

District Parents Advisory Council (DPAC) School District No.46 (Sunshine Coast) at Elphinstone Secondary
DPAC Minutes
Thursday, October 22nd 2015

Call to order: 7.05 pm

Introductions around the room

APPROVALS

Motion to adopt minutes from September 24th 2015 Dpac meeting: Jo Thomson (first motion), Lorena Ruth (second motion). Passed.

Motion to adopt October 22nd 2015 Agenda: Janice Nelson (first motion) Susan Goddard, Passed.

Spending approvals
Follow up with Allen Stevenson

REGULAR REPORTS

DPAC VICE CHAIR – Sarah Bradley, Allyson Fawcus absent –

Gaming funds suggestions.
Every PAC to send Diane Wagner at the Board office their new Executive Board names.
Thank you from Stacia Leech for having them speak at the DPAC meeting.

TREASURER'S REPORT – Allen Stevenson
Follow up

BOARD'S REPORT – Dave Mewhort

Welcome to New 205-2016 Student trustee, Wyatt Henley, he was sworn in at the October Board meeting

There is an initiative commencing in Jan 2016, SFU, in conjunction with SD46 are offering a Graduate Diploma in Advanced Professional Studies for teachers interested in nature-base learning program, this is very exciting, there are already

12 interested teachers without advertising. See attached information for further background and information

SUPERINTENDENT'S REPORT – Patrick Bocking

Good energy around schools at the moment.

“We day” – 190 students went to Rogers Arena from the Sunshine Coast, amazing experience- “Free the children” organised this event sponsored by Telus and The Royal Bank. There were inspirational speakers and bands playing, sending the message to the kids that together we can change the world and anything is possible. The SD46 logo appeared on the screen so we officially belong as one of the partners.

Assessment in reading in Elementary schools is a strong emphasis in the district at the moment, Grade 3 level is where Jeopardy can begin, there is big staff committee formed to facilitate reading testing levels, EPRA. Perceptively there is high degree of acceptance once you can read, for self esteem. Kirsten Deasey “strong Start” is helping incoming reading and literacy levels, hearing etc before entering Kindergarten.

Vancouver Coastal Health – The immunisation record is not good in this district, below population level, we are working to support VCH for students health.

Strategic plan leaflets available.

NEW CURRICULUM – David Barnum – Patrick Bocking

Please find attached “Curriculum Redesign” information and frequently asked questions.

Check out “Curriculum.gov.bc.ca” for more details

A few highlights are as follows:-

Reading assessments, informed instruction, individual snapshot and class snapshot. 4 years ago website went live, input requested from everyone, it was put out as a BC plan. Not new, but new framework. K-9 energy transformation, different topics, Top of report card, categories expanded, to be noticed, named and nurtured. Now 8 months out from completion.

This year is optional to use new curriculum. Are teachers happy about this? A lot of questions at this point, which are being worked on. Staff are being trained, gr 10-12 very important, for credibility Relevance brings the uncertainty, but positive, teaching philosophy, the basics are the same.

David Barnum would be happy to come to PAC meetings to discuss.

What is participation of staff? The School Board authorized funds for staff learning about the new curriculum, collaboration of teaching in each grade. The Ministry of Education announced 10 instructional hours where students do not attend school, for teachers to collaborate with the new curriculum.. Parent engagement - better info about student achievement, reporting guidelines about to come out. NEST program makes sure reporting is by portfolios and wanderwalks, report to parents but no marks, very happy. Online program for staff to students and parents – “Fresh Grade”, new way of reporting – web based program. The server is based in Canada to help with privacy concerns. How does assessment follow through for post-secondary etc? this is being worked on at the moment- better flow needed. Chat. High school - Finding Creative ways - implementing home room for kids to check in, hands on care not just academics.

GAMING FUNDS

\$1,500 from last year, \$2,500 this year

SUGGESTIONS

Speakers accommodation or fees.

Jesse Miller – came a few years ago.

Anxiety, stress, Mental Health speaker – Rebecca Mitchell.

Survey? Within PACS.

Dave Mewhort – student council concerned over mental health.

Edu/workshop for parents – substance abuse, MH, mood disorders,

Mindfulness/ social and Emotional learning

Educational Needs around Aboriginal Education

School Councilors group - (Mark Sauer) ask about speakers we could have

Face behind the Mask – Movie night and workshop. Hallstead

(Udo Rosenberg)

Grade 7 transition

ELECTIONS – accepting nominations for:

Chair – Allyson Fawcus

1st motion - Marilyn Baines, 2nd motion - Paddy Shields

Vice Chair – Jo Thomson

1st motion - Miyuki Shinkai, 2nd motion - Marilyn Baines

Treasurer - Allen Stevenson?

Secretary - ?

BCCPAC Rep - ? where, what it involves – Jen Hoile?

Next meeting Wednesday 25th, 2015 at Pender Harbour Secondary, 7pm

DPAC fee for BCCPAC membership

Thanks for rotation of meeting locations facilitating more parents.

Meeting adjourned 8.45 pm

DRAFT

Curriculum Redesign:

Frequently Asked Questions

What is provincial curriculum?

- The British Columbia provincial curriculum defines for teachers what students are expected to know and be able to do in their grade and area of learning. It provides the learning standards for students in BC schools.

Why is BC's curriculum changing?

- In today's technology-enabled world, students have instant access to a limitless amount of information. For all students, the great value of education is in learning the skills to successfully locate, analyze, and apply the information they need in their work and personal lives after they graduate.
- Experts from BC and around the world advise that curriculum should put more emphasis on concepts, competencies, and processes.
- The existing curriculum can restrict student learning because it has so many objectives to cover. The highly prescriptive nature of the existing curriculum puts it at odds with the vision of a more personalized learning experience set out in BC's Education Plan.

How is curriculum changing?

- Drawing on extensive research and ongoing consultations with educators across the province, the Ministry of Education is redesigning curriculum to fit with the modern education system that is needed for today's world. The curriculum redesign aims to:
 - ✓ reduce the prescriptiveness of the existing curriculum while ensuring a consistent focus on the essential elements of learning
 - ✓ allow teachers and students the flexibility to personalize the learning experience to better match each student's individual strengths and needs
 - ✓ balance the foundational skills that students need to learn with the "big ideas" or concepts that they need to understand to succeed in their education and their lives
- Curriculum is being designed to support development of critical thinking, communication skills, and personal and social competence.

What will be the same?

- There will continue to be rigorous learning standards in each area of learning.
- There will continue to be an emphasis in all grades on the fundamentals of literacy and numeracy. Subjects such as Math, Science, Language Arts, and Social Studies will remain at the heart of every student's education. But with the redesigned curriculum, students will be able to develop a deeper understanding of those subjects and their fundamental concepts.
- Curriculum is now and will continue to be designed for the majority of students; classroom teachers will continue to adapt or modify standards for selected students as appropriate.

What will be different?

- All areas of learning are being redesigned at the same time using a common framework.
- The structure of the redesigned curriculum is more flexible to enable teachers to develop cross-curricular learning experiences for students and take advantage of current topics of interest to students.
- In the redesigned curriculum framework, core competencies — such as critical thinking, communication, and social responsibility — are made explicit.
- Each area of learning features Big Ideas that are important for students to understand.
- The curriculum is balanced: it emphasizes core foundational skills while focusing on higher-level conceptual understandings.
- Standards remain rigorous; however, the new learning standards are more open in nature, making them less rigid, less detailed, and less focused on minor facts.
- Aboriginal perspectives and content have been authentically integrated into every subject.

What are core competencies and how are they related to the curriculum?

- Core competencies are a set of intellectual, personal and social competencies that students develop through the course of their schooling.
- The core competency profiles represent a continuum of development from emerging to sophisticated levels. While the development process involved over 300 educators in 20 school districts, they are at an early stage of development.
- The competency profiles and illustrations are intended as classroom resources for teacher assessment and student self-assessment.

- Core competencies are embedded in each area of learning and are activated through students' learning experiences and activities.
- Because core competencies are embedded in the structure of the curriculum, it is expected they will become a key part of future provincial assessments and ongoing assessment/reporting. How they will be made explicit in reporting and provincial assessment is still under discussion and development.

What are the benefits of the new curriculum?

- With the redesigned curriculum, students will have increased opportunities to gain the essential learning and life skills necessary to live and work successfully in a complex, interconnected, and rapidly changing world.
- Students will focus on acquiring skills and competencies to help them use knowledge critically and creatively, to solve problems ethically and collaboratively, and to make the decisions necessary to succeed in our increasingly globalized world. They will be more engaged in their learning, explore their passions, and gain important employment skills.

What research supports these directions?

- Trends in national and international jurisdictions have been reviewed and authorities on curriculum and assessment design have been consulted. Transformation work has been informed by a wide variety of researchers, including Sir Ken Robinson, Lynn Erickson, and Grant Wiggins, and organizations such as Harvard (Project Zero) and the Organisation for Economic Co-operation and Development. Many high-achieving jurisdictions around the world (e.g., Singapore, Finland) are making similar shifts in their curriculum.
- BC's curriculum redesign builds on current child development and learning theories research. Consultations, research, and world authorities all indicate that learning is best supported by flexible, competency-driven, concept-based, and inclusive curriculum.
- As part of the Ministry of Education's work on core competencies, several researchers were commissioned to summarize the literature in critical thinking, creative thinking, and social and personal responsibility. Reference information connected to this aspect of the redesign effort is available on the ministry's [website](#).

Why is Aboriginal content being embedded in the curriculum and what does this look like?

- Aboriginal perspectives and knowledge are a part of the historical and contemporary foundation of BC and Canada. An important goal in integrating Aboriginal perspectives into curriculum is to ensure that all learners have opportunities to understand and respect their own cultural heritage as well as that of others.

- The First Peoples Principles of Learning provided a crucial lens for the teacher teams when drafting curricula, and all curriculum teams included Aboriginal representation. The teams put great effort into embedding Aboriginal knowledge and worldviews in the curriculum in authentic, meaningful ways.
- References to Aboriginal knowledge and worldviews are both explicit and implicit in the redesigned curricula and are evident in the rationale statements, goals, learning standards and in some of the elaborations.
- In some areas of learning, explicit Aboriginal content is included (e.g., information about residential schools in Social Studies; Aboriginal peoples' uses of indigenous plants and animals, or their knowledge of the sky and landscape, in Science). In other areas, there are opportunities to learn about Aboriginal people in the local community, for example, or Aboriginal literature.
- From Kindergarten to graduation, students will experience Aboriginal perspectives and understandings as an integrated part of what they are learning.

Who was involved in the redesign of the curriculum?

- BC teachers, academic experts, and school district staff have participated directly in the redesign of provincial curriculum. The BC Teachers Federation (BCTF) has played a significant role in this work. Teachers from the Federation of Independent Schools Association and the First Nations Schools Association also participated in the development work, as well as the Yukon Department of Education and Yukon teachers.
- Many parents, teachers, and individuals and groups from the public and industry provided feedback on the new K-9 curriculum, using the ministry website, email, and other methods of communication to express their views and suggest improvements.
- More details on the curriculum development process can be found at curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/curriculum_development_process.pdf.

What are the implementation timelines?

- K-9 curriculum is available for voluntary use by teachers in the 2015/16 school year. It will become the official curriculum in the 2016/17 school year.
- Grade 10-12 curriculum will be available for voluntary use in the 2016/17 school year. It will become the official curriculum in the 2017/18 school year.

Will assessment, evaluation, and reporting be changing?

- Assessment and reporting methods will need to align with changing emphases in curriculum, such as the assessment of complex thinking skills.
- Through consultation with the field, the Ministry of Education will redesign assessment and reporting (communicating student learning) requirements to align with the other transformation efforts underway in BC. More information will be forthcoming regarding these consultations during the 2015/16 school year, with the goal of having new guidelines and policies in place by the 2016/17 school year.

What materials or other resources will support the redesigned curriculum?

- Instructional examples and materials developed by teachers will be added to the website. Instructional examples may include instructional and assessment strategies, demonstrations of learning, inquiries, and interdisciplinary ideas. Website links to existing key resource materials will also be added.
- The BCTF [TeachBC](#) website will also host BC teaching resources.

When will changes to the graduation learning years be determined?

- The Grades 10–12 curriculum proposals, posted in August 2015 for review and feedback, will form a first step toward discussions of new requirements for the graduation learning years. The design and structure of the Grades 10–12 curriculum will be the same as for the K–9 curriculum.
- The Advisory Group on Provincial Assessment will inform directions for provincial examinations.
- Provincial examinations will be redesigned with the changing emphases in curriculum. Development and piloting will occur over the next two school years.
- Changes to credentialing, reporting, transcripts, and other aspects of the graduation learning years will also be determined over the next two school years.

DPAC Trustee Report
Oct, 2015

For this month I'd like to welcome our 2015- 2016 Student Trustee... one of only two in B.C. Trustee Wyatt Henley (ESS) was sworn in at our October Board Meeting and we all look forward to hearing our students concerns and opinions in the coming school year.

I would also like to feature an initiative commencing in Jan 2016. SFU, in partnership with SD 46, will offer a Graduate Diploma in Advanced Professional Studies for teachers interested in nature-based learning. I have included a little background for anyone interested.

Dave Mewhort
Trustee Liason

STUDENT TRUSTEE WYATT HENLEY



Wyatt is a grade 12 student from Elphinstone Secondary School. His peers in the District Student Leadership Team (DSLTT) recommended him as their representative and Student Trustee to the Board on Tuesday, October 13, 2015.

Wyatt is excited to be learning about board procedures, student voice and educational opportunities for all students in all schools.

REPORT TO THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO.46 (SUNSHINE
COAST)

Strategic Plan Report: Outdoor Education
Submitted by Patrick Bocking
October 13, 2015

Strategic Plan 2015-2019

Goal: I g. Students will experience, respect and enhance the natural world by actively
**PARTICIPATING IN SUSTAINABLE PRACTICES AND OUTDOOR
EDUCATION.**

*Keep close to Nature's heart... and break clear away; once in awhile, and climb a mountain
or spend a week in the woods. Wash your spirit clean. - John Muir*



Background:

Research indicates that environmental education can result in the following:

- **Enthusiastic Students and Innovative Teacher Leadership** through rich, hands-on, real world and relevant learning across the curriculum.
- **Critical Thinking, and Relationship Skills** through an emphasis on specific critical thinking skills central to "good science".
- **Leadership Qualities** through cooperative learning (i.e., working in teams or with partners), critical thinking and discussion, hands-on activities, and a focus on action strategies with real-world applications.
- **Self Control/ Self Discipline Benefits** for some children who benefit from more exposure to nature because for those students, the greener their everyday environment, the more manageable can be their behavioural management.
- **Increased Focus/Improved Cognition** through proximity to nature, access to views of nature, and daily exposure to natural settings increases the ability of children to focus and improves their cognitive abilities.
- **Health Benefits** for children who experience school grounds or play areas with diverse natural settings are more physically active, more aware of good nutrition, more creative, and more civil to one another.

<https://www.gtk.org/why-environmental-education-is-important/>



Discussion:

The Environmental Education Action Committee has developed a number of recommendations to inform the Implementation Plan. Key amongst these are:

- Develop increased awareness of students, staff and the community to the importance of the role of nature in our lives and our futures through dialogue, sharing successes and promotion of outdoor and sustainable activities.
- Provide opportunities and a framework to consider simple, sustainability projects (composting, school and/ or community gardens) at the classroom or school level.

- Celebrate natural learning in our schools through social media and other communication strategies.
- Provide information and resources to facilitate students accessing the outdoors with their educators through educational opportunities for teaching staff about how to ensure that outdoor adventures are successful for safety and effective for learning.
- Minimize the administrative challenges involved with moving beyond the school yards with students. (Review Regulation 2550 – Extended Experience)



Opportunity

- Simon Fraser University is offering, in partnership with our District, a Graduate Diploma in Education. This two-year program allows teachers to delve deeply into Nature Based Experiential Learning in a focused, collaborative structure. The program begins in January, 2016.



Next Steps:

- Consolidate plans as indicated above.
- Support the NBEL partnership as required.

+ note: Even without advertising, there are already 12+ interested teachers.

FACULTY OF EDUCATION
FIELD PROGRAMSNATURE-BASED
EXPERIENTIAL LEARNING

This Graduate Diploma in Advanced Professional Studies, developed in consultation with Dr. Mark Fettes and in partnership with School District #46 (Sunshine Coast), is for teachers who seek to deepen their understanding of how nature-based learning influences educational decisions and interactions.

BEGINNING IN THE SUNSHINE COAST
SCHOOL DISTRICT JANUARY 2016
www.educ.sfu.ca/tp



FOR MORE PROGRAM INFORMATION

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THE GRADUATE DIPLOMA

The Graduate Diploma in Advanced Professional Studies in Education (GDE) is a two-year 30-credit program of study for teachers whose primary focus is school-based educational practice. It provides the opportunity for you to engage in focused, sustained reflective inquiry. Completion of the diploma allows teachers to move from TQS category 4 to TQS category 5 or from 5 to 5+.

ADMISSION REQUIREMENTS

- A Bachelor's degree from a recognized university.
- A Teaching certificate based on a recognized teacher preparation program.
- Evidence of ability to undertake advanced work in education.

[Under exceptional circumstances, applicants without a teaching certificate but who have a Bachelor's degree and significant teaching or leadership experience in education may be accepted into the program. Teachers without a Bachelor's degree may be allowed to use the credits from this program towards an undergraduate degree but must contact the Field Programs office regarding this possibility.]

HOW TO APPLY

Before you begin - See the Field Programs website at www.educ.sfu.ca/tp for Admission Guidelines and Application information, including a checklist of required supporting documents. You can download required information from this site.

- Step 1: Apply to SFU graduate school online - go.sfu.ca/paprd/gradapplication.html
Program: Nature-Based, Sunshine Coast
Start Date/Term: January 2016 (Spring)
- Step 2: Gather your supporting documents.
- Step 3: Upload your supporting documents when prompted to do so.
- Step 4: Submit your official transcripts.

Your application package will be considered complete once we have received your online application and all your supporting documents.

DEADLINE FOR APPLICATIONS: Nov. 13, 2015

Applications may be closed before the deadline if cohort capacity is reached. Priority will be given to students from the sponsoring district.

ADMISSION AND REGISTRATION, CONTACT

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