students. The ultimate goal of the Treaty Education Initiative is provide as much support to all teachers so that when students go through the educational system, and by the time they graduate from high school, they will all have a good understanding of the Treaties and concepts of the Treaty making process in Canada.

For those teachers that have not taken part in any training sessions, we would like to get an understanding as to why they have opted out to take the free training and if there might be anything TRCM can do to encourage all teachers to attend a session in the future.

NRG will be making contact with teachers and schools, and the survey can be done over the phone or online and in both official languages. We expect the survey to begin within the next couple of weeks and to be completed within three weeks with a final report to TRCM by the end of March.

All of this survey will be conducted and report delivered by NRG with limited input from TRCM. We would like a clear unbiased opinion of the TEI itself to verify that what is being shared and developed is making a positive impact and changes in Manitoba schools in terms of teaching about the Treaties and the Treaty Relationship.

According to our database 18 of 22 schools within Brandon SD have sent teachers to attend the two day teacher education training and have received the Treaty Education Kits. In total 42 teachers have been trained.

New ELA Curriculum

Implications for Implementation and Practice

The K-8 ELA curriculum renewal is in the voluntary implementation phase following a pilot year which took place in a few divisions in the province. The 9-12 ELA curriculum is currently in the pilot phase this year and will move into voluntary implementation next year. The revamped curriculum is an abrupt departure from the current outcomes based curriculum. (see visual)

The structure of this curriculum is based around four practices and the eleven corresponding elements are as follows:

1. The practice of using language as sense making

When learners practice using language as sense making they bring what they know from other experiences and texts and use them to understand and compose meaningful texts. Learners would ask:

- How do I understand what I hear, read, and view?
- How do I communicate to others when I write, represent, and speak?

Effective sense-making includes the following elements:

- Access, use, build, and refine schema
- Select from and use a variety of strategies
- Become aware and articulate the ways that they are engaging with text

2. The practice of using language as a system

When learners practice using language as a system, they use what they know about how language operates and how the codes can be used to understand and compose meaningful texts. Students would ask:

- How do I use what I know about how language works to read, write, represent, listen, speak, and view?

Effective use of language as a system includes the following elements:

- Recognize, apply, and adapt rules and conventions (grammar, spelling, punctuation, legibility, register, genre, form, elements of design)
- Identify, analyze, and apply understandings of whole-part-whole relationships (cueing systems, fluency, word study, whole/part/whole)

3. The practice of using language as exploration and design

When learners practice using language as exploration and design they make choices regarding purpose and function of meaningful texts to help them uncover new ways of thinking and doing. Language is used to deepen their current understanding of topics both of curricular nature and individual interests, while also seeking ways to imagine and reimagine. Students would ask:

- How do I use texts to inform me about topics, ideas, and information?
- How do I use language to create new ideas, solve problems, extend my knowledge and communicate those ideas to others?

Effective use of language as exploration and design includes the following elements:

- Research and study topics and ideas
- Interpret and integrate information and ideas from multiple texts and sources
- Manage information and ideas
- Invent, take risks, and reflect to create possibilities

4. The practice of using language as power and agency

When learners practice using language as power and agency they understand that all texts represent a particular way of thinking and that language can privilege some voices while silencing others. This understanding encourages them to question, interrogate, and reimagine meaningful texts. Students would ask:

- How does what I hear, read, and view influence what I think?
- How do I use language to influence others when I write, represent, and speak?
- How do I decide what and whose stories to tell?

Effective use of language as power and agency includes the following elements:

- Recognize and analyze inequities, viewpoints, and bias in texts and ideas
- Investigate complex moral and ethical issues and conflict
- Contemplate the actions that can be taken, alternative viewpoints, and contribute other perspectives

Grade bands

- The Manitoba English language arts curriculum describes learning in two different structures: grade bands and grades. The grade bands (K-2, 3-5, 6-8, 9-12) support teacher teams, individual teachers, and multilevel teachers in taking a more longitudinal view of the learning and planning for learning. The grade bands provide support for teachers in planning for, teaching, and assessing student learning at various points along the continuum. Grade bands recognize that learning develops over time and across multiple contexts. Grade levels provide a way to look at learning in shorter periods of time

To support grade level work, the province will provide supporting questions such as the following:

Grade One The Grade one English language arts learner The Grade one English Language arts classroom The environment Planning for English Language arts Grade one appropriate texts Grade one Practices, Elements, and Grade Band	<i>What is specific to the 1 learner?</i> <i>What is specific to 1 programming?</i> <i>What is specific to the 1 environment?</i> <i>What should be considered when choosing texts?</i> <i>How would you describe what 1 learners do, say, and know?</i> <i>How can you collect assessment information and report on learning?</i>
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Implementation considerations




The whole focus of the new curriculum is on *rich learning experiences* rather than outcomes. Manitoba Education and Training is now beginning to provide some processes for exploration and implementation of this new ELA curriculum by providing discussion prompts and activities. Brandon School Division middle years' teachers will be participating in putting together some exemplar units to support teachers in their planning for next year. The province has stressed that the implementation of this curriculum will be very different from previous implementation plans. This will be much slower and more exploratory in nature, taking the pressure off teachers who will be able to gain understanding as they experience the curriculum.

One of the challenges of implementation will be to help teachers, particularly new teachers, find the parameters of their learning targets as there are no specific outcomes to guide these decisions. As the province provides more examples and we create our own exemplar units, teachers will have some models to follow when designing their scope and sequence and specific units and lessons.

Our Literacy Policy 4053 and Balanced Literacy Practices K-4 & 5-8 documents will support BSD teachers by providing a framework of practices that should be included in their ELA program. This foundation of the practices will give them a focus for a solid balanced program based on research and experience of BSD teachers in literacy practices.

Reporting

The new curriculum will not cause any changes to the provincial report card as in ELA it is structured by the six language arts. The ELA curriculum will continue to be structured by the 6 language arts. The structure, which is also present in our BSD language arts component breakdown, will support teachers in planning a well-balanced program of study.

ELA CURRICULUM OVERVIEW			
Rich Learning Experiences			
PRACTICES	ELEMENTS	GRADE BAND/ DESCRIPTORS (Examples)	OBSERVABLE BEHAVIOURS (Samples)
USING LANGUAGE AS SENSE MAKING: Learners will ask: <ul style="list-style-type: none">How do I understand what I hear, read and view?How do I communicate to others when I write, represent and speak?	 <ul style="list-style-type: none">Access, use, build and refine schemaSelect from and use of variety of strategiesBecome aware and articulate the ways they are engaging text	 Grade Two: <ul style="list-style-type: none">Learners are using and talking about familiar strategies to understand and create textLearners are using what they know about themselves and texts to reflect, set goals and make decisions	 Grade Two: <ul style="list-style-type: none">Uses whole class brainstorm of ideas and word walls in own workLearner's book bag contains various texts (e.g., topic of interest, book read with buddy, suggestion from a peer, a book for someone to read to them, and a challenge book)
USING LANGUAGE AS A SYSTEM: Learners will ask: <ul style="list-style-type: none">How do I use what I know about how language works to read, write, represent, listen, speak, and view?	<ul style="list-style-type: none">Recognize, apply, adapt rules and conventions (e.g. grammar, spelling, punctuation, legibility, form)Identify, analyze, and apply understandings of whole /part/whole relationships	Grade Two: <ul style="list-style-type: none">Learners are recognizing that English has conventional spellings.Learners are using conventions of familiar print, oral, and visual texts to enhance communication.	Grade Two: <ul style="list-style-type: none">Learner's independent writing samples have a high number of words written automaticallyLearner's work shows experimentation with dialogue
USING LANGUAGE AS EXPLORATION & DESIGN: Learners will ask: <ul style="list-style-type: none">How do I use text to inform me about topics, ideas and information?How do I use language to create new ideas, solve problems, extend my knowledge and communicate those ideas to others	<ul style="list-style-type: none">Research and study topics and ideasInterpret and integrate information and ideas from multiple texts and sourcesManage information and ideasProblem solve	Grade Two: <ul style="list-style-type: none">Learners are making design choices for different purposesLearners are actively partaking in communities to explore ideas and deepen thinking	Grade Two: <ul style="list-style-type: none">During conferences, learner discusses how design choice (e.g. colour, layout, music) were chose with a specific message in mindLearners uses talk with peers to plan tasks
USING LANGUAGE AS POWER AND AGENCY Learners will ask: <ul style="list-style-type: none">How does what I hear, read and view influence what I think?How do I use language to influence others when I write, represent and speak?\How do I decide what and whose stories to tell?	<ul style="list-style-type: none">Recognizes and analyze inequities, viewpoints and bias in texts and ideasInvestigates complex moral and ethical issues and conflictContemplate the actions that can be taken , alternative viewpoints and contribute other perspectives	Grade Two: <ul style="list-style-type: none">Learners are expressing opinions and judgementsLearners are understanding the role of the text creator .	Grade Two: <ul style="list-style-type: none">During a whole group discussion, disagrees with the example of what is a want and a needDuring conferences notices that they can plan for a particular effect on an audience



BRANDON SCHOOL DIVISION

Aboriginal Education Advisory Committee

Thursday, December 15, 2016

2:00 – 3:30 pm

Ms. Martin's Office / Kirkcaldy Heights School

Present:

Trustee Glen Kruck; Trustee George Buri; Mathew Gustafson, Assistant Superintendent; Kevin Tacan, Aboriginal Elder, Brandon School Division; Amie Martin, Aboriginal Education Consultant, Brandon School Division; Jason Gobeil, City of Brandon; Randa Nadjiwon Cancade, Brandon Friendship Centre; John Mayer, Prairie Mountain Health

Regrets:

Debbie Huntinghawk, Community Parent Group; Staff Sargent Marc Alain, Brandon Police Service; Leah LaPlante, Manitoba Metis Federation; Janet Mousseau, Dakota Ojibway Child and Family Services; Tammy Hossack, Little Teaching Lodge

1. WELCOME AND INTRODUCTIONS

The meeting was called to order by Trustee Kruck. Trustee Kruck welcomed everyone to the meeting. The October 20, 2016 minutes were reviewed.

2. PRESENTATION – A. Martin (attached)

Ms. Martin read a review of teacher support. Ms. Pieroni (Grade 5/6 teacher at Earl Oxford) spoke about the Indigenous resources that her school has utilized. They have also purchased similar resources for their classrooms after having the opportunity to use the Divisional resources. They have also collaborated with Earl Oxford to share information and ideas. Ms. Martin presented on the Divisional Indigenous resources available and spoke about upcoming workshops (attached).

There was a discussion regarding the 7 Teachings teacher kits. One of the complexities of many of the resources is that they are tribe specific. The challenge lies in determining the authentic accuracy of the each resource and then educating the teachers on how to present the information.

3. OTHER DISCUSSION ITEMS

Role models in the classroom – Mr. Tacan explained that to implement the Aboriginal perspective into “What is a role model?”, the following steps should be followed:

- The students are asked to identify what are the characteristics of a role model.
- Then they identify individuals that meet those characteristics.
- When it is led by the student it allows them to choose the qualities that are important to them.
- The adults are then given the responsibility to fulfill the student's expectations.
- This method differs from the method of showing a role model to students and then explaining the qualities that make them a role model. These qualities are chosen by the adults and not the students. Often, we see prestige and power positions/people as role models.

ADJOURNMENT

Trustee Kruck thanked everyone for their attendance. The remaining agenda items will be brought forward to the next meeting.

NEXT REGULAR COMMITTEE MEETING

January 19, 2017

Respectfully submitted,

G. Kruck


Teacher Testimonials

► Meadows and New Era

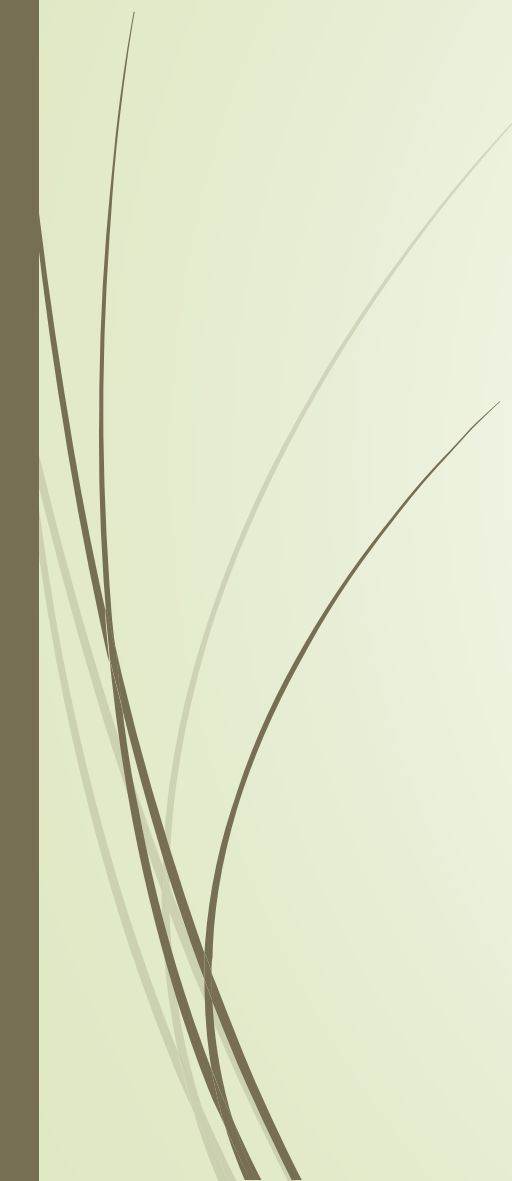


Authentic, Culturally Literacy resources to support Aboriginal education





What makes the difference to Students' success

- When Aboriginal students see themselves and their perspectives reflected in a text or curriculum, it enhances their sense of self and is a powerful way to engage them as learners.
 - When learning resources are organized in a way that is appropriate to specific grades or grade clusters and subject areas.
 - When the students are helped to be prepared to deal with difficult emotions they may feel when encountering certain aspects and other sensitive issues.
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Aboriginal Resource Kit

Teaching Kit

- is a learning resource with the intention of creating cross curricular learning.
- such kits often include many resources, such as educators guide, game, puzzles, picture books, posters, maps, puppets, DVDs, curricula and step by step lesson ideas.
- designed to assist educators find materials with information on Aboriginal education.
- is a collection of resources to help educators bring Aboriginal perspectives into their classrooms.
- provide tools, resources and support that an educator need to make a positive impact on student learning.
- is a way to compliment the curriculum needs of students to learn about Aboriginal cultures.





Aboriginal Thematic Units and teachings Kits

A Thematic Approach with an Aboriginal perspective aims to create exciting and inspiring literacy resources for students and educators. These resources also give the students to develop literacy skills while building knowledge and understanding of Aboriginal history, culture, and tradition. The teaching kits come With stories and illustrations, hands on activities and collaborative learning. the kits also bring engaging content into classrooms and connects thematically to Aboriginal worldviews and perspective for all students.

Other reasons to use these resources are:

- increases effectiveness of teaching
- Compacts the curriculum.
- Demonstrated the interdisciplinary nature of learning.
- Increases student interest in learning and time engaged.
- Utilizes collaborative and cooperative learning.
- Encourages students to strive for personal achievement.

Thematic units

a theme based unit

- Integrating various units in the curriculum can contribute to a greater awareness.
- Is a vehicle for teaching a wide range of skills and content by integrating curriculum around a topic.
- This type of method/teaching links curriculum strands and focuses on student interests, creating a sense of purpose and community in the classroom.
- Allowing students to lead the unit in unexpected direction (personalized learning).

School wide themes

- Usually planned for multi-aged groups created by combining the student population in different ways than the usual grade levels.
- Teachers benefit from the interchange of ideas when they come together to work collaboratively.
- A sense of community is enhanced when teachers and students for different classes become acquainted and when students work with others of different ages.

Teaching Educational Kits

Medicine Wheel



Seven (7) Sacred Teachings



Metis



Grade 8/12 ELA Literature Units



K – 12 Treaty Resource Kit

Manitoba Treaty education kit

consists of variety of early years to High school education resources To assist educators introduce and implement treaty education across the province includes the following items:

- k-12 teacher guides and handbooks
- K-12 year at a glance charts
- Maps/Posters/Posters/puppets/dvds, etc.

Guided Teacher planning sample

The Four Column Planner (Example)

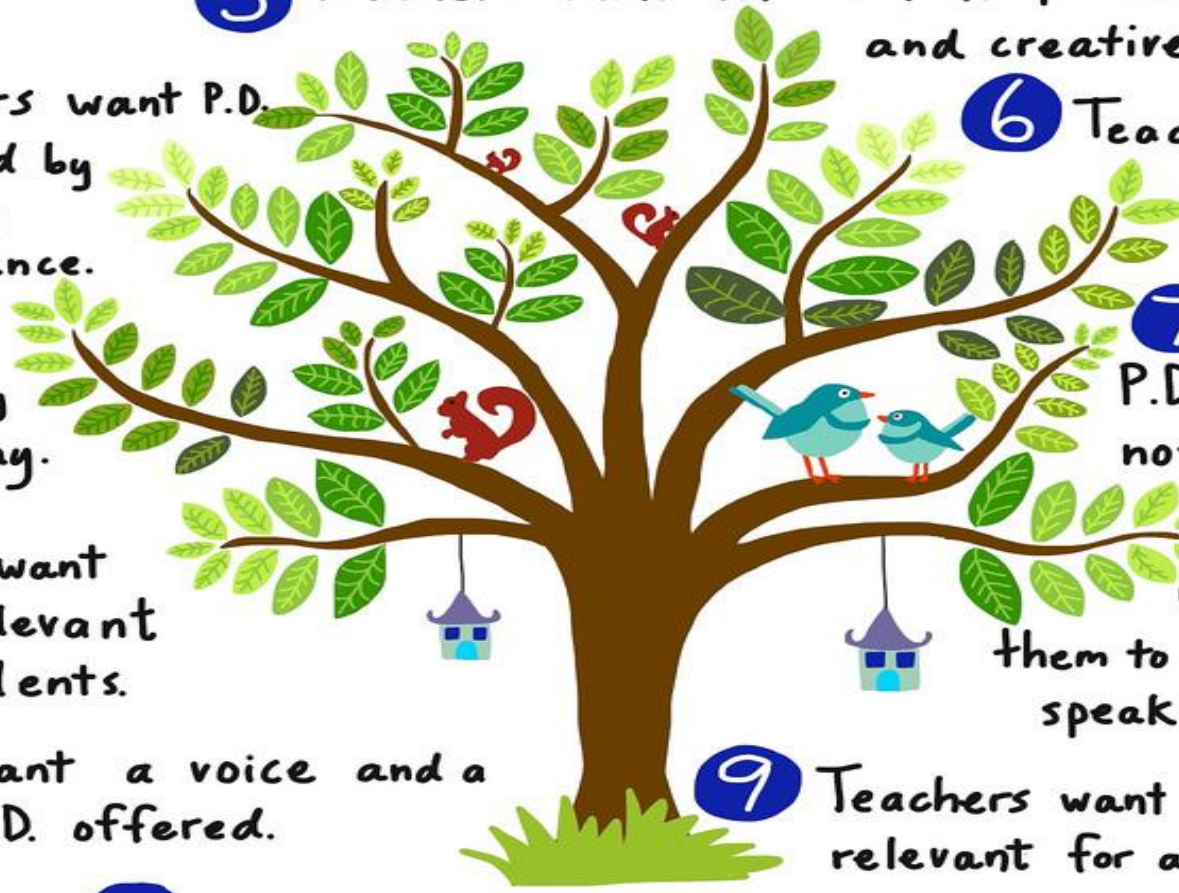
Integrated Theme/Topic _____

Duration _____

Goals	<ul style="list-style-type: none"> What do I want my students to <i>know</i> and <i>be able to do</i> to show and celebrate their learning?
Performance(s)/Demonstration(s)/Product(s)	<ul style="list-style-type: none"> What do I need to do to facilitate the <i>success</i> of my students' inquiry?
Classroom Processes	<ul style="list-style-type: none"> How will my students show what they <i>know</i> and <i>can do</i>? How will I design the learning-teaching context?

Curricular Connections What subject areas do I want to integrate?	Curricular Outcomes What do I want students to know and/or be able to do?	Instruction: Learning, Teaching, and Assessment Strategies How will I find out what students already know? What will I see and hear? How will I facilitate student inquiry? What learning will see and hear? How will I/they know what they have learned? What quality of learning will I/we see and hear?				Learning Resources/Sources Teaching kits, people, websites, technology, curriculum documents, supplementary material.
<ul style="list-style-type: none"> English Language Arts Social Studies Mathematics Physical Education/Health Science Information/Communication Technologies The Arts 	<p>What general learning outcomes or strands will connect across the curricula?</p> <p>What specific learning outcomes will I access? (Target a manageable number of learning outcomes for formative assessment, other enabling outcomes may evolve throughout the inquiry. Students generate criteria for <i>formative</i> and <i>summative</i> assessment)</p> <p>Summative Assessment (Using new learning in across and/or to create a product) Criteria Task: performance/demonstrate/product Reflection</p>	Inquiry Process				<p>Primary Sources</p> <ul style="list-style-type: none"> Field Trip Expert Artifacts <p>Secondary Sources</p> <ul style="list-style-type: none"> Multi-media Print Web
		Activating <ul style="list-style-type: none"> Choosing a theme or topic. Identifying/recording prior knowledge. Asking initial questions. Exploring/selecting primary/secondary sources. Planning for inquiry 	Teacher-led	Shared/Negotiated	Student-led	
		Acquiring <ul style="list-style-type: none"> Gathering, processing, and recording information. Focusing the inquiry. 				
		Applying <ul style="list-style-type: none"> Planning to express learning. creating performance(s), demonstration(s), products(s). Celebrating and reflecting. 				
		Optional <ul style="list-style-type: none"> Culminating Event 				

10 Things Teachers Want for Professional Development

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- 1 Teachers want a voice and a choice in the P.D. offered.
 - 2 Teachers want P.D. that is relevant for their students.
 - 3 Teachers want P.D. that they can use right away.
 - 4 Teachers want P.D. that is conducted by professionals with classroom experience.
 - 5 Teachers want P.D. that is innovative and creative.
 - 6 Teachers want P.D. that makes them better teachers.
 - 7 Teachers want P.D. that is practical, not theoretical.
 - 8 Teachers want P.D. that allows them to collaborate and speak honestly.
 - 9 Teachers want P.D. that will be relevant for a long time.
 - 10 Teachers want admin to attend and to participate in the P.D. sessions.

@sylvia duckworth

9 Characteristics of Innovative Leaders

By Jack Zenger @jhzenger bit.ly/9leaders

1 Innovative Leaders value diversity & inclusion.



2 Innovative Leaders excel at teamwork.



3 Innovative Leaders ask lots of questions and listen to answers.



4 Innovative Leaders set things in motion sooner rather than later.



5 Innovative Leaders set high goals.



6 Innovative Leaders jointly create a vision with their colleagues.



7 Innovative Leaders build trust



8 Innovative Leaders constantly challenge the status quo.



9 Innovative Leaders have deep expertise.



@sylvia duckworth

10 Ways to Maintain Your Passion For Teaching

2 Embrace change



3 Have fun in your class



1 Be constantly curious



4 Have a growth mindset



5 Embrace the uniqueness of each student



10 Be a connected educator



6 Learn from your students



7 Be flexible and open-minded



9 Attend conferences



8 Believe that you are making a difference in your students' lives



@syvriaduckworth

8 Things to Look for in Today's Classroom

by George Couros



1 VOICE

★ Students should learn from others and then share their learning.

2 CHOICE

★  STRENGTH-BASED LEARNING
★ Give students a choice.

3 TIME FOR REFLECTION

★ EVERYONE (teachers, admin, students) should write and reflect on what is being learned.



8 CONNECTED LEARNING

★ Bring experts into your class via social media and video-conferencing.



7 SELF-ASSESSMENT

★ Important that students know how to do this.
★ Use portfolios.



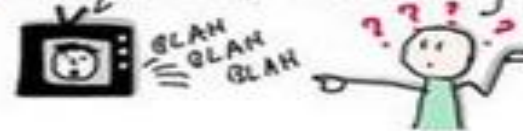
6 PROBLEM SOLVERS/FINDERS

★ Give students tough challenges and let them find innovative solutions.



5 CRITICAL THINKERS

★ Ask questions and challenge what you see.

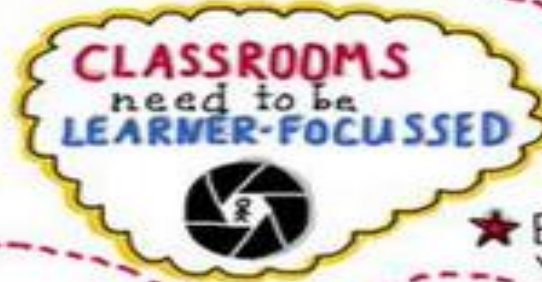


4 OPPORTUNITIES for INNOVATION

★ Example: Build a hovercraft from a YouTube video!

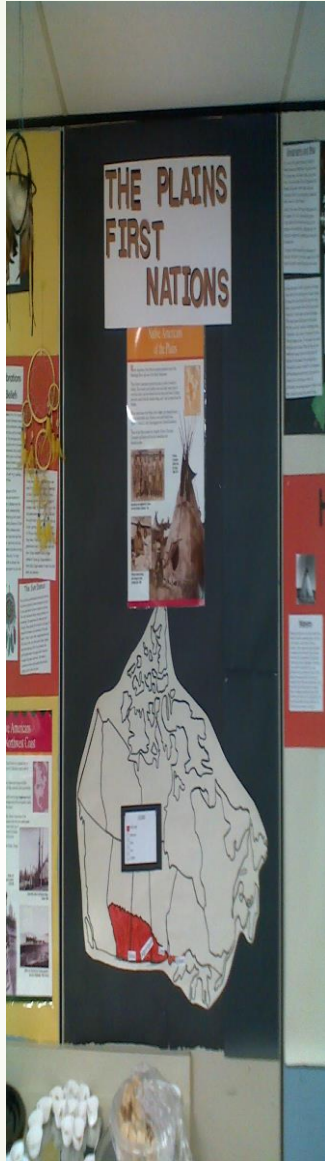
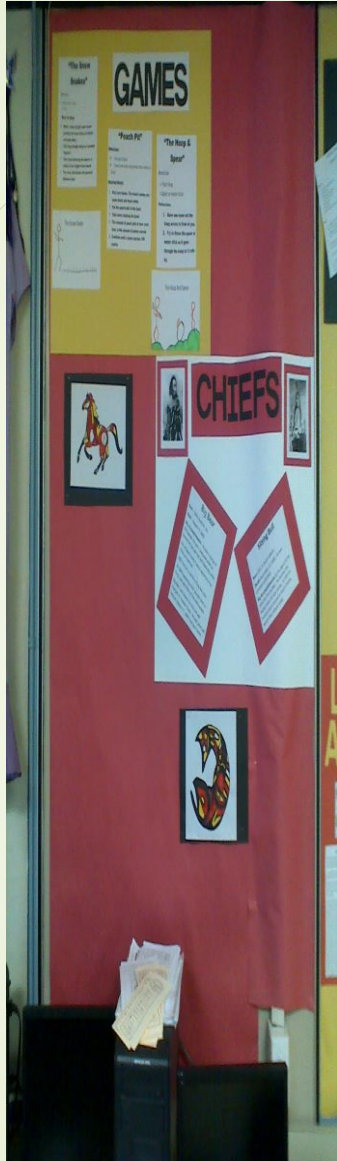


(yes, it can be done!)



@jwieduckert

bit.ly/gcouros8



“Ekosi” “ Kaminokisikawan”

“Thank you” “ May you have a good day”



Workshop	Date/Time
MEDICINE WHEEL TEACHINGS This workshop will allow participants to learn how the Medicine Wheel teachings can function as a teaching tool in the classroom.	January 11, 2017 9:00am – 3:30pm
ABORIGINAL RESOURCES This workshop will give Teacher Librarians a collaborative learning opportunity and will spend time learning about Aboriginal Resources that are available for loan and where they are stored. Sources/publishing companies/websites will be discussed.	January 18, 2017 1:00pm – 3:30pm
THE BLANKET EXERCISE Participants will take part in a Blanket Exercise, an interactive learning experience that teaches Aboriginal history and raises awareness & understanding of Aboriginal peoples of Canada. The workshop will also help develop a general understanding of the history and legacy of Residential Schools.	March 8, 2017 9:00am – 3:30pm
ABORIGINAL EDUCATION The session is for how School Administrators see their vision of Aboriginal education being put into practice in their school. It is also to investigate the struggles encountered in the development for Aboriginal education in their schools and of the gains that they have made.	March 14, 2017 9:00am – 3:30pm
CULTRE BASED WAY OF LEARNING This workshop will provide the participants with the skills/knowledge to develop or create culturally responsive inclusive classrooms. It will provide culture based integrated planning as an approach to teach Social Studies, Science, Health, etc. using culturally relevant resources/documents.	May 10, 2017 9:00am – 3:30pm
ABORIGINAL RESOURCES This is the final session for the Book Club . Each attendee will be required to come with a book to share with the rest of the group and share what they have done to create a successful book club for their classrooms.	May 17, 2017 1:00pm – 3:00pm
TRADITIONAL ABORIGINAL SESSION This workshop will provide Teachers with hands on strategies that will help their students make connections to culture through story telling.	May 25, 2017 9:00am – 12:00pm
TRADITIONAL ABORIGINAL SESSION This workshop will explore how drums are made and signing (vocal exercises and making music).	May 25, 2017 1:00pm – 3:00pm