

PEEL DISTRICT SCHOOL BOARD

Minutes of a meeting of the Instructional Programs / Curriculum Committee of the Peel District School Board, held in the Brampton Room, the H. J. A. Brown Education Centre, 5650 Hurontario Street, Mississauga, Ontario on Wednesday, September 26, 2018 at 18:05 hours.

Members present:

Carrie Andrews, Chair
Robert Crocker
Sue Lawton
Kathy McDonald
Janet McDougald

Trustee also present:

David Green

Members absent: (apologies received)

Rick Williams
Harkirat Singh

Also present:

Shamim Ali, Peel Elementary Occasional Teachers' Local

Administration:

Adrian Graham, Superintendent, Curriculum and Instruction Support Services
(Executive Member)
Poleen Grewal, Associate Director, Instructional and Equity Support Services
Peter Joshua, Director of Education

Nicole Fernandes, Board Reporter

1. Approval of Agenda

A replacement page for Item 6.1, Celebrating Faith and Culture Backgrounder – October 2018, was circulated.

IP-34, moved by David Green, that the agenda, as amended, be approved.

..... carried
2/3rds' majority

2. Conflict of Interest

There were no declarations of conflict of interest.

3. Minutes of the Instructional Programs / Curriculum Committee Meeting, May 16, 2018

IP-35, moved by Sue Lawton, that the Minutes of the Instructional Programs / Curriculum Committee Meeting, held May 16, 2018, be approved.

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4. Celebrating Faith and Culture Backgrounder – October 2018

IP-36, moved by Kathy McDonald, that the Celebrating Faith and Culture Backgrounder for October 2018, be received.

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5. Final Evaluations and Secondary Assessment Leadership Team

Providing background information regarding final evaluations for secondary students, Kristen Clarke, Assessment Coordinator, reported that the Secondary Assessment Steering Committee, which included superintendent of education, principal, vice-principal, teacher and coordinator representatives, began meeting in 2015 to determine the greatest area of need for support. The goal in considering effective final evaluations for secondary students was for learners to demonstrate comprehensive achievement of overall curriculum expectations through engaging assessments. Secondary schools were provided with an implementation plan, which included a month to month schedule of learning activities and supports. Kristen Clarke noted that the components and criteria for selecting a final evaluation were informed by previous practice, and that 28 sample final evaluations for Grades 9-12 were released to the system. She advised that the Growing Success document indicates that 30% of the final grade can be based on one or more of: an examination; performance task; essay; other evaluation suitable to the course. Information was shared regarding the extensive professional learning activities for educators, including teachers, secondary Mathematics, Technology and Science heads, and career teachers, administrators, coaches, coordinators, resource teachers, and Modern Learning resource teachers. Supports to build capacity in schools were highlighted, and Kristen Clarke explained that the findings demonstrate that many teachers have embraced the work, educators valued the implementation plan and use of teacher leaders, and that final evaluations are becoming more accessible, fair, intentional and planned.

Responses to trustees' questions of clarification included: final evaluations need to be responsive to student needs; students can work on assignments outside the classroom; ways to detect plagiarism; expectation that assessments should be culturally responsive; secondary schools have access to a wide variety of resources for assessments; preparing students to write examinations as well as become thinkers; criteria for learning involves communication, thinking and application.

5. Final Evaluations and Secondary Assessment Leadership Team (Continued)

IP-37, moved by Robert Crocker, that the report re Final Evaluations and Secondary Assessment Leadership Team, be received.

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6. Regional Skilled Trades Program

Using a PowerPoint presentation, Crissa Hill, Principal of West Credit Secondary School, presented information on the Regional Skilled Trades program, which is a new Regional Learning Choices Program open to all students entering Grade 9 in September 2019 and is the first of its kind in Peel and Halton regions. She described the creation of the logo for the program, and the tagline: Your hands on the future. The program will be offered at West Credit Secondary School and focus on experiential learning to prepare students for apprenticeship and college pathways. Students can enroll in a wide variety of programs that specialize in the trades sector: construction technology; hospitality and tourism; green industries; hairstyling and aesthetics; manufacturing technology; transportation technology. The program also includes a Child Development Practitioner apprenticeship. Reviewing the program materials, Navneet Sahota, School Communications Specialist, reported that the brochure and information night flyer, earlier circulated at the meeting, will be shared with trustees, schools and parents. She outlined the work on the outdoor banner, retractable banners, sponsorship package, webpage and videos. Information about the promotional material, including mobile signs, print materials, social media advertisement, and sponsorship opportunities, was highlighted.

The administration responded to trustees' questions of clarification. Crissa Hill noted that sponsorship opportunities include donation of new or old equipment, funds to purchase equipment, student visits to sites, experiential learning through co-op programs, or apprenticeships. Indicating that the sponsorship package is being finalized and certificates will be provided to sponsors, Crissa Hill stated that the main benefit will be a skilled workforce. A trustee suggested that the report presented today be brought to a Regular Meeting of the Board, as well as shared with secondary guidance teachers and administrators. Another trustee suggested that the school promote the program with unions by way of roadshows or direct requests for support. Replies to further questions included: information nights will be held at middle schools across the Board; appropriate protective wear will be provided to students; VOC2 students can access the program. Superintendent of Curriculum and Instructional Support Services, Adrian Graham, indicated that the usual process to seek Board approval should be followed by schools interested in offering this program. Chair Andrews thanked the presenters and expressed interest in a tour of the program facility.

IP-38, moved by Janet McDougald, that the report re Regional Skilled Trades Program, be received.

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7. Empowering Modern Learners Teacher Leaders

Reviewing the above-noted report, Claudine Scuccato, Coordinating Principal – Modern Learning, stated that assigning Empowering Modern Learners (EML) Teacher Leaders at each school is part of the work involved in moving from the vision for guiding technology-enabled learning and teaching within the Board, into implementation. She reported that the Teacher Leaders will spread the EML vision so that every school receives support, which will help to build capacity across the system. This will also ensure that there is equitable distribution of the knowledge and understanding. Claudine Scuccato indicated that a call for interest for EML Teacher Leaders was broadcast to the system. Applicants were screened against success criteria and one EML Teacher Leader was selected for each school. Claudine Scuccato outlined the four professional learning sessions scheduled, and clarified that principals attend Day 1 of the professional learning sessions, and will be invited back to Day 4.

IP-39, moved by Kathy McDonald, that the report re Empowering Modern Learners Teacher Leaders, be received.

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8. Fundamentals of Math

Superintendent Graham reported that, in August 2018, the Ministry of Education released the Focusing on the Fundamentals of Math: A Teacher’s Guide, and A Parent’s Guide to the Fundamentals of Math. The Ministry required school boards to provide professional development (PD) on Fundamentals of Math by the end of December 2018. The Board has scheduled PD for the elementary panel in October, and in November for the secondary panel.

A trustee asked several questions, including whether teachers are trained to teach the fundamentals of mathematics, given that inquiry mathematics was primarily being taught to students. Noting that EngageMath has sections on the operational aspects of mathematics and PD was being provided on these aspects, Superintendent Graham clarified that this Ministry initiative is a refocussing on the fundamentals. A presentation on this topic will be brought to the November 2018 Instructional Programs/Curriculum Committee meeting, along with feedback from the October PD day. Responding to further questions, Adrian Graham advised that: only middle schools in the elementary panel have specialized mathematics teachers; curriculum and expectations are changing; developing mental math skills makes recall quicker. In reply to another trustee’s questions, it was confirmed that the chart outlining the grade level expectations for mathematics, included in the agenda, was provided by the Ministry and that, although the Ministry document was released without much direction, staff have reviewed the framework provided in the document, found alignments, and made adjustments to the curriculum. It was stated that memorizing math does not lead to mastery, which is connected to thinking and application. Associate Director of Instructional and Equity Support Services, Poleen Grewal, indicated that the Communications department will help in developing a guidance document, following feedback from the PD sessions.

8. Fundamentals of Math (Continued)

IP-40, moved by David Green, that the report re Fundamentals of Math, be received.

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9. Question Period

There were no questions.

10. Public Question Period

There were no public questions.

11. Adjournment

IP-41, moved by Sue Lawton, that the meeting adjourn (19:30 hours).

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