1. CALL TO ORDER
The Chair will call the meeting to order and recognizes that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

2. ADDITIONS TO THE AGENDA

3. DELETIONS TO THE AGENDA

4. CHANGE IN ORDER

5. APPROVAL OF THE AGENDA
   5.1 Approval of Agenda
       That the Agenda be approved.

6. APPROVAL OF THE MINUTES
   6.1 Minutes - May 8, 2013
       That the minutes of the Education Committee Meeting held May 8th be approved.
       08 - May 2013.pdf

7. PRESENTATIONS

8. EDUCATIONAL UPDATE - Report from John Blain, Deputy Superintendent
   8.1 Success for All Update - John Blain
       RTI Update - John Blain
       Rose Tull & Lynn Brown - Summer Institute Programs Update - Building Community for all Learners
Please note that the proceedings of this meeting are being recorded to assist in the preparation of the minutes of the meeting. The recording of this meeting are records of the School District, as defined in the Freedom of Information and Protection of Privacy Act, and as such may be the subject of access requests under the Act.

DJ Thompnson - Inquiry/Project-Based Approaches to Promote Self-Regulated Learning  
http://www.youtube.com/watch?v=IwCmCJ8OhWY

Neil Varner/Jim Rourke First Nations Curriculum Update - Teaching and Learning with Aboriginal Understandings

Linda Baldwin - Learning to Read in a Balanced Literacy Environment

Board Presentation- Self-regulation and inquiry.pdf
Allies of AB ED Sept 11.pdf
Balanced Literacy ppt Sept 11.pdf

9. CORRESPONDENCE REFERRED FROM THE REGULAR BOARD MEETING
There was no correspondence referred from the August Board Meeting

10. UNFINISHED BUSINESS

11. NEW BUSINESS

12. QUESTION PERIOD
Questions from the audience must be submitted in writing and given to the Board’s Executive Assistant (Cathy Kelt) for submission to the Chair. The question period is intended to enable the public to obtain clarifying information regarding a current agenda item.

Forms are available in the information rack near the entrance of the Board Room

13. ADJOURNMENT

13.1 Adjournment

That the meeting be adjourned.
THE BOARD OF EDUCATION OF SCHOOL DISTRICT 68
MINUTES OF EDUCATION COMMITTEE
HELD MAY 8, 2013

PRESENT:

Trustees
K. Howland, Chair
D. Allen
J. Brennan
N. Curley
K. Howland
D. Neary
B. Robinson
T. Saunders

Staff
D. Hutchinson, Superintendent/CEO
J. Blain, Deputy Superintendent
D. Reimer, Director of Communications
S. Saywell, Assistant Superintendent
C. Southwick, Assistant Superintendent
L. Tait, District Principal
T. Davie, District Principal
C. Kelt, Executive Assistant

Meeting No. E08

ABSENT
B. Bard
S. Welch

IN ATTENDANCE
T. Watson, NSAA Rep
A. Cameron, DPAC Rep

CALL TO ORDER
The Chair called the meeting to order at 6:00 pm and recognized that tonight’s meeting is being held on the traditional territory of the Snuneymuxw people.

ADDITIONS TO THE AGENDA
There were no additions to the Agenda this evening.

DELETIONS TO THE AGENDA
There were no deletions to the Agenda this evening.

CHANGE IN ORDER
There was no change in order to the Agenda this evening.

APPROVAL OF THE AGENDA
IT WAS MOVED BY Trustee Neary
IT WAS SECONDED BY Trustee Curley
Folio
E13/05/08-01
That the Agenda be approved.
CARRIED UNANIMOUSLY
APPROVAL OF THE MINUTES

It was moved by Trustee Saunders
It was seconded by Trustee Brennan

Folio
E13/05/08-02

That the Minutes of the Education Committee Meeting held March 6, 2013 be approved.
CARRIED UNANIMOUSLY

PRESENTATIONS

Caeleigh Nelson, Student Positive Education Experience

Caeleigh Nelson, a South Wellington student, told the Education Committee about the benefits she sees in her small school. She said that the older students at South Wellington look out for the younger students and talked about the value of the mentoring program at the school. She also said that students at the school live the qualities that they learn through the Virtues Program.

EDUCATIONAL UPDATE

Aboriginal Education Report
Laura Tait, District Principal

Ms. Laura Tait, District Principal of Aboriginal Education, gave the Education Committee an update on the past year and a half in Aboriginal Education. She said that there are 2,000 Aboriginal students in the district – 15 percent of the student population compared to 11 percent in the province.

Ms. Tait said the Aboriginal Education Enhancement Agreement for 2011 to 2016 expresses the goals that the district and Aboriginal communities share.

Industrial Training Authority (ITA)
Scott Saywell, Assistant Superintendent
Tim Davie, District Principal

Mr. Tim Davie, District Principal of Learning Alternatives, told the Education Committee about the vision the Learning Alternatives program has for the future.

He said that the guiding principle of the proposed program is to offer flexibility and choice for all students. In proposing a restructuring of the Learning Alternative Programs, he said that community collaboration and partnerships and 21st century learning are key components.
Some of the components of the proposed restructuring include:

- Alternate Foundations Skills Learning Centre
- Outreach Mental Health Day Treatment Programs
- Aboriginal Outreach Parent-Tot Learning Centre
- Aboriginal Outreach Sustainable Resources/Outdoor Program
- Introduction to Trades Program and a centralized trades academy.

**IT WAS MOVED BY** Trustee [Name]
**IT WAS SECONDED BY** Trustee Saunders

That the Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that it supports the new direction for the Learning Alternative programs and trades initiatives.

**CARRIED UNANIMOUSLY**

Mr. Blain, Deputy Superintendent gave the Education Committee an update on activities of the Learning Services Department. This included organization of the May 14 and 15 Success for All days; consultation on the local school calendar; and starting the process of staffing for the 2013-14 school year.

The Department is also working on projects that support the Board’s strategic goals.

**CORRESPONDENCE**
**REFERRED FROM THE** Regular Board Meeting

No correspondence referred from the April Board Meeting

**UNFINISHED BUSINESS**

**Amended Procedure 2.5.1**

Procedure 2.5.1 was referred to the Education Committee at the March 27th Board meeting for further discussion.

Following a brief discussion on Procedure 2.5.1, specifically, student presentations - the Committee referred the matter to staff.
IT WAS MOVED BY Trustee Brennan
IT WAS SECONDED BY Trustee Saunders

Folio
E13/05/08-04

That the Education Committee recommends to the Board of Education of School District 68 (Nanaimo-Ladysmith) that Procedure 2.5.1 be referred to staff to review and make changes as required to student presentations.

CARRIED UNANIMOUSLY

NEW BUSINESS

There was no New Business on the Agenda this evening.

QUESTION PERIOD

There were no questions this evening.

ADJOURNMENT

IT WAS MOVED BY Trustee Neary
IT WAS SECONDED BY Trustee Curley

Folio
E13/05/08-05

That the meeting be adjourned.

CARRIED UNANIMOUSLY

The meeting adjourned at 8:10 pm.
How does inquiry/project-based learning promote self-regulation?

By: Mary-Lynn Epps and DJ Thompson
Learning Intentions

- Define inquiry/project-based learning
- Identify elements of an Inquiry Climate
- Connections between Inquiry and self-regulation
What is Inquiry Based Learning

“Teaching Inquiry Learning” by Mark Chaloner

http://www.youtube.com/watch?v=lwCmCJ8Oh

WY
What is inquiry/ project-based learning?

- Based on constructivist theory and grounded by the work of Piaget, Vygotsky, Dewey and Bruner.
- Concept-based with an emphasis of “enduring understandings” and core competencies.
- Balance between the acquisition of skills, knowledge and meaning.
- Inquiry/ project-based learning is, “the creation of meaning that occurs when an individual links new knowledge with...existing knowledge” (International Baccalaureate, 2007, p. 6)
- Inquiry learning is the continual and cyclic path of constructing, testing, confirming or revising our models of how the world works with the purpose to transform our thoughts, beliefs and actions.
Inquiry/ PBL- What lies beneath?

Engagement
Collaborative
Fun
Challenging
Laughter
Active
Self-regulation
Choice

Adapted from Murdoch, 2007

Authentic, hands-on, relevant, real world experiences and contexts

Interaction and collaboration

A culture of curiosity and investigation - questioning, wondering, interest in the world

Respect, trust non-threatening environment. **Strong student voice**

Higher order thinking – challenge and participation

Self managing and self aware students, Learning about learning
Gradual release model

**I DO**
- **Teacher Modelling**
  - Explains
  - Demonstrates
  - Thinks aloud

**WE DO**
- **Guided Practice**
  - Teacher and students practice
  - Teachers scaffolds the students’ attempts and gives feedback
  - Students share their thinking with each other

**YOU DO**
- **Independent Practice**
  - Students apply strategy on their own
  - Students receive feedback from teacher and other students

**YOU DO**
- **Transfer and Generalization**
  - Meta-cognitive, self-regulated learner
Skilled Investigators

- When children enter into a classroom in which they feel respected, trusted and have a voice, students can remain “calm, alert and learning” (Shanker, 2012)

- When there are skills that are common to all, teachers should model and specifically teach in order for students to become increasingly independent in the use of those skills. (Murdoch, 2007)
### Through the Eyes of the Teacher

<table>
<thead>
<tr>
<th>Mindset</th>
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<tbody>
<tr>
<td>- I am an activator of learning</td>
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<tr>
<td>- I seek feedback regarding my learning</td>
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<tr>
<td>- I use dialogue more than monologue</td>
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<tr>
<td>- I enjoy challenge</td>
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<tr>
<td>- I have high expectations for everyone and a belief we can all learn</td>
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<tr>
<td>- I welcome error as it is from our mistakes we inform our next steps</td>
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<tr>
<td>- I am passionate about learning</td>
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<tr>
<td>- I am interested in transforming learning, having an effect on one’s thoughts, beliefs, and actions</td>
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</tbody>
</table>

### Designing Instruction that Impacts Learners

<table>
<thead>
<tr>
<th>Designing Instruction that Impacts Learners</th>
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</thead>
<tbody>
<tr>
<td>- I use essential learning outcomes to guide my design</td>
</tr>
<tr>
<td>- I consider learning achievement baseline data of my learners</td>
</tr>
<tr>
<td>- I consider interests and passions of my learners</td>
</tr>
<tr>
<td>- I set high expectations and provide a scaffolding of support for learners within the instructional design</td>
</tr>
</tbody>
</table>

### Learning Expert

<table>
<thead>
<tr>
<th>Learning Expert</th>
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<tbody>
<tr>
<td>- I engage in community building to ensure a trusting and supportive learning environment</td>
</tr>
<tr>
<td>- I foster healthy relationships with and among my students to support self-regulated social and emotional support</td>
</tr>
<tr>
<td>- I experience the power of collaboration as a means of support</td>
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<tr>
<td>- I use multiple strategies to support learning</td>
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<tr>
<td>- I am adaptable at differentiating instruction and assessment</td>
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<tr>
<td>- I am a reflective practitioner that is flexible in my approach to learning</td>
</tr>
<tr>
<td>- I know if learning is aligned to current research practices I can succeed</td>
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</tbody>
</table>

### Receptive to Feedback

<table>
<thead>
<tr>
<th>Receptive to Feedback</th>
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</thead>
<tbody>
<tr>
<td>- I monitor and analyze learning to inform instructional practice</td>
</tr>
<tr>
<td>- Feedback is an integral part of the learning cycle and woven throughout each learning opportunity as a means to develop metacognition</td>
</tr>
<tr>
<td>- I seek feedback, I evaluate feedback and use feedback to support my learning</td>
</tr>
<tr>
<td>- I explicitly teach how to give feedback as a means to inform future learning</td>
</tr>
<tr>
<td>- I consider using feedback at three levels: a) For the designated task e.g. writing a story</td>
</tr>
<tr>
<td>- b) Of the process e.g. being aware of the strategies you incorporated to accomplish the task</td>
</tr>
<tr>
<td>- c) On self-regulation e.g. how have the strategies supported you as a learner and how will you use them to inform your next steps</td>
</tr>
</tbody>
</table>
The mirror effect helps create self-regulated and meta-cognitive learners.

We are well on our way if teachers and students perceive their work as meaningful and can answer:
- What are you doing?
- Why are you doing it?
- Why are you being asked to do it?
- What will it help you do?
- How does it fit with what you have previously done?
- How will it show what you have learned?
Learning **HOW to learn** is the essence of creating life-long learning and follows the constructivist approach to inquiry-based learning.

Helping our students to learn how to learn, and helping them understand themselves as learners is our primary focus.
Questions
Thank you

DJ Thompson: dj.thompson@sd68.bc.ca or via Twitter @ThompsonDanielJ
Becoming Allies in Aboriginal Education

Jim O’Rourke & Neil Varner
Intention

• Recognize we have an active role to play in Aboriginal Education.

Three Themes to Explore

• Relationships
• Dissonance without alienation
• Collective responsibility
BECOMING AN ALLY

• What are allies in/of Aboriginal Education?
• What is our collective responsibility as educators?
• How do existing relationships influence Aboriginal Education?
Allies in Aboriginal Education

Seek to:

• care about and connect with Aboriginal students and colleagues
• see, treat, and know Aboriginal peoples as people
• stay positive
• be modest
• be lifelong learners
• take a stand against racism
• think outside the box

Excerpted from St. Denis, A Study of Aboriginal Teachers’ Professional Knowledge and Experience in Canadian Schools. CTF. 2011.
Exploring Existing Relationships

• What are the images/discourses that support stereotypes & biases?
  • recognize stereotypes exist and we can/need to move beyond

• Audit of Aboriginal presence
  • Community
  • School
  • Classroom
  • Media
Dissonance Without Alienation
Leading to Action

“the need to \textit{not} know” against “the need to know”

Macro-relationships:
\begin{itemize}
  \item Historical, political, cultural
  \begin{itemize}
    \item bias
    \item stereotypes
    \item power / privilege
  \end{itemize}
\end{itemize}

Micro-relationships:
\begin{itemize}
  \item interpersonal
\end{itemize}
Relational Tension

“Rescuer”

Ownership

Zone of Action

Complacency

Engagement

Hopelessness

“Someone Else’s Problem”
Allies in Aboriginal Education

Collective Responsibility

Aboriginal / non-Aboriginal colleagues

Aboriginal students

Universal Aboriginal Education

Reflective practice

Knowledge of Indigenous Pedagogy

Aboriginal understandings:
- history of aboriginal peoples
- legacy of colonization
- residential school experience
- identity / worldview as fluid & pluralistic
- nature of power / privilege

- Academic success
- social / emotional well-being
- identity (walk in two worlds)

- differentiated assessment / instruction
- curricular integration
- Indigenous Pedagogy / First Peoples' Principles of Learning
- building relationships with Aboriginal students and communities
- positive outlook (seeing strengths rather than deficits)
- learning local histories

targeting

through

through

alongside

for

for

share a

©2013 Jim O'Rourke & Neil Varner
The aim of balanced literacy is to encourage the development of skills in:

- speaking and listening (oral language),
- reading and viewing,
- writing and representing

to make meaning of the world and to prepare our students to be engaged, reflective lifelong learners.
Our balanced literacy approach recognizes that learners need to use a **variety of strategies** and **authentic tasks** to become efficient readers, writers and communicators through a variety of literature and media.

As practitioners, we continually utilize **ongoing assessment to inform our practice** and to be **responsive** to student needs.
Within balanced literacy, the gradual release of responsibility model

\[(I \, do/We \, do/You \, do)\]

is used to empower students to apply strategies and skills to new learning opportunities.
COMPONENTS OF BALANCED LITERACY - GRADUAL RELEASE OF RESPONSIBILITY

Modeled Reading
Teacher reads a selection aloud to students

MOST SUPPORT

Shared (Interactive) Reading
Teacher and students read text together

Modeled Writing
Teacher writes in front of students

Shared (Interactive) Writing
Teacher and students both act as scribes to plan and create text

Guided Reading
Teacher supports students as they apply reading strategies and skills to read text at student’s instructional level

Guided Writing
Teacher supports students as they apply writing strategies and skills to write text at student’s instructional level

Independent Reading
Students choose and read self-selected texts independently

Independent Writing
Students write text independently

LEAST SUPPORT
Principles of Learning

- Learning requires the active participation of the student
- People learn in a variety of ways and at different rates
- Learning is both an individual and a group process
Cross Curricular Competencies

- Thinking Competency
- Personal & Social Competency
- Communication Competency
Current research in literacy instruction suggests that successful literacy programs include

10 Essential Characteristics

(BC Ministry of Education IRP)
Ten Essential Characteristics of a Successful Literacy Program

- Literacy learning in Kindergarten is critical to later success
- A comprehensive and co-ordinated literacy program is crucial.
Professional learning communities support a comprehensive and co-ordinated literacy program.

An extended and uninterrupted block of time for literacy learning is essential.
Ten Essential Characteristics of a Successful Literacy Program

- Literacy experiences must strongly support student engagement.
- Ongoing assessments are used to drive instruction and support learning.
Ten Essential Characteristics of a Successful Literacy Program

- Focussed teaching is essential.
- A resource-rich environment makes a big difference.
- Successful family-school partnerships improve student literacy learning.
Ten Essential Characteristics of a Successful Literacy Program

Struggling and/or reluctant literacy learners benefit from research-based interventions

- Tier 1: 80%
  - All mainstream students receive high-quality, effective, evidence-based instruction, which prevents many reading difficulties

- Tier 2: 15%
  - Differentiated instruction provided to students in the regular classroom or in small groups

- Tier 3: 5%
  - Intensive help for those whose response to Tier 2 was not adequate
Five Elements of Reading

- INDEPENDENT READER
- Decoding & Word Recognition
- Fluency
- Comprehension
- Vocabulary
- Phonological Awareness
<table>
<thead>
<tr>
<th>Phonological Awareness</th>
<th>Decoding and Word Recognition</th>
<th>Vocabulary</th>
<th>Fluency</th>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubber band words</td>
<td>Lexia</td>
<td>Lexia</td>
<td>short “fold and say” stories</td>
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<tr>
<td>Segmenting</td>
<td>sticker scenes</td>
<td>word searches</td>
<td>shared, choral reading with poetry or chants</td>
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<tr>
<td>Word sorts</td>
<td>word searches</td>
<td>picture induction</td>
<td>daily practice</td>
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<tr>
<td>McCracken</td>
<td>flip books</td>
<td>write out</td>
<td>read aloud, read along</td>
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<tr>
<td>Explode the Code</td>
<td>Bingo</td>
<td>pre-discuss</td>
<td>use different voices</td>
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<tr>
<td>Primary Phonics</td>
<td>memory games with sight words</td>
<td>word wall</td>
<td>partner reading</td>
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<tr>
<td>Zoo Phonics</td>
<td>Writing</td>
<td>Paraphrase</td>
<td>repeated reading</td>
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<tr>
<td>Sort pictures by sounds – initial, vowel, endings</td>
<td>word within a word</td>
<td>stories with good vocabulary</td>
<td>sing and definition</td>
<td></td>
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<tr>
<td>playing with sounds in words using blocks</td>
<td>Primary Success</td>
<td>Dictionary practice</td>
<td>small group learning and discussion</td>
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<tr>
<td>Games</td>
<td>Dolch words</td>
<td>research projects</td>
<td>Apps</td>
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<td>McCracken</td>
<td>spell aloud</td>
<td>model</td>
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<td>Explode the Code</td>
<td>1,2,3 Spell</td>
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<td></td>
<td>Primary Phonics</td>
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<td>Lexia</td>
<td>fill in the blank sentences</td>
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<td>Crosswords</td>
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<td>&quot;does that look right?&quot;</td>
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<td>lots of easy reading books</td>
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<td>spelling</td>
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Learning Routines

Learning Routines are the patterns by which we operate and go about the job of learning and working together in a classroom environment.

Learning routines are habits of the mind that are self-directed and self-monitored (Rog, 2013 Read, Write, Play, Learn...).
When we have effective learning routines in the classroom, we have self-regulated learners.
Effective Learning Routines

- Engaged and Motivated
- Autonomy
- Instruction is differentiated
- Learning in their “just right zone”
- Self-Aware
- Available for purposeful instruction
Collaborative Conversations about Balanced Literacy

- Resources
- Examples of Learning Routines
- Support