



**BOARD OF EDUCATION OF  
SCHOOL DISTRICT NO. 46 (SUNSHINE COAST)**

**EDUCATION COMMITTEE**

**AGENDA**

May 27, 2015 from 1:00-2:30 p.m.  
School Board Office – Gibsons, BC

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Introductions

1. Curriculum
2. Aboriginal Education
3. Parent Engagement

# Transforming Curriculum: K–9



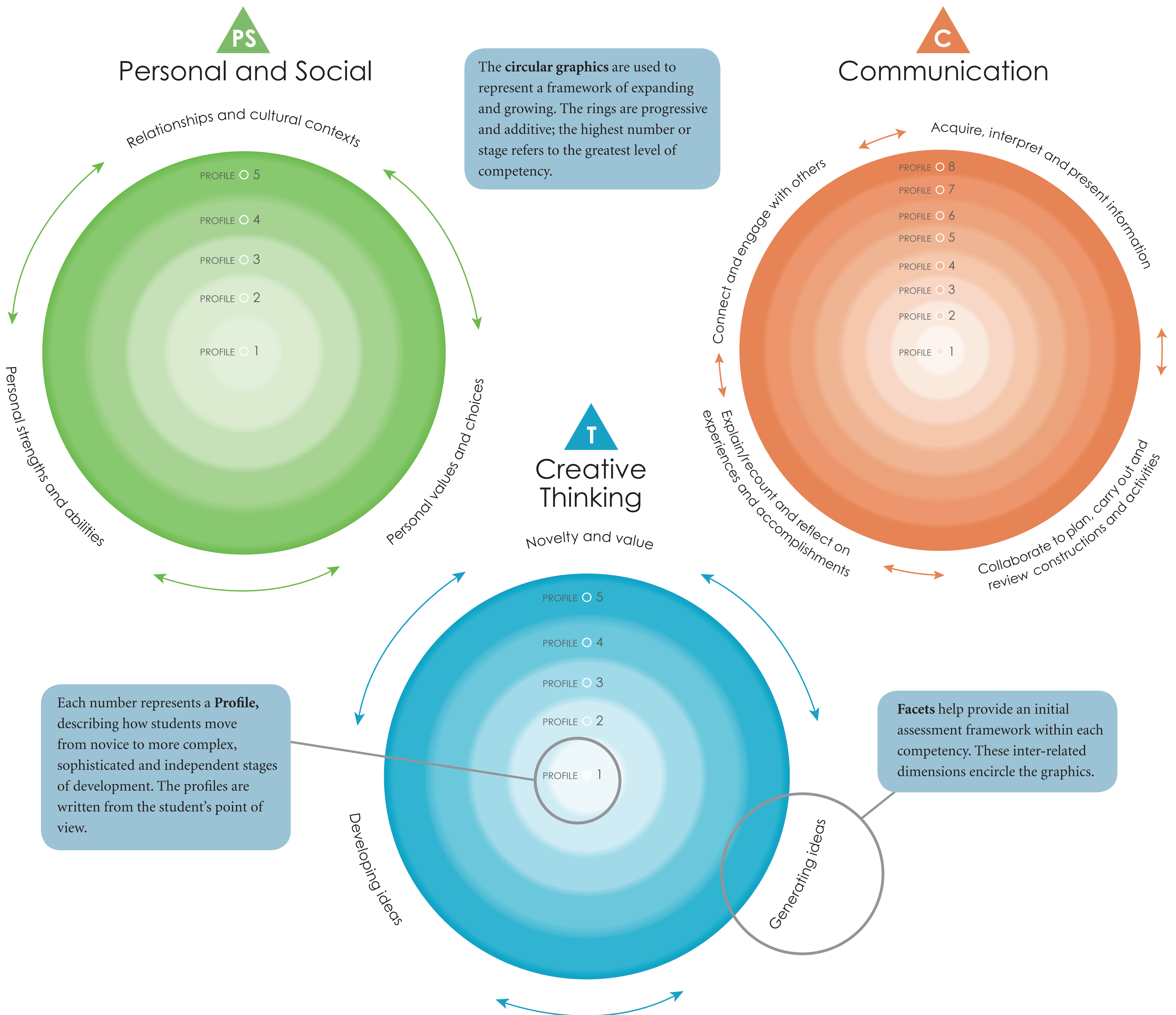
## Core Competencies



**PS** The **Personal and Social competency** is the set of abilities that relate to student's identity in the world, both as individuals and as members of their community and society. This competency encompasses the capacities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

**T** The **Creative Thinking competency** encompasses the knowledge, skills and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into a new understanding. This competency includes specific thinking skills, as well as habits of mind and metacognitive awareness.

**C** The **Communication competency** encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them and to understand and effectively engage in the use of digital media.



Core competencies are sets of intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning. These develop across the curriculum and support students as they engage in deeper learning.



Core competencies are evident in every area of learning; however, they manifest themselves uniquely in each discipline. In the current drafts of the redesigned curricula, competencies are embedded and evident within the learning standards.

Competencies come into play when students are engaged in “doing” in any area of learning. This includes activities where students use thinking, collaboration and communication to solve problems, address issues or make decisions.



The ultimate goal is for learners to employ the core competencies every day in school and in life, and for the core competencies to be an integral part of the learning in all curriculum areas.

## Aboriginal Student Voice Secondary

- Feel pretty safe at school.  
Not always easy to express your culture at school.
- Want assistance with courses and personal issues; want more access to info about careers; want to visit post-sec options and to get help with deciding which one; want help with access to scholarships and bursaries.
- Want more experiential learning and outdoor learning and cultural experiences.  
Timetable/schedule and pressure about courses seems to make this hard to do.
- Want to meet more people who also have Aboriginal ancestry.

## Aboriginal Student Voice Elementary

- Feel quite safe at school.  
Not always easy to show your culture at school.
- Hard to change teachers every year.
- Value the support and contact with Aboriginal Support Teachers.
- Want to do well at school. Math is hard. Essays are hard. Sometimes bored at school. Friends are important.
- Want to know more about careers.
- Want more experiential learning; outdoor learning and cultural experiences.



## ***Niwapaten (I See) Project***

**It's about you and your Aboriginal students.**

**It's a grant of funds for a team of people in your school to inquire or research into classroom practice that will enhance the success and achievement of Aboriginal students.**

### **The Process:**

**•Pull together a Team**

**•Select a New Practice You Want to Try or Pose an Inquiry Question about Learning for Aboriginal Students (Numeracy, Literacy, Science, or Social Responsibility)**

**•Research/Consult or Wonder to Find Best Practice**

**When you find or create one.....**

**•Develop an Approach or a Strategy to Try in Your Classrooms.**

**•Measure to get a *baseline* snapshot of how the students are doing *before* you apply your approach (Achievement, Attitudes, Knowledge, Skills, Participation)**

**•Take the Leap and Begin!**

**•Implement the Idea Over Time**

**•Measure Again and Formalize the Results**

**•Think about and Reflect on the Results....Did Your Approach Make a Difference?**

**•Change your Practice or Try Another Approach**

**•Share your Experience with Colleagues!**

**•Celebrate Success with Students and Parents!**

For more information, contact Kerry Mahlman 604 885 8345.



## School District No. 46 (Sunshine Coast) Aboriginal Programs and Services

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### *Niwapaten* (I See) Project School-Based Aboriginal Education Support Initiative 2014/2015

*Niwapaten* means “I see” in Michif, the language of Canada’s Metis people.

#### **Purpose:**

To encourage a focus on Aboriginal students as learners and the development of instructional approaches that enhance their achievement ... and to encourage school-based collaboration and initiatives in Aboriginal Education Support.

District Aboriginal Programs and Services will be making a grant of funding available to schools in 2014/2015. The funds will be directed to those schools forming *Niwapaten* Project Teams and successfully meeting proposal criteria.

#### **Application Criteria:**

- Teams must consist of at least two school-based teachers and at least one of the District Aboriginal Programs and Services staff (including Raven Barudin, Sheila MacPherson, Laurie Davis, Rita Poulsen, Tamara Jacobsen, or Kerry Mahlman). Principals, other teachers, and parents are also welcome as additional members. The school based proponents, the classroom teachers, are the LEADS for the project and the Aboriginal Education Support teacher is in a supporting role. Planning and implementation must be done by the school based applicants with the Aboriginal Education Support Team member(s) providing support and assisting with gathering ideas, information and resources. The project **must result in the direct delivery of educational service/support to Aboriginal students** and must comply with the specifications of Aboriginal Support Service as described in *Form 1701: Student Data Collection: Completion Instructions for Public Schools* and funding policy (Section D Aboriginal Education Programs);
- Teams are requested to propose in writing an action research, reflective practice, inquiry, or implementation “project” very much as other Learning Together or Inquiry proposals are made. **Proposals are due by December 16, 2014 with no possibility of**

**an extension or a late application.** A form is attached, but teams are welcome to communicate the elements of the proposal in a way that reflects the nature of the members/project. Teams have made their proposals through power-points, through skits, and through a meeting with the Aboriginal Education Support team as a whole.

Projects **must have as their central rationale to provide *direct support to students of Aboriginal ancestry in classrooms*** - with a view to assessing a change to one's classroom practice and improving the Aboriginal students' academic achievement particularly in Numeracy, Literacy, Social Studies, or Science and/or improving Social Responsibility. Teams must refer to the Ministry of Education Aboriginal Education Goals, applicable District Achievement Contract Goals, District Enhancement Agreement Goals, and School Growth Plan Goals;

- A maximum of \$1000.00 per school will be available to all schools in School District No. 46. In large schools, a second grant may be considered. The funding can be used to contribute to teacher release time as well as other aspects of carrying out the project. The Aboriginal Education Support Program staff member of the team will assist in assuring the project activities meet Ministry of Education and District criteria for the use of Aboriginal Education targeted funding;

- A project report, including indicators of success, baseline data, and improvement data must be submitted to the Principal of Aboriginal Programs and Services by **3:30, Thursday, May 27, 2014;**

- Niwapatén Project participants are asked to join in on the Networking meetings throughout the year and the year end Celebration for Learning Community Team projects, LSA projects, and Network of Performance Based Schools projects.

For more information, please contact Kerry Mahlman, (604) 885 8345.

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# ***Niwapaten (I See) Project 2014/2015***

**Proposal** (Please submit to Kerry Mahlman at Cedar Grove by December 16, 2014)

**School** \_\_\_\_\_

(Note there is typically one grant per school. Please talk as a staff about what your Aboriginal learning priorities are and try to propose one collaborative project that will address those priorities. You are welcome to call Kerry Mahlman 885 8345 to get some assistance with thinking this through.)

**Names of people participating in the project:**

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**Name of project:**

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**Check one or more:**

This project will be oriented to:

\_\_\_ Numeracy

\_\_\_ Literacy

\_\_\_ Social Studies

\_\_\_ Science

\_\_\_ Social Responsibility

intending to provide direct educational/academic support to Aboriginal students and to include culturally respectful/relevant materials and/or approaches.

**Grade(s), gender (if applicable), subject matter, or specific learning outcomes etc. where this project will concentrate:**

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**Question, Problem or Theory you will be addressing in this project:**

eg. Will using culturally appropriate reading materials increase motivation and interest in reading among the Aboriginal students in my class?

eg. How can Aboriginal cultural practices and icons be used to teach the principles of tessellation and geometry?

eg. Will the inclusion of Aboriginal elders into a school culture increase the number of Aboriginal students taking on leadership roles in a school/decrease the number of discipline issues occurring among Aboriginal students?

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**Do you already have an approach you would like to try in order to address this question or problem? Describe it (quote sources if you can).**

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**How will you collect the baseline data or assess the initial situation before you embark on your project?**

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**Describe your implementation ideas:  
(include how often you will measure progress or change and how you will be reporting on the results and conclusions of your project)**

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**Describe how you anticipate the \$1000.00 funding being used:**

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**Upon approval of the project (or in some cases upon completion of the project and a report submitted), \$1000.00 will be transferred from Aboriginal Education to your schools "Unallocated" account. Your school will be given notice when this has happened.**

**Name and signature of Team leader:**

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**Have you consulted with and included:**

**\_\_\_\_\_ Your principal?      \_\_\_\_\_ The Aboriginal Education Support Teacher ?**

## **May 28, 2015 DPAC Meeting Agenda:**

7:00 pm: Greetings and Introductions

7:05 pm: Motion to accept April 23, 2015 meeting minutes, Addition to May 28, 2015 agenda, Motion to accept

7:10 pm: Review changes to DPAC Constitution & Bylaws, Motion to accept

7:20 pm: ACEbc Conference Feedback – Allen Stevenson, Andy Lewis

7:30 pm: Gaming Funds discussion – \$1,875 left

7:40 pm: Regular Reports: Chair's Report (Allyson Fawcus), Treasurer's Report (Allen Stevenson), Board's Report (Dave Mewhort), Committee Reports: Health Promoting Schools (Marilyn Baines), Education (Allen Stevenson), Superintendent's Report (Patrick Bocking)

8:00 pm: Draft Strategic Plan – Patrick Bocking

8:30 pm: Meeting adjourns - Next meeting September 2015, date and location TBD

### **2014-2015 Information**

Chair: [Allyson Fawcus](#)

Vice-Chair: Sarah Bradley

Secretary: Marisa Alps

Treasurer: Allen Stevenson

Parent Representative to the Operations Committee: Allyson Fawcus

Parent Representative to the Education Committee: Allen Stevenson

Parent Representative to the Healthy Schools Committee: Marilyn Baines

Parent Representatives to the District Parent-Teacher Communication Committee: Allyson Fawcus