Manitoba Summit on
Literacy
and *Numeracy*

NOTES from TOPIC DISCUSSIONS

Manitoba

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Introduction

In December 2017, Manitoba Education and Training invited education stakeholders and the Manitoba public to co-create a provincial literacy and numeracy strategy. Manitobans who are passionate about literacy and numeracy came together in Winnipeg from January 9 to 11, 2018, to participate in the provincial summit **Learning for Life: Charting the Future through Literacy and Numeracy**.

Over 700 participants from northern, rural, and urban Manitoba communities engaged in this three-day collaborative process. Participants shared their perspectives and ideas on topics they identified as critical to impacting and improving achievement in literacy and numeracy for all Manitobans.

The summit used ***Open Space Technology***, a first for the Manitoba government. Open Space Technology is an innovative, evidence-based, whole-systems approach to spurring critical conversations and solving complex problems.

To develop a shared understanding among summit participants of "where we came from," participants began by developing historical scans of the past 30 years, creating timelines of key events at the local, provincial, and national levels that, from their perspectives, had affected the current state of literacy and numeracy in Manitoba.

On the second and third days of the summit, participants themselves created the agenda by identifying 100 different topics and then facilitating the discussions they deemed critical to fostering high achievement in literacy and numeracy. Conversations were documented by the groups themselves, transcribed on site, and posted on a "news board" for all participants to view.

This document captures the timelines created by summit participants and presents the unabridged notes from the 100 group discussions. These records reflect the priorities identified by participants and the ideas, concerns, and recommendations that arose over the three days of the summit.

A content analysis approach was used to analyze the qualitative data from the participant discussions. Using iterative reflection and analysis, transcripts were assessed to identify common themes and trends. Qualitative analysis software was used to manage the process of coding and analysis, with a view to ensuring that the contributions of summit participants were honoured and that these directly informed the development of the provincial literacy and numeracy strategy.

Historical Scan

Note: These milestones were identified by summit participants and may not accurately reflect the exact timeframe in which they occurred. The milestones were later categorized into broader themes.

1987–1996 ■ ··

GLOBAL Events

Education and Curriculum Trends

National Council of Teachers of Mathematics Standards
New literacies movement
Hooked on Phonics introduced
Baby Einstein introduced

Population Trends

Millennials start school
Immigration grows
Family structures diversify
Two-income families increase

Technology

World Wide Web launched
Automation
Personal computer proliferates
Screen time grows

Education and Research

Brain research grows

PROVINCIAL and NATIONAL Events

Education and Curriculum Trends

Constructivist math
English language arts (ELA) curriculum
Reading wars: phonics versus whole language
Reading Recovery introduced
Western Canadian Protocol (WCP) for Collaboration in Basic Education
Success for All Learners document
Early childhood education (ECE) play-based learning
New French Immersion Program

Systemic Shifts

New four-year Bachelor of Education
Residential schools close
Division scolaire franco-manitobaine created
First Nations reserves assume education responsibility
Distance education introduced

Inclusion and Diversity

Women/children regain Indian status
Educaring and inclusion grow

Assessment and Data

Promotion/retention debate

Changes to Resources

Provincial funding decreases

Political Game Changers

Filmon Fridays
Progressive Conservatives re-elected

Strategic Bodies and Approaches

National Literacy Secretariat
Healthy Child Committee of Cabinet
Adult Secondary Education Council

LOCAL Events

Education and Curriculum Trends

Classroom trends shift

Inclusion and Diversity

Diagnosis of learning disabilities grows

1997–2006 ◾ ••

GLOBAL Events

Population Trends

Diverse family structures grow

Technology

Y2K bug
Dot-com bubble bursts
Social media grows

Political Game Changers

No Child Left Behind
September 11 attack
Middle East conflicts

Education and Research

Brain research explodes

PROVINCIAL and NATIONAL Events

Education and Curriculum Trends

Outcomes-based curriculum
Western and Northern Canadian Protocol (WNCP) for Collaboration in Education
French Immersion enrollment grows
New Grade 9 Math curriculum
New ELA curriculum
Inquiry-based learning
New French Bachelor of Education

Population Trends

Indigenous peoples in urban areas increase
Francophone immigration grows
English as an additional language (EAL)/French as an additional language (FAL)
learners increase
Prison populations grow

Systemic Shifts

Manitoba First Nations Education Resource Centre
Amalgamation of school divisions
New five-year Bachelor of Education
Senior Years includes Grade 9

Inclusion and Diversity

Bill 13: Appropriate Educational Programming
Focus on diverse needs grows
Special Education Review
Reading Recovery grows

Technology

Information, computer, technology push

Assessment and Data

Division-wide assessment program
Provincial examinations: Grade 12 ELA/math
Provincial standards tests eliminated: Grades 3, 6, and 9
Assessment for, as, and of Learning document

Changes to Resources

Shortage of early childhood educators grows
Federal-provincial funding agreements on early learning and child care (ELCC): started/terminated
Mental health services grow

Strategic Bodies and Approaches

Healthy Child strategy
Parent-child coalitions

Education and Research

Dr. Fraser Mustard's Early Years Study

LOCAL Events

Population Trends

Poverty grows
Newcomers in some schools increase

Systemic Shifts

Full-time Kindergarten offered

Inclusion and Diversity

Inclusion, diversity, and equity grow

Assessment and Data

Comprehensive Assessment Program testing

2007–Now ■ ···

GLOBAL Events

Population Trends

Immigration increases
Youth mental health issues grow
Socio-economic inequality widens

Technology

Smart phones proliferate
Social media diversifies
Instant sharing

Assessment and Data

Programme for International Student Assessment (PISA) formed

Political Game Changers

Refugee crisis
Oil boom/bust

Education and Research

Early brain development focus
Mental health focus
Consequences of technology explored

PROVINCIAL and NATIONAL Events

Education and Curriculum Trends

Reading apprenticeship pilot
Play-based learning
Land-based learning
New ELA curriculum
Indigenous languages programming

Population Trends

Immigration increases
EAL/FAL learners increase
Refugees increase
Indigenous population increases
Children in poverty spike
Children in care spike
16,500 childcare spaces needed

Systemic Shifts

Truth and Reconciliation Commission Calls to Action
Bureau de l'éducation française ADM position eliminated
Cap on Kindergarten–Grade 3 classrooms implemented/removed
New Manitoba First Nations Education Resource Centre school system
Immigration law requires higher English levels

Inclusion and Diversity

Orton-Gillingham training
Safe and Caring Schools documents
Treaty education
Indigenous voices grow
Response to intervention: needs-based service delivery
Inclusion increases

Technology

Online learning increases

Assessment and Data

New provincial report cards
Disaggregated data usage grows
Manitoba ranks last in literacy and numeracy
Manitoba PISA results decline

Changes to Resources

Service wait times increase
Fewer resources
Canada Child Benefit extended
Funding and special needs reporting changes

Political Game Changers

Governments change

Strategic Bodies and Approaches

Francophone Coalition created
Children in Care Task Force created

LOCAL Events

Education and Curriculum Trends

Reading/writing connection focus

Systemic Shifts

Full-day Kindergarten increases
Université de Saint-Boniface renamed

Technology

High-speed Internet/Wifi in the North
Bring Your Own Device grows

Changes to Resources

Library funding remains static
Library demand increases

The following infographic of the historical scan is available in a larger format online.

HistoricalScan

Manitoba Summit on *Literacy* and *Numeracy*

Legend

- Education & Curriculum Trends
- Population Trends
- Systemic Shifts
- Inclusion & Diversity
- Technology
- Assessment & Data
- Changes to Resources
- Political Game Changers
- Strategic Bodies & Approaches
- Education & Research

Global

1987–1996

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Local

1987–1996

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- Diagnosis of learning disabilities grows

1997–2006

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- Full-time Kindergarten offered
- Inclusion, diversity, and equity grow
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2007–Now

- Reading/writing connection focus
- Full-day Kindergarten increases
- Université de Saint-Boniface renamed
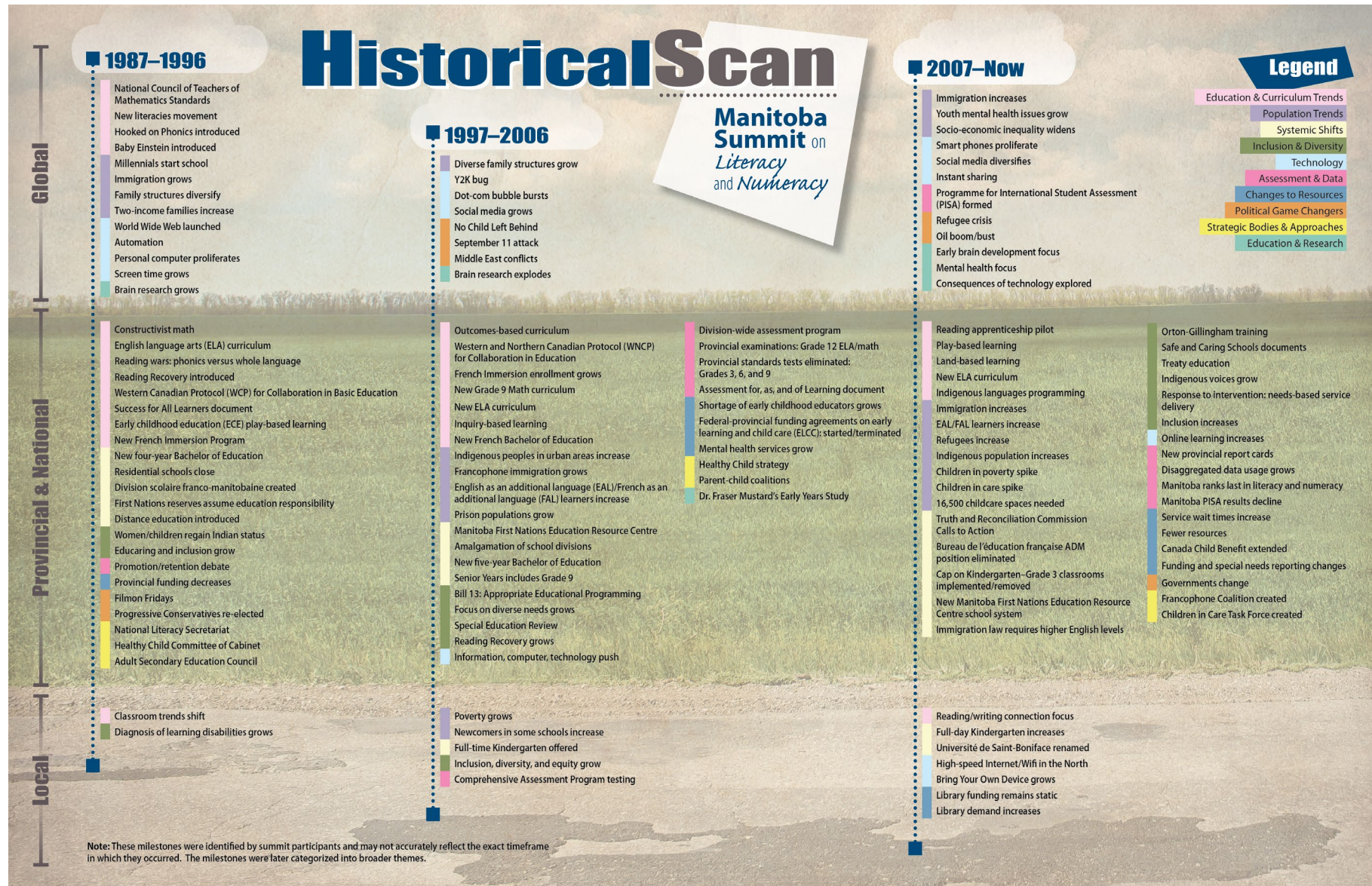- High-speed Internet/Wifi in the North
- Bring Your Own Device grows
- Library funding remains static
- Library demand increases

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Summary of Topic Discussions

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
A	Hiring teachers	Oral language development/exposure with respect to technology/poverty influences	Access to quality ECE education throughout Manitoba/Canada	How can we all…advocate for a universal child care system for Manitoba?	Addressing social thinking and how it affects perspective taking, comprehension, emotional regulation
B	Dyslexic students	No fail should not mean no competency	How to better support parents as their child's first teacher	Royal commission	Royal commission on education
C	French education issues	Promoting/strengthening inclusive classrooms while strengthening learning	Supports for exogamous families in the Français Program	Success for Indigenous learners	Shortage of teachers for Français and Immersion Programs
D	1) Middle/Senior Years literacy 2) Poverty and education	Kindergarten–Grade12 to post-secondary education transition issues	Prevention of early literacy difficulties	Addictions and effects on family—impacts on early years/pregnancy and literacy outcomes	Literacy and numeracy across all subjects and beyond
E	What worked in the past can it be adapted to today's student?	English as an additional language (EAL)	Early Years	Reaching out: How can we better promote literacy and numeracy in public spaces for all to see	Essentials (Consumer) Math
F	Learners in and out of jail	How to ensure equitable services regarding "literacy and numeracy" within Northern and Indigenous communities	Supporting literacy and numeracy in social studies, science, and other cross-curricular settings	How do we: ensure equitable access to quality French – second – language options for all Manitobans from cradle to career?	Indigenous cultural well-being and the impact on literacy/numeracy
G	Agency/urgency/traction	Literacy acquisition and community	Cradle to Grade 1—components that affect early literacy and numeracy	Math in society—perception and anxiety	What does it take for our professional learning approaches to make a difference for kids in the classroom?
H	What skills do future teachers need to be successful leaders of learning?	1) Standardized tests—secondary and post-secondary and measuring learning 2) Standardized tests—early learning to Grade 8	Designated instructional minutes for subjects (literacy and numeracy)	Kindergarten–Grade 8 math teacher confidence and competence	Systems partnerships
I	The diversity of First Nations people and the Truth and Reconciliation—Where do we go from here?	Models for continuous development of teacher capacity in focusing on student learning	Literacy and numeracy for the adult learner making a transition into college	Better supporting Middle Years to Senior Years math	Artistic literacy and how the arts support traditional notions of literacy/numeracy

	SESSION 1	SESSION 2	SESSION 3	SESSION 4	SESSION 5
J	Literacy for newcomers	Manitoba Aboriginal education	True partnerships—parent involvement—being authentic	Social impacts (root causes)	10 effective practices in math pedagogy
K	Supporting teachers in effective early literacy instruction	Language, culture, identity	Community of librarians	How do we address incentive issues in early childhood education (ECE)?	Reimagining numeracy and literacy curricula
L	Philosophy of inclusion	How to better support students reading many years below grade level	Supporting early childhood educators (ECEs) and family child care providers (FCCPs) in dealing with feelings of being undervalued, underfunded, and burnout	Kindergarten–Grade 12 literacy academics, and language (LAL)	Tools! What works?
M	Are future educators learning what they need to know for the field?	Stigma around literacy in society	Mental health and addictions/barriers to learning	What does Indigenization of curricula look like?	Transitioning English as an additional language (EAL) to mainstream
N	"New math" isn't scary—parent/ student engagement	Emerging literacy and literacy beyond reading and writing	Career literacy	Education outside the classroom	Engage difference: A safe and solution-focused conversation on the effects of racism and prejudice on learning
O	Public education 2018: Whom have we not yet served?	Fostering early learning and child care and education systems' relationships	Has using data analysis improved/ supported student and teacher learning?	What are skills for the future? What are businesses looking for?	The importance of adult literacy programs in French everywhere in Manitoba for community development
P	Play-based learning environments, Kindergarten–Grade 4	What does "readiness" for Kindergarten look like? Has it changed?	Brain development: How does poverty and living in trauma impact brain development, and how does that inform our approach to literacy and numeracy?	School libraries—essential hub for literacy and learning	Exploring evidence-based practices in literacy instruction from cradle on
Q	How do we create vibrant learning environments so that students can thrive in an ever-changing world?	How do we support students in care so they don't fall between the cracks?	School calendars that support teacher professional development (PD) and learning for student success	Middles Years philosophy	The role of health in schools/healthy schools
R	Math curriculum	(Joined another group)	Royal commission on education	Indigenous languages/literacy in our school systems	Are we teaching students to pass tests or are we teaching to have learning?
S	How can we help learners with learning difficulties read and do math?	Reading in French Immersion	Turning students into data points: the good, bad, and ugly	New vision and mission of the French Immersion Program and impact on literacy	Land based place learning—How can we use the land to teach children language and literacy culture?
T	Technology implications	Including the Convention on the Rights of the Child (CRC)	The importance of creating and creative thinking to serve multiple literacies	Risk taking and innovation for educators/students	Critical thinking for youth

Session 1 Discussions

Discussion 1A: Hiring teachers

SUMMARY OF DISCUSSIONS

- Hiring teachers is critical.
- Are we able to hire the best people (passionate)?
- Selection process for teachers entering university
- There are no disposable people.
- Teachers need more time to collaborate.
- Lack of applicants (especially rural and la Français)
- Genuine caring teachers

WHAT NEEDS TO HAPPEN NEXT?

- Overhaul at faculties (being up to date, etc.)
- Cooperation among different levels
- Maybe apprenticeship of 1 year/mentorship
- We make a pool of teachers with numeracy and literacy mastery.

Discussion 1B: Dyslexic students

SUMMARY OF DISCUSSIONS

Programming to support dyslexic students should be offered in all public schools in Manitoba. Students not diagnosed suffer from low self-confidence and struggle with mental health concerns. There is a lack of trained professionals in our public schools and a lack of willingness for Manitoba Education to take responsibility for the education of ALL children and spend the money needed to assist these children.

WHAT NEEDS TO HAPPEN NEXT?

People in Manitoba Education need to be educated on what dyslexia is, how to support it in our public schools and to increase funding. Concerns in this area have not changed in decades. Professional development for teachers. Staffing to be able to carry out the programs are needed and should be mandatory.

Discussion 1C: French education issues

English translation of French discussion notes

SUMMARY OF DISCUSSIONS

- Social, political, economical, cultural, identity issues
- Loss of assistant deputy minister: after the struggles and the claims, we have now sustained a loss.
- 72% of Francophones have been assimilated, how can we change that?
- Division scolaire franco-manitobaine (DSFM) is 20 years old: at the beginning, we had to protect ourselves in order to establish ourselves. In 2018, how do we collaborate with our partners in the Immersion Program? Create a stronger voice.
- Similarities with the Indigenous Peoples.

WHAT NEEDS TO HAPPEN NEXT?

- "Alone, we go faster. Together, we go farther."
- Immersion is part of the English committees
- Without Bureau de l'éducation française (BEF), we are screwed, how can we revisit the question.
- Who is a Francophone?
- Trades and schools of trades. There are gaps in the DSFM and the immersion schools. Are there business owners that could provide support with this? Many business owners know French but may not have the confidence or the specialized trade vocabulary in French.
- Apprenticeship Manitoba website is in English only, this must change.
- Insecure French-speakers: people do not identify as Francophones because of this insecurity.
- Immersion Program started in 1973, DSFM in 1994; teaching in French is still in its infancy
- CDEM: annual inventory of French businesses and entrepreneurs

- Lack of education and knowledge regarding the legitimacy of the French language in Manitoba, many people in position of power lack this understanding. Even in the context of this event. Translation services French to English
- Challenge to find French-speaking educational assistants (EAs). No training offered in French, a French training program for EAs is necessary. Université de Saint-Boniface recognizes the issue and is looking at solutions.
- Dialogue needed with universities regarding the training of Francophone teachers. We often have to recruit outside the province and these candidates are unfamiliar with the Franco-manitoban culture.
- Create an intermediary space for Anglophones and Francophones. It's important to be in solidarity and maintain good communications. Reasons why it's important to learn French, the advantages of learning French.
- Regarding teacher recruitment, Université de Saint-Boniface is aware of the need to create a coherent strategy to ensure there are enough new teachers, to encourage students to choose a teaching career. There is currently no strategy.
- Bridges between various education sectors (daycares, early education, schools, post-secondary)
- Language "re-training" for Anglophone teachers
- Access to Francophone child care services for Francophones and Anglophones.
- Bill #5 (*Francophone Community Enhancement Act*) must be more aggressive. French language must be more visible.
- Development of teaching tools in French adapted for Manitoba. It is currently impossible for a business to do it: not enough funding, market is too small.
- Public libraries role and services: How can they be more visible? It's a vicious circle, if the services are not used, funding is cut. Offer high school French Immersion (FL2) courses.

- Starting in Grade 4, there is a decline in language competencies. It would be important to pay special attention to middle and high school years.
- Use of technology in courses.
- Keeping students in FL2 program. Many reasons why they leave the program: course selection in English, academic results. We need to better promote research with parents and professionals (e.g., psychologists).
- Pressure on teachers to increase competency level in French, they often transfer to the English Program.
- Myth that FL2 is a program for academically gifted students.
- French, English Program: There is a will, but we need support.
- Late entry into Immersion Program—the point at which students enter the program. There is no provincial policy pertaining to this.
- Are there links or parallels between Francophones and Indigenous Peoples?
- Support for all children, services offered in French (e.g., psychologists, resource teachers)
- Redefine and promote bilingualism. French is not on the same playing field because it is one of the two official languages. Understanding versus expression/production.
- Early childhood educators: limited course offering at Université Saint-Boniface, how to explore this? The programs are not perfect, but the course offerings are still diverse. HOWEVER, if we work as a coalition of organizations, we can continue to develop this offering. The value of Francophone education goes far beyond the issue of the limited course selection. Redirect the conversation towards what a language brings us in the long term.
- A vision to better serve the community.
- Potential solution: meeting between Université Saint-Boniface, DSFM, FL2 divisions (heads of these divisions need to be part of this coalition), early childhood education organizations. DSFM could facilitate such a meeting.
- In Ontario, no collaborations between FL1 and FL2. This is one of our strengths in Manitoba. Importance of the role of BEF.

- Stop thinking that we are a system "under" the Anglophone system: rethinking the structure of our schools—the schedule should not dictate the learning.
- If you look at numbers, we are a minority, but our languages are both equal.
- French (English Program): our approach needs to change.
- Traditional approach: student as a consumer.
- Today: student should be encouraged to produce/create.
- What are the things that make students choose to learn a language and stick to it? Identify and keep doing these things. (Festival théâtre jeunesse, impro, etc.)
- Find spaces where French can be experienced outside of the classroom.
- Adults as models of consumption of cultural products.
- FL1 and FL2 infrastructures: spaces are insufficient and we should be careful not to lose a generation before we can fulfill this need.
- Family "francisation"
- Social media and literacy

Discussion 1D.1: Middle/Senior Years literacy

SUMMARY OF DISCUSSIONS

A wide variety of topics were discussed. We began by recognizing that success becomes nebulous and unclear as students get older. We emphasized the importance of student choice and agency in classrooms, and that literacy be meaningfully incorporated in all subject areas. We also recognized that literacy at higher grades isn't discussed enough. A broader definition of "text" is needed, as is a multi-modal approach to instruction. Focus on critical literacy and students being visible.

WHAT NEEDS TO HAPPEN NEXT?

Possible restructuring of schools to reflect interdisciplinary study. Including unified language and standards at the school level to increase cohesiveness. Curriculum should reflect critical literacy and include combined and new tools. Take apart "literacy canon" and use correct, relevant meaningful texts, with student choice. It needs to reflect diverse learners. Teachers need to stay current. Foster discourse.

Discussion 1D.2: Poverty and education

SUMMARY OF DISCUSSIONS

- Greater numeracy and literacy begins with every child who needs access has access to quality child care
- Engaging parents
- Social determinants of health
- Transiency—chasing a job/chasing housing—50% of children in inner city are transient
- Digital divide is exacerbated
- Gaps in services between Manitoba housing and Manitoba health
- Social capital—poverty is not always just financial
- Strengthening parents/strengthens children
- What's a healthy learning community?
- Identity, belonging, self-sufficiency
- Language access is a right—families should not have to pay to learn to communicate with their children—American Sign Language (ASL) classes should be free for families—you can't be literate without language

WHAT NEEDS TO HAPPEN NEXT?

- Supports need to be in every community in the province
- Our funding model doesn't match the needs of our communities
- Schools should not have to fund raise for food! It should be a given (see previous point)—food insecurity
- HUB program in Brandon
- Reciprocity (Truth and Reconciliation Commission of Canada [TRC] recommendation)
- Invest
- Not judgmental

Discussion 1E: What worked in the past can it be adapted to today's student?

SUMMARY OF DISCUSSIONS

- Yes and no
- Streaming in right areas
- Do not progress past ability
- Basics have to be met yet should not teach to exact standards.
- Students are individuals and have to be assessed as such.

WHAT NEEDS TO HAPPEN NEXT?

- Find a way to bring old and new together to meet the needs of all involved—employer, student, teacher, and society.
- Look at streaming, but still allowing students access to all aspects of culture and subject fields before decisions.

Discussion 1F: Learners in and out of jail

SUMMARY OF DISCUSSIONS

- Connecting students with school work started in jail to outside schools
- Credits in jail—difficult when you don't know how long people will be in jail
- What is happening in youth centres?
  - Manitoba Youth Centre—education not to priority
  - Agassiz has more structures—students attend school
- Students are not successful in school prior to jail
- Better communication between school done in jail and adult education centres
- There are transition support teachers through Interdivisional Support Services (ISS)
- The difference between federal jail (more services, can do credits through Alberta) and provincial jail
- You can learn to do a prior learning assessment at Red River College (RRC) and University of Manitoba (U of M)
- How do we ensure access to post-secondary for incarcerated and formerly incarcerated people?
- How do we change "anti-education" culture in jail
- Justice teachers are isolated
- Distance Learning unit provides modules
- How do we think outside the box to support youth to learn
- How do we connect people to education after jail—Are **we** seeing what they are interested in?
- Trend—refugee youth are joining gangs **after** graduation
- 70% of adults have remand status (not charged yet) and have no access to services

- Public libraries work with adults in jail
- How do we address barriers:
  - Attention deficit hyperactivity disorder (ADHD)/fetal alcohol spectrum disorder (FASD)/learning disabilities/autism/vision/mental health trauma
  - Manitoba Youth Centre provides assessments and reading clinician
    - Which impact and affect access to education
- CAREERS
  - Youth don't know how to identify personal and life goals
  - Career planning in jail—knowing how career choices are impacted by having a record.
  - Applying for a record suspension takes longer if you've been in federal jail
- Addressing learned helplessness
- Correlation between youth in foster care and criminal activity
- Case planning meeting—include teachers
- Encourage adults to do Applied Math (not Essential Math); Grade 12 does no good unless you are going to post-secondary (and you need Applied Math for that)

WHAT NEEDS TO HAPPEN NEXT?

- Network—we started a list of agencies
- **Youth:** GAIN, ISS, STARFISH, Graffiti Art programming, Youth Build, Pathways, Healthy Child Manitoba, Lighthouse
- **Adults:** ALPs, ALCs, Seed, Build, CLDS, REES, PATEL, post-secondary, OFE, Momentum Centre, St. Rafael, Wellness Centre, GAIN, JHS, EFRY
- **Both:** New Directions (TRY), Probation Officers
- Manitoba has a responsibility to provide education to youth—make this a priority
- Provide professional development time for Justice teacher

- Improve/create communications between jail and school/adult education regarding started credits
- Post-secondary institutions need to improve how they do prior learning assessments (PLAR) to recognize life experiences
- Make PLAR a professional development opportunity for justice teachers
- Can Distance Learning Units revamp curriculum to address learning needs of justice students (address learning styles and multiple intelligences)
- Strengthen existing transition process from jail to school/work. What does follow-up look like?
- Provide high school education opportunities for people with sexual assault charges? That also protects the vulnerable?
- Strengthen libraries in jail—people read in jail!
- MYC does not have enough teachers—four units have no teacher— FUNDING needed
- Programs focused on protective factors to address recidivism
- Connect people to programs where you can do Grade 12 and connect to trades/learn trades
- RRC/Tec Voc/RB Russell/Youth Build/MITT
- Address need for belonging (that underlies youth crime) through after-school, attachment-based programming
- Provide adequate housing after jail

Discussion 1G: Agency/urgency/traction

SUMMARY OF DISCUSSIONS

Interesting that urgency was a small group.
- Draw in by agency: empower T and S to have power and passion
- AFL—how does it build student agency
  - How do we fully implement AFL—to its depth?
- Collaboration build and agency—prevent a culture of being done to
- High achieving students—how does curriculum serve them?
- If we choose some practices over others then why are we choosing them?
- AFL—understanding the why? Women versus men complete shift in attainment

Define Urgency
- Do our students see themselves as readers, writers, and mathematicians—LEARNERS

Urgency—Equity
- Who owns it? Mindset towards math needs to change in society (I can't do math) emotion—anxiety, excited
- Students don't have agency
- Building capacity in teachers—content, pedagogy, confidence
- Timing—our time in classroom is precious, are we using it wisely
- Engagement—purpose "why are we learning this"
- Data—messaging "results"
- Empower and trust their professional judgment
- Not about "fixing" —it is about understanding the "WORK" of schooling and PURPOSE

Maybe we need to "slow down" in order to get traction—what works.

Agency
- Can we focus more on learning versus doing (for what and why?)
- Getting into "FLOW"
  - How to build thinking and engaged classrooms
  - WHO OWNS THE LEARNING
- PASSION
- We know lots about teaching and learning and what works
- Data shows us things aren't working
  - What can work and is there the "will" to make "IT" work
- Teachers need to talk, reflect and notice what is "going on" in their classrooms
- How do we reinvent "TIME" and structure of SCHOOL STRUCTURE

WHAT NEEDS TO HAPPEN NEXT?

Learner and Teacher: What needs to be learned? How do we know it has been learned?

Accountability and Responsibility
- PLCs—Time to reflect/talk/learn
- Reinvent Pro D—professional learning trajectory of refining practice
- Open up our practice—help in talking about teaching, become more public in helping others know our purpose (colleagues, parents, stakeholders)
- Pre-service have passion—How to continue to feed teachers once they are 5-10-15 years into the job.
- Build capacity
- Systemic practices all working to common purpose or goal

Discussion 1H: What skills do future teachers need to be successful leaders of learning?

SUMMARY OF DISCUSSIONS

1. Elementary/Middle Math Instruction
   Comments from group
   - A proportion of elementary/middle school beginning teachers do not have adequate, knowledge, skills, confidence, and competencies to teach Kindergarten–Grade 8 math
   - The same is true for a proportion of practicing teachers

   Suggestions of what needs to happen
   - Need to build math knowledge base in pre-service teachers
   - Students entering teacher education programs should be tested in their knowledge of Kindergarten–Grade 12 math
   - Pre-service teacher education programs should offer non-credit mandatory courses in Kindergarten–Grade 12 math content
   - Universities should offer ongoing professional development workshops for practicing teachers in math in conjunction with the department and school divisions
   For students who do not demonstrate the necessary knowledge, non-credit programs need to be offered and be mandatory

2. Senior Years Math Instruction
   Comments from group
   - Senior years' math teachers generally have a deep knowledge of their subject area. Often they do not have
     A) the skills to reach struggling math learners
     B) knowledge of the Kindergarten–Grade 8 curriculum so that they can backtrack to address gaps

   Suggestions of what needs to happen
   - Pre-service teacher education senior years' curriculum should address the entire Kindergarten–Grade 12 curriculum
   - Increased focus on differentiation in pre-service methods curricula

3. Elementary/Middle Literacy Instruction
   Comments from the group
   - Some pre-service teachers lack basic grammar and written communication skills
   - Need to build teacher capacity in reading instruction

   Suggestions of what needs to happen
   - Students entering teacher education programs should be tested in their written communication competencies
   - Pre-service education programs should offer mandatory non-credit courses in written communication
   - Partnerships between province, universities, and school divisions in professional development
   - Mandatory professional development for all teacher

4. Knowledge of the impact of poverty on student performance; knowledge of students in care.

5. Solid understanding of Indigenous Peoples

   Suggestions of what needs to happen
   - Currently there is a mandatory course in all Manitoba pre-service teacher education programs. However, one course compartmentalizes; it should be integrated across the curriculum.

6. School structure/scheduling—needs system-wide change (of all parts not just teacher education).

Comments
- Manitoba has a diverse population but the model is still an industrial model. Needs system-wide change
- Archaic calendar that does not support student learning (e.g., long breaks).

General suggestions for teacher education programs
- More time for student teachers in classroom with master teachers
- Schools need to ensure that students are placed with the best teachers. Caution—this is a huge responsibility and can cause burnout in the best teachers
- University assessment should model school assessment
- Need clear definition of role of cooperating teacher and field supervisor. Professional development for field supervisor
- Support for the St. Boniface model of year-long practicum
- Inclusive education needs to infused across the curriculum
- More partnerships and co-instruction with schools
- Break down silos—and work with all educational sectors

Discussion 1I: The diversity of First Nations people and the Truth and Reconciliation— Where do we go from here?

SUMMARY OF DISCUSSIONS

- Not all First Nations are the same, we each have First Nations different faiths (Christian and traditional spiritualism) and culture. It is dangerous to lump First Nations under one identity. We cannot follow one First Nations curriculum. Culture looks different from region to region and even different within one region.
- Some First Nations are reconciled. We are not all angry and demanding Canada's recognition of our issues, yes some are but…
- Teaching about First Nations in history and social studies is good but it is not necessary to teach ceremonies especially without parent consent.
- People are confused as to what First Nations people are called—fear of offending.

WHAT NEEDS TO HAPPEN NEXT?

- Keep teaching First Nations history in schools.
- Provide federal schools with equivalent funding as provincial schools ($ per child is not even close to equal).
- Provide parent-support groups that have an early childhood educator to model (not formally teach) ways to promote/deliver a literacy and numeracy filled lifestyle for children 0–5. How to get them ready for the first years of school. First Nations parents need new/better ways modelled in a safe environment where they can participate safely and unjudged. Hopefully we can promote parental involvement. Parents need to develop a sense of belonging in themselves for their children with the help of mingling with other moms and kids in (0–5 years) support group.
- Add more First Nations authors to libraries.

Discussion 1J: Literacy for newcomers

SUMMARY OF DISCUSSIONS

- Not every English as an additional language (EAL) student is the same.
- Recognize what students need.
- Manitoba not accepting newcomers—systems that respond to their needs.
- Family centres with professionals with community experience.
- Liaison worker/community support workers.
- Newcomer literacy for whole family.
- Childcare.
- Access for single parent families.
- Literacy training not just language.
- Difference between literature versus literacy.
- Small schools/classes cannot respond to newcomer learners. Larger student populations—allow for programming
- Literate in home language. St. Adams transitional schools.
- Timeframe?—Funding?
- Immigration Increase—not funds to education.
- Time
- Functional literacy—academic
- Teacher not EAL teacher.
- Teachable EAL—not just Post Baccalaureate
- LAL centres too few/underfunded
- Lack of sense of community for newcomers
- Responding to inadequate housing
- Building community
- Pushed out—Aged out
- Poverty
- Refugee influx in immigration
- Education not responding to it financially
- Rural communities? Communities running summer programming, not government
- Adult classes for literacy not for language.
- Parental involvement.
- Community involvement
- Critical time for youth 4–9 p.m.
- Positive extra curriculum.
- Funding for INS longer—research dictates this.
- Green spaces/gardens
- Accessible hours to community
- People with master's degrees that are attending literacy classes.
- Educators to act as more than educators
- Early education
- Parent child programming need for more
- We're doing what we're doing because we have to
- Funding = outcomes: Kindergarten–Grade 12—post-secondary
- Inclusion to be redefined not just as physical spaces
- The whole family literacy—Mom usually "stay home" person, so limited access to education
- Language training
- Understand the difference—literature and literacy
- We need to measure progress
- We need more EAL classrooms
- We need to understand that we have French newcomers
- We need emphasis on "women literacy"
- No support for students who are not literate in their own language
- No fail system/E-cert is curtailing newcomers going into post-secondary
- Age shouldn't matter
- Keep the syllabus and curriculum serious
- Functional literacy is important
- Lack of sense of community between teachers, parents, and students
- No sense of belonging

- Immigration policies change—but funding doesn't change
- Teachers are not well trained—EAL being a teachable
- EAL adult students need more trained teachers, and schools, and funding
- FUNDING—even when research shows the demand is double— government funding is not enough to address it.
- Kindergarten–Grade 12
  Adult $\longrightarrow$ Classification
  Early childhood education (ECE)
- Parent-child programming
- There are different demands regarding EAL students and hence we need various programs based on demand
- Manitoba needs to accept newcomers as a part of community and take bold steps
- Everybody wants numbers, but does not emphasis proficiency for funding
- Two departments in Ministry of Education became one in this government
- Method of assessment should be re-evaluated
- Continued support for students
- More inclusion and transition
- Even after assessment, the benchmarked students are grouped making it difficult to move ahead
- Once residency status changes to "citizenship" the supports disappear

- Where is government going in terms of education when amalgamation happens?
- Inclusion? How is that transitioned?
- Are we getting students to successfully integrate?
- Sheltered classroom inclusion
- Post-secondary needs to educate new teachers to work with newcomer population.

WHAT NEEDS TO HAPPEN NEXT?

- Universal childcare, coupled with adult EAL/workplace
- How do we provide for smaller communities of newcomer populations?
- How to separate EAL versus inclusion?
- Are we equipped?
- How good are we integrating students?
- How are we dealing with differences between illiterate students versus students who are literate—not have language.
- Are politicians listening to concerns/research/and changing with dynamics of need change of education?

Discussion 1K: Supporting teachers in effective early literacy instruction

SUMMARY OF DISCUSSIONS

- Teachers includes parents/early childhood educators/family members (not always perceived this way)
- How are we communicating our message to engage them in becoming literacy champions?
- Parents as partners—reciprocal relationship.
- Start early—community resources/support to create foundation
- Begin early (from birth) in many different settings—home, home daycares, large daycares, pre-schools, schools—quality and quantity of literacy practices vary from non-existent to extremely high quality. How do we control quality (e.g., in home daycares)?
- How do we get information from experts on literacy and brain development distributed more widely?
- Remember role of play/arts/movement in literacy learning
- Those who need quality pre-school programs are not always accessing them. Lack of subsidies? Lack of accessibility? Transience? How do we raise awareness in parents?
- Need a broader idea of literacy—emotional literacy is also essential
- Educators need to know their students well and be responsive to their needs
- Teachers do not feel prepared to teach reading and writing when they graduate from university—teacher education does not prepare teachers to teach literacy effectively
- Who is hired for Early Years teaching—are they the best?
- Teachers/parents/early childhood educators (ECEs) who are supported through mentorship/collaboration and high quality professional development (PD) are more successful and effective.

- Children learn to read by reading and to write by writing
- Instruction of early literacy learners must be done through continuous text and play-based opportunities—keep the joy in learning
- Teachers must be continually learning/improving their instruction and understanding
- Every $ a government puts in early education is returned multiple times
- Library access—rural versus urban. How do we get more people into existing libraries (publicity)? Bookmobile. Access by community to school libraries

WHAT NEEDS TO HAPPEN NEXT?

1. Define parents as partners in literacy and get this information out to parents—a brief list of what parents can/should do to support literacy learning
2. Ensure teachers know what is essential to their instruction in reading and writing
3. Supervision with mentorship for ECEs and teachers—early feedback to improve practice/success for learners
4. Access to continuing, high-quality PD and evidence-based techniques (including on weekends, in evenings and summers)
5. Make sure all stakeholders have access to research about brain development
6. Universal restructuring or prioritizing, more resources for areas with greatest needs (low-income, rural, etc.)
7. Restructuring teacher education/school-system—make effective practices a priority—give teachers "shoulder to shoulder" support
8. Ensure incentives are in place for the best teachers to mentor new teachers and mentors for ECEs
9. Greater value and salaries for ECE—equal to the importance of their work

10. Partnerships between parents, health care, education and early childhood settings are essential—supports need to begin at birth. Think—school and school daycares, school libraries open to parents, libraries and parents, and schools and home daycares
11. Ensure all early childhood settings provide children with high-quality experiences to prepare them for on-going learning
12. Work with children 1 on 1—reading time in early childhood

Discussion 1L: Philosophy of inclusion

SUMMARY OF DISCUSSIONS

- Students leaving school without proper education
- How can students be included without basic foundations for success
- Want students to graduate—high school newcomers in gangs and not accessing post-secondary education—being put in mainstream classes that are beyond their literacy levels—how can we build their skills to graduate and access a career path
- Same issues with students who are behind for any reason—students have gaps in skills—being passed ahead due to inclusion—some students need programming to build these skills—getting passed with credits without skills
- We need a 7-year program—students can move at own pace and finish in 3 or take 7 years.
- Do away with notion of grades and focus on learning, not just passing to receive credits.
- Too many students are given credits because some teachers are told to pass them even though they haven't learned the core skills due to either not being taught or teacher doesn't know how to teach them.
- High school needs to change to help kids love learning and do subjects they love (exploration of selves rather than "you need math, you need English, to graduate")
- Literacy and numeracy that supports their passion
- Grades 9–12—why grade specific? Have students put into classes at their level. For example, LAL program—Grades 9–12 students who are learning academic and literacy skills at their level—doesn't matter their age, it's where they are at and where they need to go.
- Get credit for workplace training or business mentorship (option for students)
- Still need exposure to lots of things in order to change life path at a later age—broad base of skills and knowledge

- Students need basic foundation skills to be included! Some English as an additional language (EAL) students are put in mainstream without basic skills and aren't as successful. If they'd had special programs taught by qualified teachers—they'd have a better shot.
- What strategies are needed for literacy and numeracy for students to be included
- Students need to be in groups that socially helps them belong and relate to without feeling like they're a dummy
- Support could be enriching
- Policies to find programming to change the system
- Grass roots
  - Get leaders to lead;
  - Show results—don't worry about cost to change things.
- Rural challenges—how to create programs that all rural areas can access? Work placements access
- Low enrollment—working at own pace—these programs are needed more 10 to 1 ratio not 30 to 1
- Access for every kid not just "problem" kids (work at own pace)
- Experiential learning not just textbook type learning—too many high schools are still teaching to go to university
- Kids need to feel connected to be included (food, friends)
- How do kids work through trauma—students need to learn about selves in order to connect.
- Adult programs—8 students ages 18–48—with right teacher philosophy they can bond—all at similar stages to what they need to learn—LOW ENROLLMENT
- Adult learning centre versus literacy centres—difficult for students who are at a Grade 5 level and have dreams of post-secondary
- Literacy centres are underfunded and teachers aren't necessarily qualified.
- Rural areas need more flexibility with programs—hard for teachers to find balance—lots of overtime

- How do you build literacy skills to include students in their learning—can't rely on websites
- Technological infrastructure gets in way (e.g., filling out forms)—password recovery get in way
- Are we preparing teachers to deal with these issues?
- Individual needs need to be met to be included—How do we apply inclusion to reflect this?
- Need more clarification on what inclusion should look like (too many different perspectives, e.g., autistic kid must remain in class versus child might need breaks or special programming)
- Should be based on appropriate education—everyone being dumped into one class—not the answer
- Teachers want to feel like they're doing well at meeting needs of kids

WHAT NEEDS TO HAPPEN NEXT?

- Need a system (bridge) between high school and post-secondary to help those that are struggling
- Need to engage students—too much mandatory stuff, e.g., can learn English in Math but we force them to do stuff that's irrelevant (high school not Kindergarten–Grade 8)
- One core competency on math (Math for life)
- Kids at high school need to be allowed to choose what they love—kids ask "why do I have to learn this?" If I want to know Google will help me.
- Teacher philosophy needs to be taught on needs of various students—don't treat kids as all the same or traditional learning type for e.g., giving time to EAL students
- Pressure on teachers to lower the curriculum
- Teachers feel this pressure—overrides getting to know students
- High school (1 hour for 1 semester)—How well can you get to know a student to adapt and adjust teaching especially when you have 30 kids with 30 different needs?

Discussion 1M: Are future educators learning what they need to know for the field?

SUMMARY OF DISCUSSIONS

Educators, principals, administrators, and university faculty staff along with teacher candidates discussed areas in which universities have not prepared their new teachers. An imbalance between theoretical work and practical work was identified and discussed. There are discrepancies between the numerous universities on the content being taught and what the school divisions are looking for when hiring new teachers.

WHAT NEEDS TO HAPPEN NEXT?

- School divisions, government, and universities need to communicate with each other for what is expected
- There must be a balance between theoretical work and practical experience
- Core concepts like "teaching students how to read" need to be taught to new teachers
- Inclusive and Indigenous education needs to be taught
- Should teachers be qualified to teach a certain subject?
- Student teachers need to understand the role of Early Childhood Educators (ECEs)
- Lack of support in rural communities
- Other models for practicum mentorship
- New teachers partner with government
- Conceptualize program to whole career
- Teacher core competencies needed
- Must be a "master teacher" list for student teachers to access and apply for certain teachers that reflect their own beliefs
- Big question—quality versus certification?

Discussion 1N: "New math" isn't scary—parent/student engagement

SUMMARY OF DISCUSSIONS

- New math—many curricula have been introduced.
- Need to inform parents regularly, difficult to engage all parents because of societal attitudes and views about math/numeracy competencies.
- Teachers need to be competent—a lot of knowledge and strategies accepting diverse thinking.
- Students and parents need to know they are numerate in everyday life!

WHAT NEEDS TO HAPPEN NEXT?

- What is "new math"?
- Math needs to be replaced with term numeracy.
- Common mathematical vocabulary in province.
- More safe spaces/opportunities to meet with parents and have parents in the buildings.
- More mentorship, more professional/clinical supervision.
- Collaboration—open doors! Remove barriers!

Discussion 10: Public education 2018: Whom have we not yet served?

SUMMARY OF DISCUSSIONS

- We have yet to target our children (0–5) with equitable opportunities for early learning.
- Focus on physical and mental health issues—interventions and supports so that ALL children and adults can learn and will feel success.
- Responsibility to collectively define the purpose of education.
- Focus on our Indigenous youth: We have the responsibility to respond to their unique needs as learners (e.g., trauma informed care).

WHAT NEEDS TO HAPPEN NEXT?

- Clarify our provincial purpose for Kindergarten–Grade 12 education.
- Further define common vision and belief about what it means to be a literate and numerate Manitoban.
- Strategize (with passion and urgency) for our marginalized youth in MULTI-DIMENSIONAL responsive model (poverty, health, cultural).
- Increase system flexibility and responsiveness to those whom we have not yet served (structures, start times, end times, spaces, values of how we learn best, etc.).
- Increase our capacity to understand how we all learn differently—and how we value this diversity in our community.

Discussion 1P: Play-based learning environments, Kindergarten–Grade 4

SUMMARY OF DISCUSSIONS

- Holistic view of the child:
  - Children are individuals who are competent learners, not empty vessels to be filled. The early years (birth to grade 4) are foundational and deserving of a valued education and resources.
- Research and provincial documents:
  - Learning through play is researched, brain-based, and an effective practice. Education ministers have issued a statement on the importance of play. *A Time for Learning, A Time for Joy* is a valuable resource.
- Pedagogy and play:
  - This theme looked at how teachers teach purposeful play in their classrooms. Discussion also grew into the different types of play (i.e., imaginative, physical, etc.). Benefits of teaching with play, inside and outside classrooms, allows students to learn the "soft skills" such as collaboration, communication, creativity, character.
- Learning partnerships:
  - Public schools partnering with community and provincial programs such as early child educators, family resource centres, and parents. Benefits: majority stakeholders working in a similar framework.
- Resources:
  - *A Time for Learning, A Time for Joy*—document
  - The Overprotected Child—article
  - 2012 Ministers statement on play
- Leadership and teacher training
  - School leaders and teachers need to understand and believe and create opportunities.
  - Teacher preparatory programs need to include pedagogy, research, and practicums involving play in early years.

WHAT NEEDS TO HAPPEN NEXT?

- *A Time for Learning, A Time for Joy* needs to be a mandated curriculum—extended up to Grade 4.
- University training and school leadership training programs must include early childhood development and play components.
- Education for parents and society in general needs to take place to understand play-based learning.

Discussion 1Q: How do we create vibrant learning environments so that students can thrive in an ever-changing world?

SUMMARY OF DISCUSSIONS

How?
- Vibrant learning
- All students thrive in ever-changing world

Vibrant learning and students that thrive:
- Joy of learning for students and adults
  - Zest, I want more
  - Rich learning experiences
  - Meaningful
- Support learners to find out strength, what matters to them
- Communities of learning
- Students choose their path (e.g., ELA curriculum) choice
- Clarity of purpose for literacy/numeracy/learning
- Student engagement
- Critical thinking
- Independence
- Outcomes as targets to meet directions in life (e.g., book clubs, reader/writer workshop, integrated projects, podcasts, ELA/Science)
- Directions in life
  - Collaborative
  - Critical thinker
  - Problem solving—e.g., math in the world (making it real)
- Literacy as a vehicle
- Addresses different learning styles and paces (preferred ways of learning) (flexibility and finding purpose)

Challenges/questions:
- How to address curriculum and give choice?
- Literacy as a tool and literacy as content
- How do families and schools make time for reading (pleasure/self-chosen purpose) and working with each student to uncover their interests
- How to use technology to support rather than distract
- How to "go deeper" and use the social learning environment/community of learning to dig into things that matter
- How can our schools be set up to meet learning?
- What really matters in curriculum?
- Developing essential understandings, expanding their skills and boundaries
- Permission to take the time to explore meaningful deep learning experiences
- Work with real world problems (e.g., community partnership) application to the community that is meaningful for the students
- Students setting own goals for learning, self-assessing (e.g., proposal opportunities, framing opportunities/choice within curriculum—justify choices)
- Flexibility with timeframe and integration (system supports)
- Assessment that is meaningful and driving the work, using professional observations, conferences with students
- If we want students to have vibrant learning, how do we develop professionals who are also vibrant learners?
- Make meaning and purpose (not just a job)
- Who are we teaching? What is essential? (So we can go deeper on what matters.)
- "Power" changes for some teachers—how to help them have
- Are the structures we have for schooling supporting meaningful learning?
- Assessment—how can we work with teachers to use assessment in more flexible ways?
- How do we provide a well-rounded education (beyond the classroom, the school day)

- Consider students as human beings first not "human doing." Mental health wellness potential (negativity is a learned behaviour). Understanding emotional level and self. Explore human concept.
- Slow the pace of life and learning, make it meaningful and human oriented.
- Opportunities to explore person's place in the community, in the world, with each other.
- Developing students' social intelligence, intelligence, capacity in community and world and helping students find their purpose.
- Meeting diversities in the classroom (cultural, socio-emotional, learning preferences, world view)

WHAT NEEDS TO HAPPEN NEXT?

- Entry points for all
- Meaningful (student finds purposeful)
  - Choice and determination
  - Connections to sense of self, world, community, others purpose
  - Meaningful goals and opportunities
- Safe environment for risk
  - Trying ideas
  - Exploring viewpoints
  - Multiple ways to do, perspectives
  - Metacognitive (self-reflective, assessment)
  - Developmental (self-assessment, self-awareness, goal-setting)
- Vibrant learning environment surrounds the learning
  - Staff learning (teacher modelling)
  - Community opportunities
- Teacher modelling the learning process (thinking, persistence, risk, failure)
- Authentic work (real world related to their interest, purposeful)
- Environment and learning opportunities that support persistence and resilience, self-advocacy, question

- Nurture communication, advocacy, risk, question, curiosity, and exploration
- Addresses unique talents and needs, interests
- Exposure to wide range of experiences, viewpoints, community opportunities

To create:
- Student voice and choice in learning
  - Empowered, can advocate
  - Tell their story
- Develop student mastery (build on strengths, share their skills, mentor others)
- Support for teachers to create these learning opportunities
  - Clarity of purpose
    - Focus on "why," big ideas
    - Meaningful and deeper rather than superficial
    - Students confident to communicate about their learning (why, how, their place in that)
- Connect literacy and numeracy to their interests, purpose, future dreams (purpose and matters)
- Literacy and numeracy are underpinnings and learning for all learning experiences
- Flexibility with timeframes for learning, integration (especially Kindergarten–Grade 8)
  - Creative thinking on how to maximize time we have
- Critical thinkers, developing challenging problem-solving, thinking supports post-secondary
- Skills taught in context of meaningful learning, e.g., spelling within writing real life connection
- Teacher sets up scenarios that supports skills
- Read and write a lot! Focused and purposeful
  - Teach in context
  - Flexibility of approaches based on needs and choice

- Balance of teaching approaches ("buffet") when appropriate, in context and with authentic practice/application
  - Direct teaching (mini-lessons)
  - Modelling and demonstration
  - Open exploration
  - Ensuring purpose and context
  - Connections between concepts, skills, across subjects (common applications)
- Support teachers to be proficient with content, process, specific to discipline or age working with
  - We are all literacy teachers
  - Making opportunities to highlight literacy/numeracy, e.g., bias/critical thinking, %, numbers, data

Next steps:
- Continue to focus on learning process, meta cognition, flexibility in approaches
- Support for collaboration
- Inquiry approach as professionals to what students need
- Educate the public (what doing, why)
- Curriculum—focus on what matters and well-rounded
- Each student has profile: self-assess, reflect, goal-setting
- Providing wide range of experiences and possibilities
- Focus on end in mind—whole child, skillful, well-rounded, competent, confident, resilient, critical thinker, citizenship, articulate, wide range of skills and interests, wide range of experiences, possibilities, open, empathy, community oriented.

Discussion 1R: Math curriculum

SUMMARY OF DISCUSSIONS

Teacher capacity needs improvement
- Better job at instructional practices
- Math specialists (Kindergarten–Grade 8)
- MASTER teachers of math (Kindergarten–Grade 8)
- Teacher education program too broad (not discipline specific)

Teachers who don't understand CAN'T deliver

Division amongst educators about math
- Early Years
- Middle
- High school
- Post-secondary

Issue is how math is being taught NOT what is being taught.

We need to teach ALL at a higher level, raise standards for all!

Earlier "checks" for progress (Kindergarten–Grade 6) using common assessments/practices

WHAT NEEDS TO HAPPEN NEXT?

- Fraction arithmetic be introduced back in Grade 4/5 (not Grade 7)
- Dialogue between Grades 8–9 teachers, Grades 9–10 teachers depending on which grades are in the same school
- Define numeracy in curriculum
- We need to share ideas, share expertise, mentorship, etc.
- Students **need** to have a common TOOLBOX with basic skills
- Teachers need to know what would be a part of that common TOOLBOX

Is math curriculum the problem?
OR
Is the implementation of the curriculum the problem?

Discussion 1S: How can we help learners with learning difficulties read and do math?

SUMMARY OF DISCUSSIONS

- Increase in numbers of those with learning difficulties—need for staff training at all levels. Teaching assistant (TA) or educational assistant (EA) need to work with classroom teachers.
- Reading difficulty or learning difficulties—identification/diagnosis is essential.
- There are many positives out there.
- Continuity and standardization is essential.
- Schools need to change culture from another thing to do—that would be good. We are moving forward.
- One note is being used. Fast Forward.

WHAT NEEDS TO HAPPEN NEXT?

- Teamwork—remove distinction between classroom and TA/EA.
- Need for consistency in funding
- Sharing of good practice.
- Need good quality support staff.

Discussion 1T: Technology implications

SUMMARY OF DISCUSSIONS

- How we frame technology:
  - We learn to swim by going in the water, not by watching
  - Need to immerse in information and communication technology (ICT) but not jump in the deep end
- Awareness of how ICT is shaping our awareness
- How do we critically integrate the information?
  - Do not stifle opportunity
  - Bar of expectations is moving
  - Amazing opportunity
  - Instructors—classroom management—how do we frame the use of information technology?
- Benefits of ICT
- Impact and possibilities of technology
  - Broad technology
  - Connecting families with ICT
  - Ability to use technology prior to traditional literacy ("Google" first word)
  - Concern that this is not the situation
  - How do we not take away from play or communication?
  - How do we consider tools were not intended for children?
- Control of social media?
- Changing brains?
- Future concern of technology is about ethics.
- Creating technology for the sake of technology.
- How is it shaping our society and experience?
- Addiction to technology/Apps
  - Serotonin
  - Psychology of ICT use

- What are we doing to support our teachers?
  - Fast-changing environment
  - Limited training and background
  - Focus on learning
  - ICT as part of a dynamic environment
- Challenge at post-secondary
  - Practices of teachers modelled on their teachers
- Information at students' fingertips
- Is technology making our students dumber?
- How do we teach children when Google has the answer?
- Teaching kids to think critically
- Schools will look differently—use technology
- Technology is not close to equal between schools
- Lack of equity in infrastructure across province
  - Rural/North
  - Access to high-speed Internet
- Critical thinking
  - Previous limited access to information
  - Access to information has changed
  - Should not ask student which can simply be looked up
  - Disappointed because teacher and technology courses at university no longer mandatory
- Get beyond content
  - Move to metacognition
- School divisions spend more than the Province provides for technology
  - Access
  - Priorities
  - Not going away
- Artificial Intelligence (AI) changing skilled trades
  - Ethical questions
- Framework in discussions need to shift from previous context to current/future context

- Need to ensure ethics, technology, social and emotional development are addressed starting in early childhood education
- Apps appropriate to early-childhood development
  - What should or should not be used as a resource at appropriate ages
  - Takes time as an educator to find information
- Need someone to gather/consolidate/assess the information and research about ethics
- How do we take advantage of using technology to create for an authentic audience?
- How do we leverage technology so students become teachers?
- How do teachers become facilitators of learning?
- Parents are a huge part of teaching
- Literacy with ICT across curriculum
  - Continuing at Early Years, Middle Years, and Senior Years
  - Ethics
  - Health and safety
- Parents can see this on the web, freely available
- Smartphones have pushed new boundaries
- Looking to update Literacy with ICT
- Process of learning "Literacy with ICT"
- Industrial arts curriculum
  - Creativity, problem-solving, critical thinking
- Lots of things that are happening in Manitoba that people don't see (e.g., Sisler High School)
- Integration/fusion
  - Not a trip to a computer room
- Equity
  - Not all children have smartphones
- 60% of Kindergarten schools will be in jobs that do not exist today
- Post-secondary—knowledge, need to move to transferable skills
  - Moving, need to consider more

- McDonald's—youth go to kiosk, parent goes to counter
  - Need to think in relation to generation we're teaching
- School facilities and structures are constraining the learning—students not engaged in classrooms
- Literacy definition needs to be updated
- Electronic communication versus book technology
- Rapidly declining costs of technology along with increasing capabilities
  - Email is old
  - Move to instant communications
- Skills to teach in ever-changing environment
- What skills are needing for instant communication
- What about assessment practices?
  - Example—Grade 12 language exams are a 4-day sit-down and write process
- Teach people to learn—and learn over and over again
- What did you need to learn to support university learning?
  - Can look up information
  - Need to look at how to analyze information with a critical eye?
- Potential to reframe education to teach students on how to be learners—away from content focus
- Community learning can engage learners
- Workers working as a community—wonder about classrooms that do not allow this collaboration
- Employers
  - Working with others
  - Communication
- Pre-service teacher training needs to move from compartmentalized disciplines
- Very different experiences across the province—inequity
- Learning without a teacher
- How will artificial intelligence (AI) change teaching and learning

- Online learning in its infancy
  - Move to asynchronous
  - Teacher as facilitator
  - AI gaming environment?
- Literacy levels needed are job/career specific
- Citizenship
- Learning through technology/AI
  - Social maturity
  - Do we need to overtly teach "social literacy"
  - Social learning
- Community learning
- Different learning modalities
  - Not all students are strong in learning communally
- Arts helps students connect
- Winnipeg School Division (WSD)
  - 2400 students not in school
  - Students working 30 hours/week
  - Dilemma—employers offering students full time work—credit recovery
- Students engaged in online learning are most successful if they are engaged with a teacher or caring adult
- Students working
  - Credits—Grades 11 and 12 for work experience
  - Essential skills

Session 2 Discussions

Discussion 2A: Oral language development/exposure with respect to technology/poverty influences

SUMMARY OF DISCUSSIONS

- Public library
- Resources
- Challenge of not just attracting people who know the benefits of this eliminating fees on children's books—children's go to public library
- Francophone community already giving in Kindergarten out free books to families
- Partnerships between divisions/early childhood education (ECE) centres and libraries (family approach)
- Wellness fair (Brandon)—volunteer professionals open it up so that daycares and bring them in—this will allow them to be screened for hearing/vision as well as information from professionals
- Who will read to children, talk about the importance of language (rotary club), and they get a book at the end
- Turtle Mountain—speech path. And kind. Teacher model conversations during play-based learning to professionals (teachers, ECEs)
  - And SLP met with families addressing having play-based conversations
  - How do we attract more people in this area especially people living in poverty

- Public health—exposed to all newborn families—family's first—talking about books (how to read the pictures so no barrier to non-literate families)
- Addressing the bigger issues of poverty
- Talking to mother's while baby is still in womb so that these parents can be the best that they can be
- Quality of ECE (wait list, salaries)
- If what we have going in literacy and numeracy isn't working we need to change the conversation—basic needs have to be met before we can address literacy and numeracy
- Adult education—basic needs have to be met
- Giving all parents the knowledge of how important they are to their child's life in language and brain development no matter what other issues they are facing
- Children's hospital visits with a family as part of GP practicum—contact with family. Also connected to libraries
- Teaching families about oral story-telling—acknowledging your own culture
- Summer intervention programs
- How can we focus on the whole child—on at a time and ensure that they are supported with whatever they need
- Legal age to register a child is 7—change it to 5
- Access to public schools is for everyone but why not the same for child care.

WHAT NEEDS TO HAPPEN NEXT?

- Partnering with the business community to help families
- Focus on the whole child and their families and support all of their needs
- Wellness fairs
- Universal child care
- Partnerships that support parents as a child's first teacher

Discussion 2B: No fail should not mean no competency

SUMMARY OF DISCUSSIONS

- Convener is here as representing students and parents of learners
- No fail expects remediation at next level
- Not holding back students has history of doing so for emotional reasons
- We need to teach a skill for employment
- Only trustees set policy (i.e., no fail; all school divisions make their own policy)
- Some divisions provide opportunity to take more time to achieve competency
- Is the grading system 'archaic'?
- No research available to support retention
- Secondary system should be ready to meet the needs of the students
- Grade 8 reveals 'gaps'
- Attendance issues can lead to academic challenges, inability to meet outcomes and achieve success in Grade 9 (senior years)
- Opportunities for jobs are shrinking and high school diplomas aren't the same guarantee of a job as in years past
- Kindergarten–Grade 12 teachers try to ensure all their students achieve the outcomes/competencies (everyone's trying hard)
- Our world has changed—more equity provided for all our students, especially for traditionally unrepresented students such as special education
- Disparity is greater now in diverse classrooms
- Some countries such as Germany track students

WHAT NEEDS TO HAPPEN NEXT?

- Off-site schools may support student success and allow students to catch up to peer group/achieve success in high school
- Build assessments so employers can determine competency
- Need to communicate to employers what high school graduation means
- How do we collectively address past needs (Kindergarten–Grade 7) once their lack of competency is identified in Senior Years?
- What do post-secondary and the business sector do to help applicants be prepared/competent?
- Critical assessment and dialogue between Senior Years Grade 12 and post-secondary discussion with Manitoba Education and Training
- Alternate, off-site classrooms, adult education classes can achieve student/academic success/competency and move on to post-secondary
- The transcript tells the 'story' i.e., English as an additional language (EAL), modified, adapted, etc.
- It will take a 'new way' of looking at things
- Relationship between post-secondary and Kindergarten–Grade 12
- Post-secondary may need to shift their understanding before demonstrable competencies
- Should we provide a pre- post-secondary preparation process?
- Students can't fail because of attendance issues—what can parents do about non-attenders?
- What can we do to enable students to enter post-secondary programs even though they may not yet demonstrate strong academic skills?
- Royal commission on education; broadened education opportunities; more students to access university
- The post-secondary applicant has a responsibility to meet the expectations of the post-secondary requirements
- High school has responsibility to help students make appropriate choices for post high school

- Identifying students in Grades 5/6 who don't achieve outcomes, and providing intervention can enable students to achieve competencies
- Student supports (medical, justice, etc.) are needed too
- Transition planning takes place Early Years to Middle Years and Middle Years to Senior Years and can be arranged for post-secondary entrance
- Adaptations are made for students as needed
- Student understanding of their situation/post-secondary options may not be realistic or reflect accurate achievement of requirements

Discussion 2C: Promoting/strengthening inclusive classrooms while strengthening learning

SUMMARY OF DISCUSSIONS

- We conducted a two-pronged discussion. The problem of improving literacy and numeracy is situated in the diverse classroom:
    1. How can we promote and strengthen inclusive schooling while also strengthening literacy and numeracy?
    2. How can we ensure that the response to this problem is educationally intelligent and premised on the principle of equality of educational opportunity for all?

WHAT NEEDS TO HAPPEN NEXT?

- Immediately we saw the need to define more precisely the ideas of "inclusivity" and "equality of opportunity", recognizing that the latter is related to the role of the school in embodying the democratic ethics and that inclusivity begs clarification of how we proceed with what we define. Perhaps it's more appropriate to talk about inclusive school systems since no one mode of implementation of these two ideas.
- For further research/exploration:
    1. Is there a minimum inclusivity in Manitoba?
        - What does provincial law and/or policy have to say about this?
        - What characterizes school divisions' practice?
    2. Implications for the classroom?
        - We need a deep understanding of each child's strengths and weaknesses.
        - Assessments become crucial—are we on track in Manitoba? Where do we need to go?

- Adjustments of student groups, classroom size, and composition should be contemplated and evaluated (e.g., fewer educational assistants, more teachers).
3. Some expressed skepticism of inclusion, at least in the mainstreaming form and wondered whether a backlash is coming.
4. Many recognized the necessity for asking the prior question: What is the curriculum in each subject? What are the measurements of achievement? Can all students apprehend or master it?
5. Regarding #4 above, all saw the need for adaptation, modification, and individualization of the curriculum depending on the answers to the previous questions (especially #3).
6. Some pointed to the importance of social capital—teacher and student capacities and the importance of developing it. Inclusion favors acceptance, belonging, and empathy by other students. This, too, is important.

Discussion 2D: Kindergarten–Grade 12 to post-secondary education transition issues

SUMMARY OF DISCUSSIONS

- Same issues with literacy as numeracy (lack of foundational skills) a disconnect
- Disconnect with teaching style, class size, interactions
- Kindergarten–Grade 12 versus college versus university (applied versus theoretical)
- Do the data support that transitional issues are getting worse? Yes
- Diversity of the classroom increasing
- Are skills lacking, or is it environmental? BOTH
- Transition problems for all transitions
- Is it different for mature students? Depends on background
- What are the best supports? Different needs
- What about CALC in Grade 12, does it support the transition? Challenge for credit are strong students
- Work ethic can be a problem
- Financial issues and debt, investment in a degree versus themselves
- Is university always the best path?
- Mark distribution different, but becoming more aligned
- Class size increasing, tutorial size increasing
- Why are university enrichment increasing? Are we pushing too many students into university versus other paths?
- Leading into careers and post-secondary as far back as Grade 8, removing stigma from different paths
- MITT experience; cohort model, 'soft landings', not as great of a transitional shock, incremental transitions
- Equity issues, large percentage lacking essential math, also equity of opportunities (courses offered) at high school
- University of Winnipeg not increasing in size (enrollments)

- Is growth coming domestically? Internationally? Indigenous?
- Are we just creating a *series of CLIFFS?*
- Averages are 50–60% on provincial tests across subjects
- Getting students ready for checkpoints versus making them into lifelong learners
- Working on illustrating "why" school with examples
- Manitoba government "career development grants" and career coordinators
- Progressing in cohorts versus pushing them along, allowing them to take time with flexible learning (competency versus time focused), this happens more at post-secondary
- Work life balance all the way down to middle school
- Very competitive labour force makes post-secondary education a requirement

WHAT NEEDS TO HAPPEN NEXT?

- Must open dialogues to broach the transitions*
- Lessen the transitions by thinking about creating structural environments that make it easier for students
- Start career development early on
- Providing more flexible learning experiences in Kindergarten–Grade 12
- Database of courses (expensive) in high school or non- AP/IB certified calculus based courses
- Transition/1st year workshops at universities

Discussion 2E: English as an additional language (EAL)

SUMMARY OF DISCUSSIONS

- Literacy centers seeing an influx of EAL due to government cuts
- Seeing an influx of immigrants (rural, suburban) not just downtown
- What strategies do you do?
- Some divisions finding EAL are doing better than average population—but what do you do with the INS students?
- Impact in early years (haven't had a lot of experience working with these students)
- Need to look at EAL support in other ways
- After school programming to help students
  - For Kindergarten–Grade 8 (parent/child drop in to help with tutoring)
- Tension of valuing 1st language and encouraging kids to speak English
- Developing buddy programs with English speakers to encourage English
- Students need more support with reading and writing and funding cuts—once students become citizens no longer eligible for EAL services on settlement services
- Need better tracking for EAL students who are transient for funding purposes—alert schools when family moves
- In adult education seeing low levels of EAL (especially those graduating from high school)
- E-credits need to be looked at—students need to learn the concepts not just get credits
- Too many students are getting credits not having been taught the skills
- Need employment programs and a bridge between high school and post-secondary or work world
- Teaching people about the culture of workplace, dealing with conflict, culture, connection to the real world of Canada
- Settlement services need to continue

- Look at rules around language classes for e.g., missing three classes—have to leave class
- Child care for parents learning English
- How to assess children for cognitive issues
- Need more trained psychologists
- How can we better connect settlement and Kindergarten–Grade 12
- Need to have a community
- E.g., cognitive issues/trauma workplace
- Encourage newcomer families to be role models for others
- Need training for employers or teachers around cultural proficiency and accepting EAL as having skills not dismissing them because they don't speak English
- Having internships for students in workplace settings (bridge)
- Having qualified teacher for EAL (programs @ B. Ed level and post-secondary)
- Teachers need to know how to adapt academic content at a level EAL students can understand so that they are learning
- EAL curriculum needs to get out of draft—it is too academic and not accessible to teachers
- Needs to be re-worked to have more practical skills rather than theory
- Good document but beyond accessibility of people—people need the theory but need the skills
- Rural services need more resources and supports
- Need some better bridges for skilled workers around documents and eligibility and credentials
- Training clinics to understand what they need to do to be successful
- Need psychologists and psychiatrists to help with mental health issues
- Use qualified newcomers to teach "free classes" to get experiences

Discussion 2F: How to ensure equitable services regarding "literacy and numeracy" within Northern and Indigenous communities

SUMMARY OF DISCUSSIONS

- Don't go to Grade 12—funding, training, youth with adult learners?
- Youth coming to the city for high school: little (?) supports
- Teenagers still need their families rather than moving away to advance their education
- How to provide experiences within an isolated community
- Requirement for a systems response
- ASSETS—community provides training with postsecondary support
- Federally funded school lower than provincially funded; First Nations school very different than provincial.
- Grade 12 diploma/mature student
- Consideration—social assistance withheld until child attends school on a regular basis
- Engaging families from pre-natal to school age
- First Nations/community school very different than provincial.
- Level of **trust** needed between First Nations community and province.
- Statistics: dropout rates—selling the advantages of literacy and numeracy.
  70% dropout at one centre.
- Staying within own community—how are we supporting parents? Do we know the "why"? It is important to understand to move forward
- Communication skills developed so a child is ready for school life
- Unique values, individuality
- Family systems are so complex—to succeed sometimes means leaving
- Give up identity and culture to advance education opportunities.
- Leaving community for high school—what impact has "technology" had in making connections back home
- Issue from one community: youth stop coming to school. What has been done? . . . . Teaching self awareness, elders, nature.

- Successful "literacy" program ran in Northern community.
- Money is out there to promote and support Northern communities
- Communication and connections
- Enticing youth to stay in the community
- Sense of hope (trust) then it disappears
  - **Sustainable**
- Federal schools need partnerships to have same opportunities as province
- Teach kids their history, language, identity
- There is a lack of services—SP + L Path x 2
- Lack of funding in all Northern communities, not just reserves.
  - 80% OCN members
  - 90-95% Indigenous (The Pas staff)
  - 100% students
  - 25% dropout rate—The Pas
  This number improved over the years due to youth learning who they are (identity)
- Northern Manitoba good place to teach.
  - Most first year education students are hired; few stay long term.
- Purpose and connecting with roots: where do I come from and why am I here?
- **Land**—teachable moments.
- Lack of funding: many layers
  E.g., hydro costs more in north versus south
- This impacts resources available for other necessities.
- What do the northern communities do with EDI reports? The information that literacy and numeracy skills are low?

WHAT NEEDS TO HAPPEN NEXT?

- Equitable funding "indexed" to cover real costs
- Deficit means there is an opportunity
- Kindergarten–Grade 12 in all communities (no leaving)
- Teachers better prepared for northern communities—what do the students need.

Discussion 2G: Literacy acquisition and community

SUMMARY OF DISCUSSIONS

The group discussed the need for and approaches to collaborate and engage community in literacy acquisition.

- Have parents understand their early role in literacy (songs, games, stories)
- Perspective matters—what part of the literacy continuum do you occupy and how do we work together
- Literacy in the community—how do we get "them" involved?—(New Canadians/Manitobans)
- How do we bring them to us?
- Everyone needs to have a library card (or access to a library)
- Partnerships/collaboration with libraries—inter library loans

ACCESS

- Volunteers are an untapped resource
- Adult learners need daycare to free them to learn, build trust and address other issues. "Child minder"
- Putting resources where the needs are—the program in Manitoba housing
- Self-worth—efficacy
- Activities—movie nights
- Craft days
- Lots of libraries not well connected
- Literacy in any language is good. We need to broaden our definition and engagement in literacy skills
- Working together project
- "Librariesincommunities.ca"
- Family rooms—open during school hours to provide support
- Junior Kindergarten .67 of the day

WHAT NEEDS TO HAPPEN NEXT?

Share effective approaches and build connections that build capacity. Many community resources, volunteers or governmental organizations exist in a vacuum and as isolated units are not as functional as they could be.

Together **we** are better!

Discussion 2H.1: Standardized tests—secondary and post-secondary and measuring learning

SUMMARY OF DISCUSSIONS

Standardized tests have challenges and positive aspects. Challenges include the inability to test all around knowledge, may be more useful as aggregated information, yet smaller aggregation bring about the inability to make inferences/validity of scores decreases with smaller and smaller groups. Others have used standardized tests to help in ensuring curriculum is teaching students what they need, helped to ensure teachers work together on informing most important curricula to teach. Teachers are teaching the curriculum. Stand-tests also help let students know where they're at. For instance, tests in Grade 10 can help students know what they need to work more on, or if they want to make changes in their course work. It is informative to teachers, schools, students and on up to divisions and the province.

Rural/remote areas
- Difficult to come in for extra trainings, meetings
- Equity
- May be addressed via technology
  - And technology can be used all across province on all matters
  - But download speeds
  - Bell just announced upgrade in Northern Manitoba—data is VV slow there
- Assessments not able to capture knowledge of those with different learning abilities
  - E.g. if you tell a fish to climb a tree, no best way to capture the learning
- Data—should not be punitive
  - How do we move forward from where we are

- Consistency and quality of instruction
  - Bring teachers together to discuss assessments and learn from each other
  - We're scattered and not focused
  - Need structure for improving pedagogy
  - If we know what best practice is—then we need to work together on this—not separately within each school division
  - There are gaps in inconsistency
- Value for individual student
  - What is more valuable
  - Grade or assessment that shows where they're at
  - I want them to talk about what they can/can't do rather than a make/percentile
- How can instruction be improved?
  - What is important?
- Fall assessment—intention to help teachers in teaching
  - So teachers are not teaching but assessing
- Would like Manitoba to continue to not publish school results to public—i.e., Not ranking schools. In addition to not publish disaggregated data
- If province goes with standardized tests
  - Make sure teachers lead this
  - We can have a Manitoba soln instead of each school division doing alone
  - Divisions want to use classroom friendly way of assessing students
  - We do this but there is push back
  - But these are reporting tools, not assessing
- As we
  - Assessment of what we value is a mismatch between assessment of what is required let students know where they stand and help them make decisions for school and beyond
  - Important for kids as well

- We have an issue on curriculum
  - Pacing guides
  - What is foundational
  - Teachers collaborate on what they're going to do
- Standardized tests ensured teacher taught areas where students didn't do well. Can benefit kids.
- No analysis on curriculum and exam—what are the precursors to exam success
- Lengthy process in place to do this
  - Do pilot exams first
- Grade 12 tests built by teachers
  - Manitoba made
- Teachers don't teach the same way, including time spent on topic
- Has impact on validity of test scores
- Advantage—may force teachers to teach what they may not want to which can be a disservice to the students
- Standardized tests is one way to ensure curriculum is being taught
- Something wrong if test is 30% of students grade
- Survey of teachers—60% of curricula is being taught and teachers make the decisions on their own in 16 school divisions. This is concerning.
- Standardized tests
  - One little snippet
  - Doesn't show what they really know
- Standardized/assessment
  - Get info back months later
  - So isn't useful
  - Need more disaggregation
- Kids don't hand write anymore
  - BC does online—we could
  - Can include digital literacy
  - Math not always good online—more difficult

- Standardized tests
  - As individual is a problem
  - As a group—a better assessment
  - Less valid the more it is disaggregated
  - Teachers' biases are reflected
- Make Grade 12 standard test in Grade 10
  - Then we can work with the kids to prepare them
  - Would not cost more money moving to Grade 10
- Assessment—best person decision making for teachers
  - Inform instructional
  - Inform administration decision making
- Do not need to get rid of
  - Come up with common things
  - Work together on this
  - Make better use of assessment
- Grade 12 standard tests can also be useful to see
- We should be assessing continually
- Tests—help to understand students
- Teachers assess students on regular basis
  - Exams at end of year
  - Does not show the learning
- PISA
- Finland only has 1 standardized test
- Let's talk about what works for us
- Manitoba—Grade 3 and Grade 7/8 are reports from teachers (not standardized)
- Do not have standardized test like US
- Standard tests and measuring learning
  - Grades 3 and 7 assessment question reliability
  - Grade 12 assessment
    - Help drive instruction
    - Wished I had earlier on as it helped
    - Focus instruction

- Standard test—does it measure learning?
- Letting Pan Canadian Assessment Program (PCAP) and Programme for International Student Assessment (PISA) drive our goals not always positive
  - Missing pedagogy

WHAT NEEDS TO HAPPEN NEXT?

School divisions and the province need to work together to:
- Develop standardized tests for appropriate grade levels (suggested Grade 3 and Grade 10 in our discussion)
- That teachers lead in developing these tools
- That evidence based methods and curricula are used
- More collaboration among school division so there is consistency of teaching and curricula
- There need to be other ways of assessing for those who can't perform well in common methods (e.g., writing, but can give answers orally)

Discussion 2H.2: Standardized tests—early learning to Grade 8

SUMMARY OF DISCUSSIONS

- Should testing and catching what a student knows—are we capturing the whole picture of learning?
- Tests versus assessments: clarify vocabulary
- "Standardized" follows a particular set of strict guidelines.
- What is the purpose? What information will we receive and how will we use it?
- How do we get all Grades 3 and 7 teachers on same page regarding the provincial assessments. Can we use the results to compare schools or do we use it to assist students only?
- Right now they are being viewed as standardized.
- Standardized tests should generate a common understanding of what is being assessed so that teachers can help their students generate more questions and experiences to strengthen skills.
- We need a common understanding of what is being assessed so that teachers can help their students generate more questions and experiences to strengthen skills
- Are we testing students at Grade 12 too late in their academic careers? Is it beneficial to students? Maybe we should test at Grade 11. There is no follow-up to the Grade 12 assessment for students.
- Do our assessments mirror real life—should we eliminate them?
- What is the purpose of these tests?
- Grades 3 and 7 right now is not meaningful, even though the Department uses this data.
- Old Grade 3 test gave an indication of where we are/what we value.
- Assessment drives instruction—should make a difference in student learning.

- Costs of generating standardized tests: Manitoba does not put as much into assessment as other provinces because of the Grades 3 and 7 assessments that don't cost—other provinces have more tests.
- Should we put money into Pan Canadian Assessment Program (PCAP), Programme for International Student Assessment (PISA) preparation?
- One tool assessment cannot measure everything
- Good teachers are always evaluating.
- What is the impact on students? The results drive practice.
- As a principal, I have to remember to give teachers credit for their abilities who observe and assess their students.
- What is the purpose of assessment? Analysis of data/professional learning/conversations are needed. Not just the test, but conversations about the tools/results between teachers. Collaboration time is important, otherwise the test is unnecessary.
- We need a diversity of assessment tools to meet the needs of students. Otherwise we will not get the improvement in literacy/numeracy.
- Does standardized testing directly lead to the improvement of students? We must continually reflect on our pedagogy. Teachers coming together, build capacity. Can we do this in every school? Do we have the resources?
- We need to trust the classroom teacher's professional judgment and assessment. Does Winnipeg School Division test often because they test often? No. The assessments should be benefitting the students (literacy, numeracy, social, emotional, etc.)
- Standardized tests are a standard measure to compare programs, schools.
- PCAP data is flawed: let's not talk about PCAP/PISA but how we can improve literacy and numeracy.
- How can we support our teachers to have meaningful conversations without shaming them?
- (Debate about PISA participation percentages from province to province)
- We don't want to be a province that uses a number to show our improvement in student learning. It should be a process.
- Reliance on standardized tests should not proceed without evidence-based discussions.

- Standardized tests give us numbers that have implications (awards, money). They tell us "what," but not "why."
- Individuals must be taken into account. Students aren't numbers.
- Standardized tests in the U.S. have resulted in poor practice.
- Common language/common approach/locally produced/written to help students are more important.
- PISA talk regarding Manitoba being last is misleading the public to think that the curriculum needs to change. We need to not waste our efforts when most kids are doing well (86%). Let's work on the bottom 17%.

WHAT NEEDS TO HAPPEN NEXT?

- We need to use the PISA data to make judgments in context; objective standards.
- "You can be data rich and information poor" (Carol Ann Tomlinson)
- Fearful of losing sight of student learning
- Teachers talking to teachers regarding student work results in the best professional development.
- If we're really concerned about our results, let's look at who is underachieving (boys, First Nations, children in care)
- Let's look at that data and respond to it now.

Discussion 2I: Models for continuous development of teacher capacity in focusing on student learning

SUMMARY OF DISCUSSIONS

Ongoing teacher learning of research-based practices is essential for student learning.

1. Exploration of local models: mentorship programs, coaching, traditional PD, PLCs, job-embedded learning, continuing education, residencies, co-teaching, reading recovery model, community partnerships, personalized learning models.
2. Exploration of models outside of Manitoba: Finland model, Ontario expectation of ongoing learning/upgrading
3. Factors influencing the success of supporting teacher capacity: must be flexible—the needs of a first to fifth year teacher are different.

WHAT NEEDS TO HAPPEN NEXT?

1. Continuous support of ongoing teacher capacity building in the areas of content knowledge, pedagogical knowledge, classroom management and knowledge of learning continuums is essential to improving literacy and numeracy learning for students.
2. The area of focus for learning for newer teachers (1–5 years) is different than that of more experienced teachers (5+ years)
3. Funding dollars allocated for capacity building need to be directed toward practices that impact student learning (ongoing professional learning versus single day sessions; areas of focus determined by divisional/provincial priorities AND student data trends) and those practices that do not show impact or have research support need to be phased out where appropriate (i.e., procedural learning may only require a day of training).

4. Criteria for the development of master teachers who support teacher learning should be investigated.
5. A provincial support model for ongoing teacher learning should be considered so that the essential practice is not sidestepped by divisions/schools in the face of other initiatives.
6. Fostering a culture of open-door policies, collaboration, co-teaching and learning amongst educators is essential to bring learning to a level of emphasis and expectation.

Discussion 2J: Manitoba Aboriginal education

WHAT NEEDS TO HAPPEN NEXT?

- First Nations (FN) are the most growing population
- What is standard education across schools? By whose standard?
- Private schools popping up
- Develop a larger grasp of inclusion
- Need educators to be FN in provincial schools
  - FN kids need to see more FN teachers
- Newcomer/refugee kids are having more success and not our Aboriginal students
  - Newcomer families come here for their children to have a good education
- Trustee—invite parents to do sessions on nutrition/parenting—FINALLY BUILDING THIS COMMUNITY
- They have a role to play
- Peguis First Nations—32 kids graduated which was improved
  - Low rates in comparison
  - now most of those graduates are teachers and in other good careers
- Grade 9—three high schools Indigenous ECHO PROGRAM
  - Anecdotal records to show that program works (20 kids) who teaches all four core subjects is successful enrichment program—same as classroom but a difference lens
  - Grade 9 is a tough spot
  - Similar program in Lord Selkirk 10–12 Indigenous/Metis point of view
  - TRUST was being built; it's as important as everything ??? with parents
    - **Why aren't we doing this is all our classrooms? Why aren't we embracing this?** Thompson
    - Newcomers learn language and have success
    - FN has no identity like the newcomers culture, that's why we don't see success because they have no identity—should be…

- Indigenous men in jail 60% Aboriginal
  - ??? to top approach
- two teachers for 850 inmates etc. to teach
  - Government cuts these programs
  - Trying to stop criminal activity through education and to help their families
  - Stop segregation incarceration; need to reshape/reform education—your voice has to be heard to deliver education to everybody
  - FEDS have more opportunities in jails
- 4 plus 1—four courses to December, one month of course (January) Finished from September to December
  - Egg Lake—build houses/disenfranchised students—4 walls not hands doesn't work (classroom)
  - Need a connected, holistic approach
  - 350-28 FN communities
- Create a different kind of education. For example, young girls looking after siblings or their baby—they can bring kids to the school
- Classrooms do not always work
  - Need parents to be involved, make school a community school ⟶ ??? matching parents and families to participate/contribute but it didn't continue. **Why is that?**
    They need to invite a parent to facilitate. They need to be invited to become decision makers. Policy changed everything need to draw on resources, Elders
  - **How do we become successful advocates?**
    Some might work and some might not work but need to accommodate students
  - Struggle, literacy and numeracy
    Guiding teachers
    Principal—all he spoke was Cree—think in Cree, he had success. Students today don't have a high level of literacy
  - Land-based learning—culture ??? / literacy ???—we can use Manitoba curriculum

- Manitoba Hydro partnership to learn skills or communities build houses for FN
  Funded 40% provincial, 60% federal
- Charter even to learn sports/land based education
- Losing students is due to relevancy—need relevant materials
  - We transfer our language orally
    - Sacred knowledge from history
    - ??? in from Elders ??? and ???
    - Need Indigenous authors (British Columbia did a wonderful job with authors)
    - Need movement
  - Example: Land based can go to environmental
    - Don't like experience of separation
    - Need to have needs met to relate
    - What's preventing this system? Why is this not working?
    - 14 year old said school's not ???—has to feel. This makes a learner happy
    - ??? grades surrounding community are not working at the same level and we have to fit them in (especially Grades 6 to 7), they are missing a lot
    - Parent-teacher night—Radio station, 100 people get a free bingo card—that's what we did
    - INNOVATIVE WAYS
  - ⟵ Went to wayside (???)
- When learners can compare to your own is more comforting
- We need strong negotiators—where we have to go
- Good partnerships of federal/provincial come side by side
  - Single parents, Aboriginal communities, etc.
  - British Columbia/Manitoba first ones to create tuition agreements
    British Columbia 12 schools

- Northern models need more wholistic models and not old model of reform
  - This is not a choice or luxury, this has to happen to have success
  - This has to begin—your choice.

Discussion 2K: Language, culture, identity

English translation of French discussion notes

SUMMARY OF DISCUSSIONS

Culture:
- Definition varies
- Personal, communal, constantly evolving, static
- Dissociation between language and culture
- It can be consumed, sold
- Who we are
- Fruit of our life experience
- What unites us
- A comfort

Language:
- Way to communicate
- Both culture and language are evolving, changing.

- Openess towards the other
- It's a choice, need to be aware
- Courage is needed to be at ease with yourself, to speak
- If you want to kill a people, take away their language. Language enables a people's survival.
- You cannot make a choice if this choice is not offered or if you do not know this choice exists.
- Creation of favorable contexts, experiences that give a spark, positive experiences
- We continually have to work simultaneously on the **three aspects**.

- We have to be more inclusive in our identity, welcoming all Francophones is important.
- Concept of linguistic security
- Attachment to the language (positive relationship) enhances language development.
- Intergenerational dialogue needs to be maintained.
- If a language is imposed (colonization), it isn't necessarily part of my culture and my identity.
- We need to have fun as we learn.
- Learning a language (in an academic sense) does not equal to developing a person's culture or identity.
- In our bilingual context, we need to be aware that one of the languages (French) is more vulnerable.
- Do we value bilingualism in our young people?
- We want our young people to be able to take their place (self-determination).
- Developing French literacy in generations who **cannot** choose to live in French (native French speakers that didn't have the opportunity to go to school in French)

Discussion 2L: How to better support students reading many years below grade level

SUMMARY OF DISCUSSIONS

- Various reasons why significant delays exist—complex
- These students need more than our "regular students" to develop literacy
- Conduct a comprehensive assessment early and identify reasons for delays
- Provide interventions that are specific to those needs—not just classroom adaptations
  - Should be flexible, specific, varied, funded by Manitoba Education and Training
  - Students may need more time to develop skills
  - Summer literacy camps, preschool programming to develop early skills (free)
  - Based on data
  - Content-specific literacy (all teachers teach literacy), teach multi-modal text, academic conversations, phonemic awareness, teach/develop vocabulary/grammar/pragmatics
  - Time to read for enjoyment
- Need parental involvement "buy-in"—need to support parents so they can support kids
- Need school trustees, principals to understand complexity of issue, need for specific intervention/programming, funds for staffing
- Teachers need
  - More comprehensive and accessible training in early assessment recognizing learning difficulties, language development, literacy development (university courses, professional development)
  - Ongoing, required professional development to upgrade skills
  - Ongoing support from mentors, colleagues, PLCs, time to collaborate
  - In-division specialists to act as resource people
  - Specifically trained staff to help address reading deficits at all grade levels
  - Build teacher competency at all levels
  - Kindergarten to Grade 3 teachers must be language and literacy specialists (mitigate difficulties early)
- Manitoba Education and Training should
  - Produce a foundation document on reading with on-going training
  - Develop a new success for all learners document—updated specific to literacy
  - Develop a culture of literacy and parental involvement
- Media needs to promote literacy as much as it promotes sport

WHAT NEEDS TO HAPPEN NEXT?

- Look at improved teacher training, improved professional development (pre- and post-service)
- Look at new models of intervention for these students
- Get buy in from school divisions, parents, public, media and students
- New documents and training from Manitoba Education and Training

Discussion 2M: Stigma around literacy in society

SUMMARY OF DISCUSSIONS

- How to best support individuals who struggle with literacy and therefore lack the confidence to take steps to build their literacy levels
- Engage the community
- Identify available resources
- Identify existing skills (RPL)
- Honest communication
- Leveraging partnerships
- Guided transitions
- Could there be a role for the workplace—either employers and unions to provide lifelong training to employees struggling or experiencing obstacles

WHAT NEEDS TO HAPPEN NEXT?

- Honest conversations with individuals about their literacy/numeracy skills and experience
- Community partnership development to allow guided/safe transitions from/intervention to the next
- Goal to provide education around what literacy is and how to overcome and succeed
- Assist individuals to take ownership of their learning and the tools to manage their family dynamics as they build their own abilities

Discussion 2N: Emerging literacy and literacy beyond reading and writing

SUMMARY OF DISCUSSIONS

- What is our definition of literacy?
- Literacy isn't just about books
- "Literacy" is more than text…audio, body
- Curriculum guidelines do not say we are limited to reading and writing as only forms for development of literacy
- Testing not aligned with classroom practice (broader)—authentic learning
- Some educators not embracing emerging/new teaching technology
- Is "literacy" becoming too broad?
- Literacy in other areas
- What if we expand our definition?
- Strengths core literacy of reading and writing
- Is there a danger about replacing learning with literacy?
- Health-food literacy
- Life skills of healthy food prep has diminished
- Can we engage food prep to promote other literacies (measurements, recipes, etc.)
- Access to healthy food an issue in some areas
- Pilot project lead to improved mental health literacy. Improved other educational outcomes (attendance, behavior, etc.) culture, socializing, collaboration, social issues and more.
- Understanding the information
- Competencies
- So what do we do to amend report cards/test scores to capture non-traditional methodologies?
- Physical literacy embodies core literacy skills. "Literacy" is more than reading and writing and needs to embody the full breadth of life skills and competencies.

- Core competencies (creativity, critical thinking)—essential to all literacies.
- Goes beyond school. Must involve partners from the community.
- Our focus is still on basic literacy (reading and writing)
- Lack of operating definition impacting discussion and its direction.
- Major strategy for literacy engagement is using vehicles/subjects that engage learners.
- Focus on reading and writing tends to lead to a focus on standardized testing.
- All literacies are inter-dependent and strengthen each other.
- Current climate of fiscal restraint is leading to creative responses/partnerships that benefit literacy.
- Does the physical structure need to be changed? Are we limited to band-aid approaches to literacy?
- Issue—how do we change compartmentalized thinking/teaching?
- Impact of class size on literacy
- Family engagement
- Clear operating definitions across all fields

WHAT NEEDS TO HAPPEN NEXT?

1. Making literacy core to all subject areas
2. We need a clear operating definition of literacy and numeracy as well as latitude to utilize a wide range of approaches
3. Ensure all school teachers possess the ability to teach this way
4. Ensure that brain science is taught to all students
5. Implementation of project-based learning
6. Paradigm shift will require engaging parents, community et al.
7. Literacy is high for many. How do we improve subgroups that are not at acceptable levels?
8. Improved communication/transparency between key systems e.g., secondary, post-secondary, school-work, etc.
9. Ensure practice meets the definition
10. Any definition will include reading and writing
11. Clearly define reading, writing and other key terms.

Discussion 20: Fostering early learning and child care and education systems' relationships

SUMMARY OF DISCUSSIONS

- Recognition of early childhood educators (ECEs) as educators and professionals (by parents, teachers, society)
- Lack of funding in the Early Learning and Child Care Program (ELCC) to remunerate and recruit ECEs
- Benefit of being co-located in the school
- Look for opportunities to connect the two systems
- School staff and ECE staff sit on one another's board
- Mutual respect of one another's systems
- "Welcome to Kindergarten" program—collaborative approach between Kindergarten teachers and preschool program
- ELCC needs to initiate the relationship—don't wait to be invited
- We do a better job when we work in partnership
- Approach the administrators; make the connection
- Bigger scope of relationship building between departments—Education, ELCC, Health, Justice (multi-facet approach)
- 'Preschool' Wellness Days (3–4 year olds)—Turtle Mountain School Division
- Division scolaire franco-manitobaine example—
- Shared values, (allies in the benefit of children)
- Who can spearhead these conversations? (sitting on parent/child coalition groups)
- Suggestion: Could parent/child coalitions be an avenue to set up a structure to facilitate conversations between various stakeholders?
- RESPECT is the foundation to develop the relationship. ECEs are the professionals for 0–5 year olds.

- Licensing and regulatory differences between systems (need to have those conversations to learn about each other's systems).
- Always bringing it back to what is best for the child
- Playing in the Same Sand Box—Louis Riel School Division
- Seven Oaks School Division meets with child care programs regularly
- Parents value child care.
- *How do we get the message out that ECE is so important? How does/can the education system support this?
- Focus on development of the child, how to communicate that message to society to keep them informed
- Manitoba Education and Training, talks about building community which includes ELCC
- Second generation becoming adults who may have already been through childcare
- Principals include the programs—work with all the same families and children (sharing belief, not separate from the school)
- "1000 Books Before Kindergarten"—coming into Kindergarten with some literacy foundation
- ECEs can use opportunities to inform families of early learning moments—reading, counting
- Teachers 5-year degrees, ECEs 2-year diploma—is there an appetite to increase education requirements for ECE? The funding to ELCC would have to change to equalize budget
- Differences from centre to centre. Would there be a financial incentive?
  - EDUCARING Award (MCCA) celebrates the relationship between ELCC and Education. Focuses on the 3 Cs—consistency, collaboration, communication
  - St. James School Division—shares EDI results with teachers and pls ECEs to set goals

Discussion 2P: What does "readiness" for Kindergarten look like? Has it changed?

SUMMARY OF DISCUSSIONS

- Are "we" (teachers) ready for them?
- Cradle to early literacy and numeracy—how to engage parents early?
- Before the cradle? Supports to parents-to-be, caregivers, youth, high school family studies with child-development
  - Prenatal classes not always available?
- Empathy—childhood observation over the years for parents, teachers
  - First-time parents ⟶ support observing child development in peer groups
- Teachers do not have child development knowledge as it is not mandatory
- Kindergarten is not mandatory in Manitoba. Should it be? Half time/full days?
  - No Kindergarten in order to keep daycare spots (parents opt out of optional Kindergarten)
  - Supporting families before school entry? Difficult for parents finding work with half-time Kindergarten (time/daycare/access/stress)
  - Some parents send kids to private schools for Kindergarten to ensure full-day Kindergarten
  - 95% of kids are in Kindergarten (Department of Education)
  - Public school act says kids must be in school by age 7 (surprise to many in the group)
- Many pilot projects for early years (some pre-school pilots in schools)
- Underfunded system for parents and early year programming and services
- EDI Results—social emotional; emotional maturity; resiliency ⟶ areas of concern ⟶ how to create opportunities to develop?

- Need to share norms of child development (in all areas of development) with parents/schools
- Early childhood educators (ECEs)—look at "soft" skills, school orientation/preparation
- ECE training
  - Includes parent support, not time to plan for supports
  - Problem: not always getting trained ECEs (money, aides) for best quality
- How to utilize our early learning systems? ⟶ Headstart (clear goals), E.L. Centers
- Universally—across the province school divisions are all trying various early years formats with no government support? Despite all the research
- Technology ⟶ are we teaching kids "how to learn" (to transfer to new learning)
- "A Time for Learning, A Time for Joy" (support document for Kindergarten curriculum)
- We need to be on the same page—work in this area with government documents (better transition between Kindergarten teachers and preschool/daycares)
  - Daycare supports/family supports/etc.
- Data: Do we have Manitoba data on our kids? Desert from 0-5 years. Met # from birth?
  - Do we need to look at milestones for children and track this? Transiency.

WHAT NEEDS TO HAPPEN NEXT?

- ECE programs using AIDs rather than trained staff due to turnover, motivation and incentives for staff, due to money—lack of living wages. More money in this needed.
- Early childhood course requirements for pre-service teachers should be mandatory
- Partnerships with early years teachers/ECEs/health/justice/CFS etc. Same children/same families access each department
  - More marketing and support to reach even more parents—working with health nurses ⟶ increase? Include child development? Parent-child coalitions?
- Support for parents (even before becoming parents). Teach about child development empathy and skills in primary grades and throughout high school
- Give parents the information to be able to give their children what they need, when it comes to development

Discussion 2Q: How do we support students in care so they don't fall between the cracks?

SUMMARY OF DISCUSSIONS

Opening context: students removed suddenly from homes and schools with no warning; relationships lost.

- Transition procedure needed to provide closure
- Keep kids in same school if possible—problem they're often from away
- Idea: reallocation of services—schools, CFS, community (Health, Justice, home and elders) need to work together to share information to provide a constant
- Foster parents have financial and help support (if they know to ask) but more resources need to be allocated to supporting parents
- Swedish model—support is mandated not voluntary
- Here, often parents fear apprehension and won't accept support
- Saskatoon, SK implements wraparound approach (Social Services, Doctors in schools—NUTANA, EGADS—home support)
- Parents often lack literacy needed to self-advocate
- Intergenerational Fear and trauma prevent learning (Maslow)
- Students also often migrate in from First Nation schools—further obstacle
- "In care" often means "alone" —foster parents don't replace parents
- Information is often not shared due to high turn-over of social workers, due to overwork
- We as teachers of kids in care often feel it too

WHAT NEEDS TO HAPPEN NEXT?

- Education of parents: proven to mean fewer pregnancies, passed-on love of learning
- Whole-child method—focusing less on grade level outcomes, more on child's learning (model implemented in First Nations School System)
- Explore ways to teach resiliency—How?
- Children need a system around them to support them—their parents, and each other (less burn out, more sharing)—PPISA—a good start
- may mean a liaison person to keep all parties connected
- Empathy—experience "What it would be like to be in foster care"

Discussion 2S: Reading in French Immersion

English translation of French discussion notes

SUMMARY OF DISCUSSIONS

- Importance of reading—When and how do we start to teach reading
- IPLE (reading recovery en Français)—impact on students
- Reading should not be limited to levels—students should be encouraged to read what is of interest to them.
- Reading should continue outside the classroom—parents/kids should tap into community services i.e., public library

WHAT NEEDS TO HAPPEN NEXT?

- Important to involve children (at a younger age) in a variety of activities with a focus on literacy.
- Parents/guardians need to know what is available to them in the community to help support them and their child in the learning of the French language.

Discussion 2T: Including the Convention on the Rights of the Child (CRC)

SUMMARY OF DISCUSSION

- A general consensus on the importance of honoring the CRC in Manitoba policy and legislation.
- A recognition that honoring the CRC involves a re-orientation of values (i.e., what matters most when caring for and educating children is not always what gets "measured"/valued). Example: a child's education is not solely about career preparation, but rather is a right in and of itself.

WHAT NEEDS TO HAPPEN NEXT?

- Review the CRC in regards to existing and new policy.
- Enact the CRC by creating access to childcare, providing access to education on reserves and in remote locations. Teach children, educators, and caregivers about the CRC.
- Ensure all policies, legislation, and practices align with the CRC, employ a CRC officer to ensure alignment.

Additional Notes

Session 3 Discussions

Discussion 3A: Access to quality ECE education throughout Manitoba/Canada

SUMMARY OF DISCUSSIONS

- Different modules
- Affordable
- Pay standard—increase wages
- Working together

Training

- Step 1: 40-hour course
- Step 2: 3 months
- Step 3: 1-year certificate
- Step 4: 2-year diploma (ECE)
- Degree—same wages as teachers
- Post degree (Masters)
- Opportunities to take courses

WHAT NEEDS TO HAPPEN NEXT?

- Keep standards of quality (ratios, care, play-based)
- Pay is based on education (i.e., degree is paid the same whichever learning program you work in-school, daycare, school free to parents)

Discussion 3B: How to better support parents as their child's first teacher

SUMMARY OF DISCUSSIONS

- How do we support smaller communities?
- How do we value stay at home vs working parent equally (financially or otherwise)
- Teach parents "skills for life"
- How to get families involved/engaged?

Things that have worked:
- Alberta's baby box program
- Peer support groups
- "Stew it up!"
- Ontario early years centres
- Using volunteers so they can see role modelling by early learning professional
- Parent-child drop in centres
- Family career tours

WHAT NEEDS TO HAPPEN NEXT?

Challenges:
- No role models in own life
- How do we reach parents not coming to use services/programs
- Community partners needed to access parents
- Childcare spaces/costs
- Newcomer parents have additional needs
- Parents don't feel connected to a community
- Funding—provincial versus federal
- Managing technology in parents and children's lives

Possible solutions:
- More affordable/flexible childcare
- More education for parents (brain development from birth–five)
- Connections with health system to access parents/families
- *Mandatory high school family studies courses*
- People coming together to provide supportive community for parents
- Include dads
- Social media to reach parents

Discussion 3C: Supports for exogamous families in the Français Program

English translation of French discussion notes

SUMMARY OF DISCUSSIONS

- Pluri-elles offers francisation programs in 12 communities, which is a huge support for the Anglophone members of an exogamous family. These programs are offered free of charge, with the financial support of Bureau de l'éducation française (BEF), United Way.
- How can we help parents whose circumstances prevent them from attending such programs?
- How can we acknowledge, value an exogamous child's linguistic duality? Sensitive issue.
- Francophone space—How can we safeguard the wholeness/integrity of the Francophone space (school council, early years centres) while being welcoming to the parent who does not speak French?
- Family situations where parents have separated can bring up very specific challenges when one parent does not speak French.
- Pluri-elles offers an after-school homework assistance service in 12 Division scolaire franco-manitobaine (DSFM) schools, three times a week.
- In the case of some public consultations, interpretation services are provided or an English session is offered.
- Offer volunteering opportunities to non-bilingual parents where they do not have to speak in French.
- A similar situation presents itself in immersion schools in cases where parents are from outside of Canada and have limited French and English language skills.
- How can we support the parent that is unable to assist his child in achieving success in school? This question goes beyond the scope of exogamous families and includes parents with insufficient schooling, parents suffering from an illness, incarcerated parents.

WHAT NEEDS TO HAPPEN NEXT?

- Other ways of helping kids with homework:
  - Saving and uploading small books on the website
  - Put answer keys on the website
  - Subscriptions to French digital resources
  - Choose assignments strategically; decrease the amount of homework
  - Flipped classroom.

Discussion 3D: Prevention of early literacy difficulties

SUMMARY OF DISCUSSIONS

- Need for improved communication with families
- Access to programming
- Availability of programming going to families in the home
- Books
- Challenges in rural area; geography
- Teacher professional development—understanding of emergent literacy development
- What to observe for, and what to teach
- Collaboration of services—TEAM approach (health, school, early childhood support services)

WHAT NEEDS TO HAPPEN NEXT?

- Adjust the system from Kindergarten–Grade 12 to birth–Grade 12
- Early childhood working with schools
- Sharing of information to support learners
- Mandatory school attendance at age 5
- Building relationships—Literacy Links (St. James School Division); Taste of Kindergarten (Pine Creek School Division)—preparing new students and their families for kindergarten experience
- Reach parents—what really matters in pre-school and early literacy
- Reach all—from cradle to school—make it the "norm"
- Use public awareness campaign and use social media
- Preparing new students and families for kindergarten
- Flexibility in structuring classes based on children's needs
- Include collaborating with other services if needed
- Need for teacher professional development

Discussion 3E: Early Years

English translation of French discussion notes

SUMMARY OF DISCUSSIONS

- Brain development from ages 0 to 5
- A rich environment is needed during the early years
- Who can do what? Partnerships are essential.
- Strong points: daycares WITHIN THE SCHOOLS; CPEF (Early Years and Family Centres) in 16 schools
- Issues and elements to consider: Language? Poverty? Lack of resources?
- According to the EDI, results for Francophones are similar to those of other groups, but the more common problems observed are linguistic and social affective.
- Rural communities have access to less services
- Lack of numeracy programming in early years

WHAT NEEDS TO HAPPEN NEXT?

- Validation of careers in early years:
  - Create awareness in society
  - Adequate pay
- Education from ages 0 to 5 must receive the same levels of investment as Kindergarten to Grade 12 education
- Increase number of Francophones educational spaces (daycares) (They cannot attend English daycares.)
- Preschool pilot project produced good results
- Increase the resources needed to support young professionals (psychologists, social workers, psychiatrists)
- *****Research shows that investing in early years results in significant savings in later years.**

Discussion 3F: Supporting literacy and numeracy in social studies, science, and other cross-curricular settings

SUMMARY OF DISCUSSIONS

Western Regional Science Fair
- Integration of math and LA on project
- Students flourish as they become "masters" at their project
- Manitoba Museum—in schools as story tellers
- Grades 3–6—story topic related to science
- Used storyboards, vocabulary
- Science never on its own—obvious links to other areas (literacy, numeracy, theatre)

Integrated geography and English (Oakpoint)
- Drama in social studies
- Early Years—need to know about things
- From many viewpoints—makes learning richer and deeper
- Planning as necessary to avoid dilution of content in cross curricular content
- Teacher has to keep purpose clear
- Teacher needs high energy/teacher may need to join learners in new subject matters

Supporting literacy and numeracy in social studies
- Inquiry requires time
- Field trips—remember learning…but costs!
- Multidiscipline makes worthwhile
- Inquiry-based learning—give opportunity for difficult to reach learners to engage and discover a joy of learning

WHAT NEEDS TO HAPPEN NEXT?

- More discussion

Discussion 3G: Cradle to Grade 1—components that affect early literacy and numeracy

SUMMARY OF DISCUSSIONS

- Oral language
  - Foundation to all other literacy
  - Develop child vocabulary
  - Provide experiences
  - Provide locations
  - Language enrichment
  - How to have a conversation
  - Not just question and answer
  - Support dual language development

- Reading
  - To kids daily
  - With kids
  - Develop critical thinking
  - Deeper comprehension

- Writing
  - Authentic
  - Everywhere
  - Scribing to trying
  - Provide materials and muscle development
  - Modelling how

- Numeracy
  - Through activity and conversation

- Ways/experiences necessary for engagement and deeper learning

WHAT NEEDS TO HAPPEN NEXT?

- Develop collaborations between daycare, preschool, schools, parents, community, etc.
- More abcedarian models/headstart: They are having success—what can we all learn?
- Offer universal access to before school learning—streamline birth to Grade 12 education and health.
  - Less stigma
  - Equity
- Offer reading recovery in all schools—it is working.
- Supporting each other and parents
- Power of partnerships
- Role of males in early childhood literacy and development is key

Discussion 3H: Designated instructional minutes for subjects (literacy and numeracy)

SUMMARY OF DISCUSSIONS

- Data says 60 minutes of literacy and numeracy everyday is important
- Literacy can be taught across all curriculum
- Math is harder to incorporate in all curriculum
- Divisions stealing time from other subjects to increase time in literacy and numeracy
- Literacy is still given more time/need to look at more time for numeracy

WHAT NEEDS TO HAPPEN NEXT?

- Numeracy recommendations (time) decreases from Grades 6 to 7—most divisions not following recommendations trying to increase the amounts of time
- Do we offer fewer options so we can increase literacy/numeracy time?
- Timing of provincial exams takes away teaching time
- What do other provinces do?—How many minutes of literacy/numeracy?
- Balanced school day—research says 90 minutes of literacy/numeracy
- Is it time for government to increase the amount of minutes per course? Review the recommended time for literacy/numeracy?
- Can we cover content/curriculum with time allotted/prepare for provincial exams?
- Un-semester literacy/numeracy—these courses run all year/everyday all year.
- More time for some/not all/individualized instruction/small group instruction
- WYN—whatever time you need
- In Middle Years easier to combine literacy/numeracy in all subjects
- Time matters but also delivery—some schools team teach literacy/numeracy (two teachers) then you don't need the extra time called co-op time/doing that across all curriculum

- Do literacy and numeracy coaches improve literacy/numeracy learning? Why was it not a significant event on our history charts?
- Fluid rooms—not taught by age
- Dialogue between high school and post-secondary, and early childhood centres and elementary schools—early to middle/communication between all levels
- Quality of instruction versus time of instruction?
- Some schools 38 minutes versus 70 minutes per day
- You need quality and time with numeracy/numeracy not happening outside of classroom
- Recommendation—government needs to evaluate the time recommended for numeracy at all levels
- Efficacy of elementary numeracy teachers
- Map of effective instructional strategies in literacy/numeracy
- Naming the essential outcomes as a province
- Elimination of math class—remove Applied Math
- Removal of options
- Trade offs/choices
- Small classes
- Small rural divisions struggle to offer all courses
- Do some things really well—instead of all things poorly—what do we stop doing?
- Determine what are foundational outcomes for ALL—that needs to be Provincial—or we are graduating different levels—as teachers we are all doing that if we don't have time we leave something out!!
- Need to control CONTACT time for teachers and kids/need to take a hard look at how we manage that as divisions
- Do we need to lengthen school day or year? Or review the structure?
- Removing kids from courses that love to do more literacy/numeracy seems like punishment
- QUALITY INSTRUCTION AND INSTRUCTIONAL TIME NEEDS TO BE REVIEWED FOR NUMERACY AND LITERACY

Discussion 3I: Literacy and numeracy for the adult learner making a transition into college

SUMMARY OF DISCUSSIONS

- Average age for college student in Manitoba is 27 years
- Students have difficulty making transition
- High failure rates because of being out of school for about 10 years
- Work Education Manitoba offers essential skills classes to some students
- Lack of confidence in math and reading

WHAT NEEDS TO HAPPEN NEXT?

- Assessment to determine gaps; fill gaps
- Independent Study Option (ISO) courses for upgrading—Department of Education needs to offer these
- Decision making and Career Development programs
- Different graduation requirements than other provinces—limits access to post-secondary education in some other provinces
- Financial planning skills
- Incentives for taking a prep course/program
- Online math boot camp; writing skills
- Difficult to find learning resources for adults learners—partner with colleges to develop resources
- Develop adult level androgogy
- Colleges share with program—math courses that are in carpentry

Discussion 3J: True partnerships—parent involvement—being authentic

SUMMARY OF DISCUSSIONS

- Necessary to have the difficult conversations
- What if the parent doesn't want to hear it?
- Documenting the process and conversations with parents
- You need to be a team
- Newcomers—some are from the belief that the school is responsible for education
  - How to assist
    - Having conversations
- They are the first teacher, they know them best
  - They are help!
    - Level of trust
    - Help make better plans

Communication builds trust
- Shows kids education is important when adults work together
- No manual for a child—learn to be a parent
- Build parental skills
- Partner with community organizations
- Grants available for staff to visit families in the summer and evenings
- Removing barriers for parents (parent/teachers meet)
  - Child minding
  - Food
  - Transportation
- Culturally you visit when there is a problem
- Strategy
  - Tough conversations
  - Small group meeting

- Good conversation first
- Culture in the building is positive
- Open to volunteer parents
- Build social capital
- Are we opening to partnering?
- Work hard to understand the child holistically
  - Likes
  - Dislikes
  - Challenges
  - Strengths based
- Need to be okay with parent goals and dreams for their child
- Starts in the early years
- Include child—celebrate successes
- Have events where the child wants to come and "drag" parents—positive
- Work with facts/not assumptions
- Some communicate via text/messenger
- School culture
  - Feel
    - Safe
    - Valued
    - Supported
    - Like you have something to give
- Teacher/student relationship is just as important
- Looking closer to home. Building/supporting citizenship (empathy, helpfulness, etc.)
- Roots of empathy
- Building ties in the community
  - Example linking with senior residence/child care centers
- Revisit how the parents are elected to the Manitoba Association Parent Council (MAPC) democratic or not.

Discussion 3K: Community of librarians

SUMMARY OF DISCUSSIONS

- Worry that value of libraries are being diminished in schools
- Teacher-librarians: Introduction of internet has led to less teacher-librarians and understanding of information literacy; not enough support for staff or students in media literacy and information literacy without teacher-librarians
- Lack of literacy leadership in schools
- Libraries promote literacy
- Access to information should be freely and readily accessible
- Library as a hub is not consistent in all schools
- Libraries are a safe space
- Libraries/reading connects all ages
- Formats of literacy (print, audio, online, etc.)
- Libraries are not judgmental
- Library collections need to reflect communities and diversity (such as languages); few libraries in French
- Specialized resources (multi-lingual) are difficult to access/purchase
- Different training = different services
- Very different guidelines (and enforcement) of school library staffing; depends on division/school
- Provincial funding?
- Public libraries (0–17) and all associated adults!
- Librarians are so much more than books!
- Concern, even at admin level, that library access/promotion will be lost
- Libraries are about participating and exchanging ideas

WHAT NEEDS TO HAPPEN NEXT?

- Collaboration between school libraries and public libraries
- How to support staff/volunteers in school libraries
- Vulnerable youth; teen resource centre
- Maker spaces, millennium + mobile
- Public libraries: how to use/access resources for kids, parents and teachers
- Literacy program (community) and public library partner
- Conversation circle (EAL)
- Read away your fines (public library for kids)
- Lots of research on literacy with teacher librarians
- How we support struggling readers…"you can't read…"
- Service not format
- Making connections with literacy/languages
- Have fun: public library tour; story time (all ages)
- Access to information should truly be accessible
- Well-funded, well-staffed school libraries should be the norm
- We need spaces: literacy is a social activity. Interaction is essential.
- Re-imagining spaces (libraries) to better support culturally responsive and stimulate excitement for libraries/books/reading/literacy
- Create communities around titles but not format, language
- School libraries are libraries, not classrooms
- Non-English books/materials are hard to find/buy; ensure better access to digital resources (department level)
- Do teachers have time and/or knowledge to access/make use of digital resources? No! That's why we need teacher-librarians
- Curriculum planning: teachers and librarians
- Department should promote public library services via SAGE, etc.
- Create opportunities for short snappers. Example: 3 great books for Middle Years readers presented at staff meetings ~ DEAR ALL people in school read 1/week

Discussion 3L: Supporting early childhood educators (ECEs) and family child care providers (FCCPs) in dealing with feelings of being undervalued, underfunded, and burnout

SUMMARY OF DISCUSSIONS

- Home daycares face unique challenges
- Wages are low
- Can't pay substitute without going negative
- Grants based on hours (maybe?)
- Limited access to training
- Early Learning and Child Care (ELCC) Prior Learning Recognition
- Offer tax breaks?
- Disparity in grants center versus home
- Many family providers could NOT add their voice today because of their unique challenges—can't hire sub

WHAT NEEDS TO HAPPEN NEXT?

- Adjustments made to funding based on length of shifts and quality of care.
- Hosting more events at times that home providers can participate.
- Providing more resources to family child care providers, coordinators informing them of existing resources.

Discussion 3M: Mental health and addictions/barriers to learning

SUMMARY OF DISCUSSIONS

- Huge rise in mental health challenges, especially anxiety, depression, Attention Deficit Hyperactivity Disorder (ADHD), Post-Traumatic Stress Disorder (PTSD)
- Programming needs to be adapted
- Disconnect in services, long wait times
- How do we define services for those who are suffering?
- Look at continuum of wellness (Fort Richmond Collegiate)
- Partnerships with University of Manitoba—customized learning experiences
- Teach about self-regulation
- Newcomers can have a strong sense of resilience
- Many children cocooned or lack resilience
- Policies and procedures can be punitive to those addicted (i.e., sending students "under the influence home," suspension)
- Undiagnosed Fetal Alcohol Spectrum Disorder (FASD) in adult learners
- More supports for women and children prenatally

WHAT NEEDS TO HAPPEN NEXT?

- How can the school system help newcomers navigate mental health symptoms? (i.e., therapeutic coping mechanisms, wellness continuum, mindfulness, normalizing the experience, building resilience, etc.)
- Possible curriculum: Safe Talk, Mental Health First Aid, Trauma-Infused Care, Manitoba Education PSSD has facilitators that can be assessed
- More resources beyond the classroom (counsellors, psychologists, psychiatrists, etc.)
- Must be a holistic approach—relationship must be present, family involvement, wrap around supports, partnerships with other departments, liaison workers, etc.
- Why is this crisis happening? Is it preventable?
- Need to provide support to teachers dealing with various trauma.
- Cannot underestimate the positive impact of being part of something (community) and having positive relationships

Discussion 3N: Career literacy

SUMMARY OF DISCUSSIONS

- Creates a community of learning
- Career awareness is a critical opportunity for understanding
- Career development equips people with skills for success
- Promote transition and change (transferable skills)
- Different opportunities at different life stages
- Helps to understand your place in society
- Career awareness creates opportunities for different learning (college, university, trades, entrepreneurship)
- Engage families to change stigmas
- Career development/career awareness is about understanding self values

WHAT NEEDS TO HAPPEN NEXT?

- Career development in schools
- Increase access to career development sources
- Term cradle to career(s) and beyond
- Schools/post-secondary education/employers/community need to work more effectively
- Create flexibility in the system ⟶ transfer credit
- Career development is an equalizer for barriered people
- Change the system of career guidance in schools

Discussion 3O: Has using data analysis improved/supported student and teacher learning?

SUMMARY OF DISCUSSIONS

- Use data to inform practice understanding why we measure.
- Cannot be punitive as this data leads to inquiry, self-reflective at all levels of the involved in the teaching and learning so we gather, interpret and develop the action on what we learn.
- Looking at trends, tells us the story and should be nonjudgmental; processes within should be understood and clear at the outset.
- How are we looking at the provincial/local data, not data as a collective?
- What are we doing with the data gathered and data (prov)?
- Processes within should be understood and clear at the onset.

WHAT NEEDS TO HAPPEN NEXT?

- Building understanding and knowledge of the importance of the meaning of data collection, (i.e., the reason for collecting data, authentic data gathered by educators and what we need it for—targets) and involving those who will be using it in the conversation is key.
- Educators/leaders need to understand the overarching philosophy and processes in order to be supportive of the teams, individuals, educators.
- Building understanding—we've collected data for a number of years—it is time to move on to the next steps.

Discussion 3P: Brain development: How does poverty and living in trauma impact brain development, and how does that inform our approach to literacy and numeracy?

SUMMARY OF DISCUSSIONS

- Schools and teachers are working with students and families living with challenges of poverty, trauma and resettlement.
- Challenges are impacting brain development, in particular the cognitive/prefrontal cortex and self-regulation.
- There is a need to explore funding and training to support equity of services, partnerships and programs for ALL students to be successful.
- We need to develop training programs for teachers to understand trauma and learn about approaches/strategies that best support student to learn—pedagogy and instruction.
- Need provincial strategy to facilitate partnerships
- Need common understanding and definitions of equity
- Need to explore the organizations and restructure boundaries of health, parent coalitions and school divisions to better meet student/family needs rather than creating barriers to services.
- Programs that support predictability, routine and targeted instruction on literacy and numeracy support students who have been impacted by trauma
- Importance of fostering relationships
- We need to explore partnerships to address poverty reduction, housing, mental health and social services.
- We need to develop structures and programs to meet learning gaps in order to retain students and help them graduate (beyond 4 years)
- **Most importantly** we need to balance supporting students, addressing barriers and **holding high expectations for learning**.

Discussion 3Q: School calendars that support teacher professional development (PD) and learning for student success

SUMMARY OF DISCUSSIONS

- Possible times for PD:
  - Week in February from summer break for learning
  - End of June
  - Flexible days to allow for PD during days (Monday–Thursday + extended day = PD Friday [1 per month])
  - PD in August—2 days, one personal back or pay teacher
- Negative effect possible—"concern" student learning when teacher is away
- Learning loss a concern over summer
- PLC training important
- Blended learning may provide flexibility
- Digital PD
- Challenge of "culture"
- Issue for rural teachers—cost of busing
- More focused direction from MET on PD Days

WHAT NEEDS TO HAPPEN NEXT?

- Research other models for PD
- Allow for consistent quality instruction (PD)
- Equity: why do some divisions have time while others do not?

Discussion 3R: Royal commission on education

SUMMARY OF DISCUSSIONS

- It has been 60 years since a commission looked at the Manitoba Education system in its entirety.
- The commission should be independent of the government of the day.
- In the last 50 years we have had enterprises such as supports and task forces which have done little to effect large scale change.
- We should have a broad and in-depth commission to examine education and schooling in Manitoba.
- Might we consider signing a letter of intent requesting a commission.
- A commission would examine funding, structures, teacher certification, division boundaries, governance, administration, models of program delivery.
- We need to revisit the purpose of education and schooling in Manitoba.

WHAT NEEDS TO HAPPEN NEXT?

- We would hope that the commission would allow for a democratic examination of the system as well as a democratic implementation of recommendations.
- There has to be both local and provincial perspectives reflected in the commission.
- The Department needs to consult with other government agencies in developing their plan for education.
- There would be no sector from within education that would be immune to the inquiry and that would not have a voice in the inquiry.
- Want to produce more than a document, we want to produce change.
- A public commission would allow for public conversation about education, thereby building understanding and support.
- Other provinces have had wide-scale public consultation.

- Opportunity for genuine advocacy for children.
- Needs assessment which are responsive and equitable.
- Seek to understand the diversity of all learners.
- Define, refine, determine a long-term plan for education.
- The scope and responsibility of education needs to be clarified.
- We need a common understanding of what it means to be literate and numerate.
- What does a Manitoba 2070 student look like?
- The commission would look at all Manitoba students including public, private, First Nations, homeschool, etc.
- Need to examine the instructional calendar.
- What do we mean by saying we are the most improved province? How will we know?
- What would the impact be on students if we had a royal commission?
- The inquiry needs to be both deep and broad.
- The commission could look at other models and jurisdictions while ensuring the model that we develop is a Manitoban model.
- Top down structural changes often have negative consequences if implemented quickly and without consultation
- #5minutes

Discussion 3S: Turning students into data points: The good, bad, and ugly

SUMMARY OF DISCUSSIONS

- A healthy collection of data includes observational data beyond just assessments.
- Can the use of data help teachers reform their practice? How to collect it? Few teachers have the ability/know with to do with quantitative data.
- Are trends accurate representations of student abilities?
- Be careful of kids seeing themselves as data points.

WHAT NEEDS TO HAPPEN NEXT?

- We created far more questions than we answered.
- Teachers need training to ethically and honestly collect and analyze data to apply towards improvement in teaching methods (in terms of quantitative data).
- Assessments (standardized) don't always (rarely) create honest views of a student's ability, but observational data isn't necessarily feasible for every student in a grade. A balance needs to be struck between feasibility, reliability, and validity of recorded data.

Discussion 3T: The importance of creating and creative thinking to serve multiple literacies

English translation of French discussion notes

SUMMARY OF DISCUSSIONS

- When we remove creativity, it is not authentic.
- Creative thinking is often neglected: we don't always see the link between creative thinking and literacy.
- Creative thinking and literacy:
  - It adds another element
  - Enhances the students' interest
  - Allows the expression of passions, of happiness
- We act as though creativity is not part of learning.

WHAT NEEDS TO HAPPEN NEXT?

- How can we change the teacher who has not experienced this creative aspect
- There is a difference between creating something and being creative.
- We want the student to be a producer, a creator, and not just a consumer.
- Creativity $\longrightarrow$ adaptability
- School is killing creativity.
- How can we learn in a creative space without "wasting time."
- Creativity enables ownership of the work of learning.
- Show students that they can learn by creating something.
- Make the process of learning visible.
- The teacher believes they don't have the time to address creativity.
- Ensure that this is a continuous process, from Kindergarten–Grade 12: that it is everywhere, at all levels.
- Achieve balance between content, will and needs.
- Achieve learning that is profound and lasting.
- We need to nurture the young people's curiosity.

Session 4 Discussions

Dicussion 4A: How can we all…advocate for a universal child care system for Manitoba?

SUMMARY OF DISCUSSIONS

- Advocating for an affordable, quality accessible, universal Early Learning and Child Care (ELCC) system
- Manitoba $15M first bi-lateral federal funding
- Train more early childhood educators (ECEs)/retain ECEs
- Lack of infrastructure
- Wages and recruitment
- Regulations; review the regulation particularly those centres that are co-located in school; do we need to decrease ELCC regulations or increase education requirements; collaboration required to "meet in the middle"
- Community Standards Day Care Act currently being reviewed
- Forest school interest…weather regulations (relook at the parameters of outdoor play, i.e., −25 degrees Celsius)
- Do not want to compromise the quality of ELCC; (ratios, quality of programming, training of ECEs)
- Have child care programs located in school
- Competing with other after-school programs (new ones are unlicensed with less regulatory barriers "Right at School"); look at being flexible with current licensed SIA programs
- What is high quality? Equitable pay, trained staff, can provide a quality ELCC programs; show ECEs the money.
- Would a universal ELCC system support the Province's focus of literacy and numeracy?

- Supporting young Manitobans at an early age for long-term outcomes
- ECEs, same training as teachers? Is it time to relook at this? Global examples of this model—to benefit the early development of children
- Early child development is not mandatory in education training (currently)
- Could ECE's salaries mirror those of teachers?
- The issue is ELCC does not currently have a "system"—is it time for ELCC to be a part of the education system (still maintain identity)
- How do we tie literacy and numeracy to a universal child care system?
- We know quality childcare allows parents to work, and prepares young children to enter education system
- **All** children need to have access to quality childcare
- Abecederian project (familes required to go to school/work) Lord Selkirk
- Policy structure needs to be looked at!
- Missing piece is political will—we have the data, evidence of the importance of ELCC
- Lack of access to ELCC
- Need to target the familes and children who need access most—policy development
- 16,000+ children on wait list for child care
- Need different opportunities for different needs of families
- The Truth and Reconciliation Commission of Canada (TRC)—how do we ensure child-safe spaces for children?
- Health and child care need to work in partnership!! They need to share the mapping and data that has been done regarding child care spaces and those who need the care most
- More departments need to ask for a universal system (Health, Education, Justice)

- Subsidy relook (allowable absences, indexed annually)
- MASS—one of their mandates is early childhood education: "All children have the right to child care" (in current position paper)
- Mechanism to foster the relationship between ELCC and education
- Public space needs to be available for the public (which include all children)
- Can't steal from one system to find another
- Key to addressing literacy is supporting reconciliation and intergenerational trauma (this is a large part of our complication of children … more funding to support ECEs and programs to support these children and families)
- How are we already supporting numeracy and literacy? What do we need to increase our capacity?
- All children (equity) need to have access
- Centres are shouldering the budget and expenses on early intervention practices
- Lots of innovative programming already occurring at centres (speech language screening)
- Embed in the funding model resources for centres to continue to supporting early intervention approaches (Abecederian, lower ratios, early screening, need for family support) head start program
- Where is the accountability for quality?
- Welcome to Kindergarten program…need for collaboration… need to identify one person who can be that liaison

WHAT NEEDS TO HAPPEN NEXT?

- Appoint someone to help childcare programs navigate the education system
- Is it the role of parent-child coalition? (No, needs to be more specific to start)
- Still need to keep numeracy and literacy at the focus
- ELCC centres need to connect with their MLA and remind of the importance of a universal system
- Build childcare in neighbourhoods where there's a need, literacy and numeracy opportunities for children and families
- Prevention and early intervention is key
- Community-based centres to support community, integrate systems, strengthen what we already have
- Business sector—Probe Research (MCCA) is there an interest, could they be a partner?
- Business sector has a stake in ELCC program as a direct benefit (Business Council and Chamber of Commerce absolutely support ELCC—economic, social, justice benefits)
- The support is there from various sectors—need political support to continue, mobilize and move forward

Discussion 4B: Royal commission

SUMMARY OF DISCUSSIONS

- What is a royal commission?
- Last one was 1957 by Duff Roblin
- 1957: review of Kindergarten–Grade 12 education in Manitoba, school boundaries, financing etc.
- Independent of government ⟶ the government agenda present
- Should this be a Manitoba issue to be solved with a Manitoba solution or a solution brought in from another province/state/country?
- Focus on improving student success
- "The world has changed"
- Long process that can take years to come up with a solution
- John Murray drafted a letter to the Premier about a commission ⟶ recommended by several in a group of 120
    - John read the letter aloud
    - A signatory for the letter is available to send to the Premier at the summit
    - Consult stakeholder groups and other signatory groups
    - Can sign as a citizen of Manitoba

The Right Honourable Brian Pallister
Premier of Manitoba
Legislative Building
450 Broadway
Winnipeg, MB R3C 0V8

Signatures for this letter are being taken at Station B

Re: A Royal Commission on Education in Manitoba

Dear Premier Pallister:

Recently, Manitoba Education and Training convened a *Manitoba Summit on Literacy and Numeracy* which attracted more than 800 Manitobans who are among the stakeholders in education and care deeply about the education system in our province. The Summit provided an unique opportunity to bring to the forefront more than 100 issues and trends in education which will have impact and effect on the future of education in Manitoba. It became apparent that Manitoba should undertake a complete examination of its education system in all its manifestations through a Royal Commission on Education in Manitoba.

The Province has a rich history to appeal to when it comes to the identification of key turning points in its education system and taking action. In 1910 the government of R. Roblin established a Royal Commission on the Founding of the University of Manitoba; in 1912 that same government significantly altered vocational education through the outcomes and recommendations of the Royal Commission on Technical Education and Industrial Training; from 1957-1961, Premier Duff Roblin and his government inaugurated the Royal Commission on Education. This commission, which led to the MacFarlane Report on Education in 1961 was the last time in 60 years that Manitoba has thoroughly examined its system of education. The opening line of the MacFarlane Commission report was impactful, claiming that "the world has changed".

There exists widespread support among the educational leadership which convened at the *Manitoba Summit on Literacy and Numeracy* to strike a commission on education in Manitoba. This is our appeal to you as Premier of Manitoba, to the members of the Caucus of the Progressive Conservative Party, and to the MLAs of the Manitoba Legislature at large to come together with all Manitobans to chart a new and exciting future in education. The world has indeed changed, and so the educational community asks that you and the Government of Manitoba establish a Royal Commission on Education as a means to shape that future and move us forward into the 21st century with strength and purpose.

Sincerely,

cc: Deputy Minister, Manitoba Education and Training

- What is the purpose, process, and possible outcomes?
- Commissions happen during times when fundamental changes seem needed and wanted ⟶ usually result in fundamental and large scale changes
- Commissions of the past have brought change at a grassroots level
- Requested by Lt. Governor
- Counterpoint: there are innovative changes currently happening in education by stakeholders
  - Innovation is only happening in pockets; and we don't know about these good things
- Innovation seems to be happening but only in certain areas, not the big picture
- Are we giving away agency?
- A commission will give a voice
  - Will government fund our ideas?
  - Many are worried about **trust** in government
- Are we done trusting the government? Do we need outside support?
- TRUST IS BIG! (e.g., Why is there suddenly a summit?)
  - I trust that all parties are here for the right reasons
  - The variety of topics suggests that there are problems
  - I don't trust 2½ days is enough time to address the issues
- The Government is bound by democracy to follow through on recommendations
- Huge variety of topics, but still big themes
  - E.g. 0–5 years and women undervalued
- Specialized training in numeracy and literacy for early childhood educator (ECE)
- Commission could help bring about these changes
- Commission is FOR and BY the people
- Time for Manitoba to have a vision that includes all of Manitoba (stakeholders and citizens)
  - Royal commission could set this vision
  - Commission would ensure everyone has a voice

- Ideas, impact and inspiration is needed for the commission
- A commission assumes there is a problem—there are wonderful programs in schools
- Are there specific areas that should be studied more in depth compared to others?
  - "1 inch deep ocean or kilometer deep lake"?
- A mandate is provided to commission and then commission decides what to pursue based on probing stakeholders
- One good example to look at for a commission is Newfoundland (1990s)—recommendation: dissolution of religious-based school system
- Royal commission can be broad and lead to subsequent focused commission
  - Historically brought about existence of University of Winnipeg
- Last 20 years, we are trying to do patch work as opposed to wide spread change (e.g., old car versus new car)
  - Trying new philosophy instead of research
  - Addressing antiquated ideas and programs that are no longer valued or duplicated by current patch work
- What do we value in education? ⟶ Test scores, mental health, etc.
  - Interesting idea because the value system was already set at this summit
  - We need to revisit this e.g. "cradle to career" values education for economics
  - The Rights of the Child document needs to be part of values discussion
- World is different and we need a paradigm shift to prepare our citizens in a global world
  - Too many inconsistencies in what should be taught
- Across Canada, there is at least four reviews done by government; but tied politically so changes of government changes direction
- Manitoba School Boards Association
  - Everything is lost in politics
  - Several studies done in the past
- 2.5 days not enough to come up with a solution

- Should we go to post-secondary institutions before submitting this commission
- One copy of the MacFarlane report in the Education Library
  - Maybe more?
- Addressing values that are outdated and can no longer be duplicated
- Review versus implement
  - Commissions can be flexible
- Wording on recommendations can give government flexibility on how to proceed ⟶ e.g., "thou shalt" versus "review..."
- Recommendations can be based on local needs
- Have things already been decided?
- What changes are already coming?
- Rather have commission than the firm (KPMG) doing the research
- Reminder! Anyone can sign as a "citizen" or a stakeholder
- Use language government looks at/values (e.g., value for money)
- Other voices need to be heard (silenced, unheard) ⟶ need a commitment to hear marginalized voices
- Outcomes for Indigenous people are dismal
  - Including The Truth and Reconciliation Commission of Canada (TRC) call to action and reconciliation in commission
- Improving educational outcomes improves other social outcomes (e.g., health care, mental health)
- See station B for extra copies of the commission letter
- Manitoba needs to hear from its citizens
- We need to not get our own needs prioritized over those of the whole picture
- Is post-secondary preparing future teachers? Should this be a focus of the commission? We need to hear voices of pre-service teachers
- Did province follow through with last commission recommendations?
  - There are examples of yes to this question ⟶ Establishing Faculty of Education teacher certification and salary

- Ed. Law course at University of Manitoba
  - Recommendations of boundary of school divisions became political
  - Government many not follow all recommendations

WHAT NEEDS TO HAPPEN NEXT?

- What is the process of the commission?
  - 6–8 months of organizations for activities of commission
  - 1 year or more for consultations
  - 1 year or more for final report (to hear a report with transparency) the voice of the people (no litigation can come against the commission)
- Can take 2–3 years to fully look at the issue
  - Commission is to hear voices of the people
  - Manitoba is a great province—we need to hear from all people to hear great ideas
    - Need commissioners to be good listeners
    - Use the talent, skills and genius of our people to make good decisions
- Lt. Governor appoints chair of commission. Chair then has sweeping powers. (Chair appointed because of high character)
- Can we make this available online?
- Leave an email if you want further information.

Discussion 4C: Success for Indigenous learners

SUMMARY OF DISCUSSIONS

- Gap between Indigenous and non-Indigenous learning
  - Attendance, graduation credit, low literacy and numeracy levels
- MFNSS—Indigenous content in the curriculum—support for resources
- Need to address poverty: we are stuck!
- Stakeholders: connections need to be made to support youth
- After school programs—need to be easily accessed
- Equal access to resources and technology
- Client centered: youth have control of learning
- Youth need to be involved in decision-making. This can improve outcomes.
- Youth are missing from this summit.
- 0–5 years essential: build relationships with families
- Student directed—choice. Self-advocated.
- How to support students throughout ahead of repair work.
- Empower, engage, support?

Teacher training/building capacity:
- How are we helping teachers work with kids with good pedagogy, in terms of practice, pedagogy?
  - Teacher capacity—how do we support, prepare
- High expectations
- How do deal with all diversity
- Help students see themselves as role models.
- Teacher training: need to be prepared to teach Indigenous youth and Indigenous content.
- Focus on individual instead of isolated activities.
- Lots of teachers lack knowledge.
- Long way to go.

- Important to know the accurate history/historical perspective of Indigenous people in Canada.
- Graduation success—encouraging province to look at graduation rates, not just a 4 year, 5 years time frame. Any graduation is a success.
- How do we support through Indigenous ways of knowing? (literacy and numeracy) #gradcoachforRB
- Indigenous education Is important for "all youth"
- LRSD Echos (?) Program cohort
- Land based education. Cross curricular
- Build community, relationships
- Leadership opportunities
- Connecting and re-connecting students to culture and land
- Creation of essential skills through an Indigenous lens
- How do we define success? Self sufficient/independent
- Indigenous pedagogy: Same lesson, different roles: watch, try, teach. Experiences.
- Access to land/land-based education
- Access to Indigenous language instruction
- Immersive experience—everyone has a part
- Mental health—how do we instill hope in students? Suicide rate.
- Literacy as a spiritual part of development—discovering who we are, who we want to be
- WSD—implement Indigenous graduation coach model
  - Mentorship, academic, social services
- Work with school: connect students with supports
- Inspire: two rivers membership

WHAT NEEDS TO HAPPEN NEXT?

- Culture shock—coming from First Nations community to city—need to prepare students
- Missing and Murdered Indigenous Women (MMIW)—safety of our youth—prepare.
- Cultural literacy: play, fun, history, celebration.
- SIC—Truth and Reconciliation Commission (TRC) course—starting in early high school
- Student voice
- Manitoba student leadership cohort
- Every student: treaty education, history. (website Kindergarten–Grade 12 connections to curriculum)
- Grade 9 SS—Dakota—integrating Indigenous perspectives for all youth.
- Educating community
- Afraid, or fear to 'not do it right' can no longer be an excuse.
- Valuable for all Canadians—not just education system.
- Access to Indigenous language for all students.
- Challenge to find educators who were qualified language speakers.
- Void for all Canadians—need to know the history.

Discussion 4D: Addictions and effects on family—impacts on early years/pregnancy and literacy outcomes

SUMMARY OF DISCUSSIONS

- Needs for support, continuing funding, key connections, relationships, love and belonging
- Needs to reduce stigma, education on addiction, support wellness across (cradle to career)
- Need detox—support for whole family before addiction and stop self-medicating
- Somethings working—Dart (Dauphin), Hub (Brandon)
- Opportunity—include those with lived experience, be creative (i.e. dance company gives belonging)
- See the results but don't know the kids who have been impacted
- Brain structure changes from drugs
- People blame people who take drugs
- Causes of addictions are to deal with pain
- Effects of gambling on families
- Technological impacts on (smartphones/social media) addiction to reward/dopamine levels and instant gratification
- Moms on phone and not connecting with child; Brexting (texting while breast-feeding and not bonding with the child)
- Family setup: technology between 4–6 connect as a family
- Wait lists at treatment centres but cannot provide adequate services
- No follow-up with your after in CATC (Bdn), CA-PY1 (Wpg), Child and Adolescent Treatment Centre

WHAT NEEDS TO HAPPEN NEXT?

- Constable Dan Noordman of Winnipeg Police does excellent program/presentation—bring him in
- Connect families with Westman Families of Addicts for on-line support (peer support)
- Do educational sessions
- Look at strategies in Red River School Division on implementing wellness in all classes
- Advocate for de-criminalization of all drugs and more wellness (like Portugal); biggest change was cultural which was first changed at legislative level
- Emotional support (and advocacy) to support emotional pain
- How to recognize and how do we support best?
- How do we support families?
- Need understanding around addiction; need to reduce shame around so that families get help
- Need to help people get better so they can take care of their children
- Use of narrative to bring out truth of story and pain
- Silent Face (Youtube video attachment)
- Mental health and wellness: emotional literacy, creating friendship, coping strategies
- Addictions Foundation of Manitoba (AFM) in high school come and teach coping
- Teach and be part of Kindergarten; use same language Kindergarten–Grade 12 consistently
- Healthy adults/parent/child programs
- Pain management: emotional pain and ways to manage it
- Real reason on addiction: Johan Hani (TED Talk); Gabore Mathe "It's about belonging"
- What can we do differently? Are teacher's coming out of college prepared with soft skills?

- Play-based learning for teachers
- 24/7 need for harm reduction/detox systems/treatment centres
- What training is provided for educators to recognize mental health/ADHD, MH first aid training
- Relationships need to happen before a person might request help
- Need programs for kids to find out who they are, why things are happening—supports
- Kids get missed because of 9–5 services, transportation, cost, family support, equity and access to services across the province
- Lived experiences to be utilized
- Wait times for services are ridiculous—how can a 16 year old who is self-medicating wait 4–5 months for services and then follow through
- No incentives for doctors to train—cost in on their own
- 9% of funding but only receives 4% (goes to treatments psych, etc.)
- Bring services in-house: intervention, AFM, mental health, psych, public health
- Schools are required to carry a very heavy load; academics become secondary: Health care needs to step in with services at school
- Disparity of services across the province: intervention has to happen before the child/adult is at risk (life, death, suicide attempts)
- Awareness campaigns on addictions
- Over-scheduled families: reduce time at events, increase time alone or with family at home playing games, etc.
- Personal: gratitude for what we have, what is working (family, home, relationships) instead of wanting more and more (things, etc.)

Need more of...

...to support

Self

Family

Friends

Community

Education

Social Services

Government Services
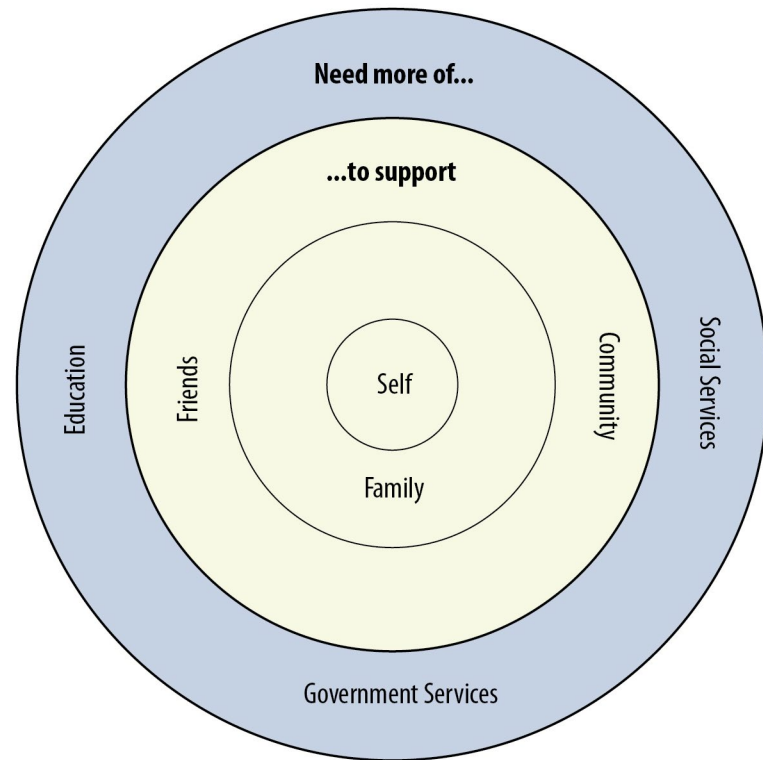
Discussion 4E: Reaching out: How can we better promote literacy and numeracy in public spaces for all to see

English translation of French discussion notes

SUMMARY OF DISCUSSIONS

- Spelling bees (in pubs), Le Centre culturel franco-manitobain (CCFM)
- 10 books, 2 months + library (free)
- Libraries are on all social media platforms
- Pluri-elles hosts a radio show every Tuesday on Envol 91 FM
- SEED: training session on the banking system and money management
- Province-wide promotion to get rid of any shame of learning at any stage of life
- Termination of coalitions 2 years ago
- How to advertise?
- Identify opportunities and fun events to promote literacy, that you can learn while having fun.
- Giving a reward to kids that visit the library. Is this a good idea? A bad one? Find the right solution.
- Education must happen from a very early age.
- Promote literacy centres
- Funding and establishing a coalition
- Make very accessible for the whole community
- Awareness campaign, making it easy for parents to know what to do and how to raise awareness among their kids
- Seniors/children reading together
- Direct personal contact

- Radio-Canada/CBC/La Liberté (French weekly newspaper) for communication
- Math learning starts at 18 months
- Addictions, financial problems
- Community activities

Discussion 4F: How do we: ensure equitable access to quality French – second – language options for all Manitobans from cradle to career?

SUMMARY OF DISCUSSIONS

- Barriers :
  - Perception that you need to teach sciences and math in English to be successful
  - Hiring qualified staff
  - Recruitment
  - The government pushes new immigrants to learn English
  - Space in timetable (HS)
  - French in English program not mandatory
  - French in English program taught by classroom teachers who don't speak French
  - How do we address preschool needs ⟶ shortage of bilingual daycare workers
  - Equity challenge (e.g., getting 14 French Immersion in the North) (geography—remote communities)
- Two official languages—French NOT as a second language
- Lack of support in French Immersion (student services)
  - Students too easily pulled out of Immersion program
  - Clinicians not well informed on what to do with struggling students
- Educating parents about French Immersion program
- Parents feel pressured to pull out their kids
- More retention of students in milieu schools
- We need **MORE milieu** elementary schools and high schools
- We need to educate the decision makers and politicians about the history and the development of Immersion program

- We need bilingual politicians!
- French Immersion entry points?
  - Important because complicated for teachers/students
  - New students need intensive instruction
  - In English they need to accept second language learners—In French Immersion we would need the supports
- French Immersion improving their own skills
- Shortage of quality in French Immersion teachers

WHAT NEEDS TO HAPPEN NEXT?

- SOLUTIONS:
  - Let kids create/be engaged with the language
  - Literacy starts at home (Educate parents, more funding for family centers…)
  - Develop the art of communication (oral)
  - Diverse ways of testing
  - Oral assessments
  - Grade 12 exam: oral component
  - "What's important is tests" (false perception) Example: where's the test on citizenship? How do you measure engagement level?
  - Enlarge French space
  - Be out there! Be vibrant! Normalize French ⟶ Everyday life
  - Promote teaching in French as a viable profession
  - $ incentive for being bilingual???
  - Value the career of teaching in French
  - Province with Federal governance to continue with agreements
  - Match dollar for dollar (encourage collaboration)
  - Change the message: that government promotes French as one of the official languages for newcomers and refugees.

Discussion 4G: Math in society—perception and anxiety

SUMMARY OF DISCUSSIONS

- WE need to break the cycle of stigmatizing math and enabling the ideology from parents "Jane's not good at math because we are not math people"
- Teachers perceptions of math will affect students perception
- Students experience of adults in group told as child strategy was wrong
- Need to create safe environments
- Example cards of strategies sent home
- *Mathematical Mindsets*—Jo Boaler—**good book**
- Parents have anxiety about helping their kids with homework
- We are teaching different strategies than parents are familiar with
- "boxcars + one eye jacks" Kim Sutten
- We need to authenticate math; change the conversation and adopt a more holistic mindset towards math
- Ingenious perspectives, cooking classes, life skills
- Make math fun
- Math anxiety does not go away with age
- Math should be made more relevant to who we are teaching
- How can we help teachers who have math anxiety and struggle with mathematical concepts
- WSP has a course to help teachers with concepts in math
- Resources online—Khan academy
- But how do we motivate
- We need to put more emphasis on financial literacy right from Kindergarten
- The societal ranking of math causes anxiety
- "I didn't take calculus so I'm not good at math"

- We need to redefine numeracy to reflect our society and guide our teaching and instruction
- Adult education numeracy curriculum needs to be readdressed
- Test anxiety

WHAT NEEDS TO HAPPEN NEXT?

- Bring the fun back into math
- Financial issues, financial literacy
- Teachers—continuing competence like other professions—minimum number of hours—set goals etc.

Discussion 4H: Kindergarten–Grade 8 math teacher confidence and competence

SUMMARY OF DISCUSSIONS

Teachers need support in both content and pedagogy. University of Manitoba is offering a course (SWIM) to support content. Pedagogy would best be addressed through professional collaboration with experience successful math educators. Unfortunately numeracy doesn't receive as much time or resources compared to literacy, so teachers are often on their own. Provincial documents and supports are lacking or late, so teachers turn to the Internet which often perpetuates poor pedagogy. Both New Zealand and Shanghai are good examples of how resources were used to increase capacity in math pedagogy.

WHAT NEEDS TO HAPPEN NEXT?

Teacher candidates need more practical experience in classrooms with strong math pedagogy. Divisions need to be accountable with their resources and devote more to collaborative time focused on numeracy.

Flipchart Notes:

University of Manitoba and Winnipeg 1 course to support new understanding—wishes it could be a one a one-off

Concrete $\longrightarrow$ Pictorial $\longrightarrow$ Symbolic

This is good practice but concrete is lacking and unavailable

- Need explicit training with manipulatives i.e., Cuisenaire rods
- When teachers are open with their fear, they are able to be supported
- All teachers now need 6 hours of math courses in teacher training
- Content is different from pedagogy, but both are important
- Harder to find math pedagogy resources
- Best resource is collaboration with knowledgeable others… but hard to find time

- Need a culture of learning for teachers
  - ALL teachers must keep up with current research, not just some
- Math is perceived as scary, and this needs to change
- Math specialists in Kindergarten to Grade 8?—caution for kids with high needs
  - Pedagogy is more important than content
- New teachers don't have enough practical experience, so divisions need to train, but have limited time
- Partner successful experienced teachers with new, struggling teachers
  - Example: First two years give more time to learn and collaborate before full accreditation in New Zealand
- Principals should be more present in the classrooms
- Culture has labelled some as "math people" or not
- Literacy gets far more attention and money than numeracy
- Numeracy leaders need more training in order to support teachers
- Rural areas are struggling to find teachers that are competent/confident or even certified
  - Technology has potential to bridge some gaps
- Vast amount of online resources (good and bad) has undermined curriculum and solid research
- SWIM

Discussion 4I: Better supporting Middle Years to Senior Years math

SUMMARY OF DISCUSSIONS

- Mental math skills and numeracy skills weren't taught in Middle Years. Senior Years teachers expect students to have certain skills.
- Students understand concepts, but don't have skills.
- Culture change between Grade 8 and 9 (students are more together in Grade 8, more oversight, less independent). Grade 9s aren't independent, but teachers expect it.
- Where do students learn independence? How can we make Grades 8 and 9 more alike in the classroom?
- We need to support students who are less independent.
- Limit changes from Grades 8 to 9 (same teachers for multiple subjects).
- Increase communication between teachers, across grade levels, and between schools.
- Do Grade 8 teachers know what Grade 9 looks like and vice-versa?
- Amount of instructional hours decrease from Grade 8 to Grade 9.
- Grade 9 should be 110 hours, but some schools get 60 hours.
- Some schools make Grade 9 math every day, all year. First two months focus on transitional math, identifying students for remedial math.
- Grade 9 math curriculum is too full for some students.
- Semester system causes big breaks in math learning (i.e., First semester one year to second semester the next).
- If we teach it all year, how do we challenge students who don't need the extra time? Enrichment?
- Staffing: assign teachers who are skilled in working with diverse classes.
- UDL, project-based learning.
- Mathematics to support basics (budget?).
- How do we get students motivated to learn basic numeracy skills? Why is it ok to say we can't do math?

- Need to talk about learning, parent support, connect to real life, authenticity.
- Shift mindset.
- The normal amount of time for Grade 9 math is identified by almost everyone as inadequate.
- Teachers need to determine what students do and do not know.
- Can we find math projects that interest all students?
- How do we share solutions with all schools?
- All schools have different situations/needs.
- Does the curriculum need to be changed?
- There are options and choices, how do we involve teachers and communicate ideas effectively?
- Do students experience the same issues transitioning from Grade 8 and 9, ELA, science, etc?
- Are Early Years teachers afraid of math?
- If an elementary school teacher can't teach math, should they be teaching?
- We need to support teachers.
- Sometimes teachers are asked to move grade levels or leave the profession if they are unable to do their jobs.
- All teachers want to improve, want the best for their students.
- Is it the child's fault that they don't have the necessary numeracy skills, or the system's?
- How can we ensure all students have the necessary skills?
- How do we find time and resources to support teachers? Are teachers adequately prepared in university?
- Professional learning is vital. We learn what we need to learn on the job. Reflection is important.
- Many of the issues discussed haven't changed since the 1960s.
- Are some skills (like making change) archaic?
- What are the numeracy skills we should be changing? Do we teach what is needed outside the classroom?

- Does Grade 9 have outcomes that are necessary for Grades 10, 11, and 12? Grade 9 curriculum is designed for pre-calculus. Technology has changed the world, do we need human calculators? Can we make the curriculum more 21st century? Emphasize everyday life and higher order thinking.
- Do PISA scores really matter for our kids? Do university math professors know what is best for the curriculum?
- How can we help students, especially those in poverty? It is a very complex issue.
- There is work to do in Manitoba math. There are inequities. How can we improve? Is it a catch 22? To fix poverty, you need education and to fix education, you need to fix poverty.
- Is poverty all about money? What about poverty of spirit?
- Do we "teach to the bottom"? We need to have standards.
- Inequality in education system.
- Kids are capable. Educators need to find ways of opening doors for students.
- Perspective is important. What is important is different to everyone. Who sets the standard?
- Do all communities have people with the skills that are needed by the community?
- What do we teach?

WHAT NEEDS TO HAPPEN NEXT?

- Big ideas, layered curriculum, students work at own pace.
- Increase time allotment.
- Address social issues and educational issues (needs to be a balance).
- Determine how to define success.
- Make changes to Grade 9 curriculum.
- Continue to support teachers.
- Look at time issues surrounding Grade 9 math. Can we give 1.5 credits?
- Meet students where they are at and move them forward.

Discussion 4J: Social impacts (root causes)

SUMMARY OF DISCUSSIONS

- Different families/individuals/circumstances require different support/solution to create conditions for children to develop to their full potential.
- There are social factors (consumerism/financial pressures; ability of parents to stay home, youth culture), infrastructure factors (wages, childcare systems responses) and individual factors (capacity, addictions, mental health, social support network, etc.)

WHAT NEEDS TO HAPPEN NEXT?

- Help the tide rise for everyone.
- There is **no silver bullet**—the need is to resolve issues at the individual level, along with coordination between all aspects of the system (hospitals, education, mental health, social services, justice).
- No cookie cutter

Discussion 4K: How do we address incentive issues in early childhood education (ECE)?

SUMMARY OF DISCUSSIONS

- There is a lack of incentives to choose ECE as a profession, upgrade training, improve programs and services.
- Standards must be raised while providing current providers access to programs to upgrade without closing daycares and facing financial hardship.
- Lead current CCAs into ECE with easy access to training, and workplace training. Implement Prior Learning and Recognition (PLAR). We need more ECEs.
- Need ways to keep our community essential program going while participating in ongoing education. There is a need for more accessible post-secondary/training opportunities.
- Move to universal daycare/pre-K and increase ECE pay to entice more people into the career field.
- Family child care providers need access to their own workplace training program. All early childcare educators should be required to have ECE II to ensure all licensed programs are offering trained educators.
- Family child care providers want to upgrade. The current system does not address this need.
- Universal pre-K/daycare
  - As a society we need to understand childhood development.
  - There needs to be an awareness campaign focused on the benefits and even necessity for early childhood education. Teaching DOES NOT begin in Kindergarten.
  - Accreditation does not equal quality. Funding should be for quality programs. Currently operating grants are the same amount regardless of staff skills or quality of programming. We need to raise the overall childhood education quality. Teachers are valued more than ECEs.

- Recommending reviews of access to ECE programs. Give educators the tools to train. Offer incentive to train. Improve training possibilities while respecting labour market needs.
- Incentives: this is a major challenge.

Discussion 4L: Kindergarten–Grade 12 literacy, academics, and language (LAL)

SUMMARY OF DISCUSSIONS

- What do I do?
- Where do I start? Best approach
- How to transition after 21?
- Intake assessment to know where to start
- Planning strategies
- Are we doing the right things?
- Cognitive assessments are needed
  - Language barrier
  - What is cognitive versus trauma
- Need teams for family to get best info
- Need good interpreter services. Use interpreter services for IEP and cognitive assessments
- Need classrooms where students feel they belong and can succeed
- More than just traditional literacy—need to teach basic school skills, expression through art
- Pathways to graduation where students are **learning** not just getting credits—give students time—not just age appropriate placement— **not just requirements to graduate**
- Need to meet basic needs and slow down learning to be successful—give time
- School can be challenging—never been in school—they were working in home countries and now in school—pressure to graduate and then there is no bridge between school and adult life.
- Need a transition from high school to a safe place—stigma with adult school.
- Numeracy and literacy curriculums need to be created for literacy, academics, and language (LAL) so that teachers who are thrown into the job know where to start.

- More classes need to be small for LAL students—Grades 9–12—working at the stage they are at. Maximum of 10 students with teacher and EA.
- Need more trained teachers—too often teachers are thrown into the job.
- E-credits need to change—they don't get students far—a Grade 12 diploma— where's the future?
- Extend school hours
- Explain school to parents
- Sometimes inclusion doesn't mean everyone doing traditional school— need more programs specialized for these learners to be successful
- Need to learn foundational skills e.g., numeracy-writing, counting, fractions before they can do "math"
- Continue the funding for these programs
- Need to accelerate learning in essential skills in order to close the gap-intensive interventions
- Schools need to make sure students belong in the school-not just "segregated"— partnerships with mainstream classes to have students interact with Canadians
- Train all teachers who work with LAL students to be culturally proficient, give them skills and resources to know how to teach these students.
- Providing a team of clinicians for LAL students to deal with trauma and mental health issues and cognitive assessment
- Partner with outside organizations
- Why isn't English as an additional language (EAL) a teachable subject in Bachelor of Education programs?
- Provide SIOP training—an incentive for teachers
- More data on graduation rates—not how many have graduated but how many have gone on to successful work or post-secondary.
- Need foundational skills to be successful
- Need an English immersion experience—take away the stigma of EAL— call it English Immersion
- Provide support for families so that students are not missing school to take families to doctor's appointments, or other appointments
- Continuum of courses for high school so they see where they need to go

- Government needs more consultations with different divisions to see how to improve
- Provide strategies and resources around literacy learning to teachers (especially for rural areas that don't have access)—equity issue
- Need a curriculum for LAL with strategies and resources not just theory
- Build teacher capacity that is equal to the influx we are facing.
- Need a curriculum that is useable, teacher friendly
- Providing collaboration for new teachers to EAL so they have a support network.
- Art/sports/theatre develop these literacy
  - Enhanced arts projects with inquiry based
- Relevant
  - Tell their stories
  - Listen to the students' voices
- More partnerships with outside resources
- Government funding???
  - Grants
- Students learn better when it is relevant and hands on
- Use drama/art to deal with trauma
- Authenticity—good pedagogy across the board
- Professional development at a provincial level
- Basic needs need to be met before learning begins (food, bus tokens)
- Pay students for internship programs in order to help support families e.g., NEEDS program—provide classes for LAL students looking for work
- Teach students how to manage money
- More programs to deal with their needs
- Programs to support the families
  - School system
  - Trauma
- Teachers can't be trained in everything

- Provide teachers with Mental Health First Aid
- Connect with outside organizations to provide psychological support
- Funding is needed
- Speed up process for cognitive/physical access to services
  - Help schools to assess and refer

Discussion 4M: What does Indigenization of curricula look like?

SUMMARY OF DISCUSSIONS

Discussions revolved around three themes:
- What does Indigenization mean?
- How is it done?
- What issues or areas may need to be approached with caution?

What does Indigenization mean?
- Showing Indigenous students that they are included
- Not just telling the "white" story
- Looking at the whole child—mental, physical, emotional and cognitive well being.
- British Columbia has an Education Agreement individualized between districts and First Nations (FN) communities that they serve.
- Integrating cultural context/content into all schools
- Language based—language to the root of who Indigenous people are
- Indigenous pedagogy is more holistic, land based, elder involvement

How is this done?
- Presentation strategies ⟶ using circles instead of rows
- Diversifying evaluation techniques
- Teaching history of Indigenous people stating facts of what actually happened
- Community research done by the students—putting their learning into their hands
- Different communities connect to exchange knowledge, stories and ways of knowing
- Adult education—students decide what they want to know and how they are going to learn it

- Separation of religion/ spirituality practice in the respect of the diversity of the diversity of beliefs
- Involve Elders (local) to support and extend Indigenous values, projects, writings, art and issues around conflict in the communities
- Hands on approach, extending learning outside the classroom
  - Diversity of concrete, hands-on approaches
- Provincial assessment:
  - Do not consider the whole child
  - Teachers judged on student performance
  - Are we teaching students to love learning or to pass the test?
- Age based process versus knowledge based
- There is diversity in Indigenous teaching by community, teachers and Elders
- In past FN schools requested home visits—intent to ensure the child is at the forefront—fell by the wayside due to loss of trust
- Flexible grouping versus age grouping
- Grades imposed and lack of identity adds to disabling an individual—concept of self-identify so vital to student success
- The way of knowing aren't necessarily from text
- Supported transition of FN high school student to provincially run school
  - Funding dollars from both fed and provincial are vastly different
- Ensuring Indigenous representation is visible with positive image, text and activities

What issues or areas of caution?

- To avoid Pan-Indigenous tendencies, ensure use of local Indigenous traditions; values, way of knowing is through people and Elders.

WHAT NEEDS TO HAPPEN NEXT?

- All curricular documents need to provide subject specific documentation of the Indigenous perspective, methods and strategies
- To bridge the gap between the communities, school, parents, students and stakeholders
- Use the collaborative process in a respectful way
- Move forward from the past—radically change what we do and the way we do it
- Colonial contact suppressed an educational system of Indigenous Peoples, which is still not working 100 years later—it is time for radical change
- Manitoba First Nations Education Resource Centre (MFNERC) currently developing Indigenous curriculum
- FN high schools transitioning to provincial schools—why not provincial schools transitioning to FN schools

Great discussion!
Thank you to all who contributed to or audited the discussion.

Discussion 4N: Education outside the classroom

SUMMARY OF DISCUSSIONS

- Lack of connections between services both inside and outside the classroom
- Seek partnership
- Partnership with companies where employees volunteer
- Transition supports education to workforce
- Intergenerational programming is beneficial to all demographics
- Enhancing classroom learning
- Lack of general awareness about existing services
- Not all students thrive in a classroom setting in any stage of the system and increasing learning options may help
- Paid-for programming is seen as intrinsically more valuable
- Barriers include people's needs are very specific and funding rules create program silos that exclude learners based on language and age

WHAT NEEDS TO HAPPEN NEXT?

- As a province we need to invest as much in community as in the school system to support transitions between school
- Supporting programs outside the traditional school system
- Enhancing rural
- We need a system to publish services information all in one place
- We need more community leaders to recognize existing under the radar opportunity for numeracy and literacy learning
- Publicize learning resources—HUGE amount city
- Increase partnership setting

Chart paper notes not included in summary:
- What does the student do outside of the classroom?
- Skills learned-self efficiency, confidence (transferred to the classroom)
- Become more employable
- Seek partnerships to address lack of coalitions, and money
- Have hubs of activities and services where adults go (adult literacy)—associated with the school system
- Barriers—cannot access a program at the right level
- Adult learning partner with school divisions—space for common learning
- Community school designation allows for extra funding
- Create numeracy and literacy specialists to do outreach—daycares, families, enrich programs, anyone who needs support, modeling
- Limited resources—kits, recognize what is already there, make purposeful
- Students can excel at learning through sports, music, outside the classroom
- Literacy is not all about books. Educate the public everyone has a role
- Filling in the gaps/vibrant learning communities—engaging
- Home visit programs in summer before students enter Kindergarten
- Career Trek Grade 5—fee item of emotional value
- Skill building through environmental clubs-bird counting, journaling, data entry
- Conflict between paid and free activities
- Can time be taken from school day for personal choices/interests learning?
- 4 weeks in school, 1 out
- Volunteer as grad requirement—initiative to volunteer outside—real workshop, skill building
- Experiential learning (travelling—empathy for other cultures)
- * As a province we need to invest as much in community as the school system (equality on value)

Discussion 40: What are skills for the future? What are businesses looking for?

SUMMARY OF DISCUSSIONS

- Critical thinking
- Problem solving
- Creativity
- Communication and collaboration

KEY: Soft skills: emotional IQ; self-regulation, social awareness; listening; work ethic, openness to risk, self-awareness

WHAT NEEDS TO HAPPEN NEXT?

- Be mindful of teaching numeracy and literacy integrates all skills i.e., maintain high standards, set deadlines, consistent expectations…
- Involve parents, business owners in informing students of range of career options.
- Critical thinking (analysis, higher level thinking)
- Problem solving
- Adaptable trainable (listening skills, observation skills, following instructions)
- Keep in mind building good citizens, not funneling everyone into traditional workforce.
- Keep in mind developmental stages of development or readiness to teach/learn practical skills.
- Streaming into different careers—contemporary understanding of career choices, skills, post-secondary education—looks different these days
- Expectations that more jobs will require education so how can we support young people and adults to be flexible in face of changes?
- Parents expectations—schools prepare children (skills) that parents can't teach

- Some parents feel they aren't ready to say they are doing what need to be done, mindful of range gap between early learning and adult
- Prepare students to be learners, know how to look for needed info
  - Creativity
  - Collaboration and teamwork (NB. Communication that is respectful and to advocate for self)
  - Critical thinking (asking questions)
- Conversation are necessary for engagement and learning
- Parents who have ownership in the process are teaching their children this—we all learn on the job
- Entrepreneurial spirit, willingness and desire to contribute to society
- Learning from mistakes is key, persistence, resiliency and parents want to have choices, need to communicate with teachers
- Communication skills are key for technical work, safety, numeracy, literacy, communicating ideas
- Self-sufficiency; show up on time
- Need to show kids what's out there
- Communication—context specific, clear, concise
- New Canadian people and difficulty with literacy can cause health and safety issues if they don't understand the handbook
- Look for level field, mentoring, training, experiential (employers must have ownership—education systems)
- Individuals need to know that they don't know
- Kindergarten–Grade 12 broad philosophy, open attitude to learn
- What are you teaching?
- Apprenticeships long held successful strategy—it takes a village
- Need luxury of time, today problem—overscheduling
- Manitoba Prospects—farmers need trained workers—on the job
- Training is still NB??, allow for practice
- How do you teach work ethic? —patience, lots of mentors
- Relationship and interconnection between the individual, education system, parents and employers

- Skills and mindsets—transcend time, creative and critical thinking NB? Take risks, make good decisions
- Soft skills
- Self-awareness, emotional IQ (good home environment not present for all), social awareness, managing, conflict, attitudes and approach
- Repetitive nature of learning, need practice to troubleshoot, deal with different personalities, try on different jobs, role play, work exposure
- Self-confidence, self-esteem, self-regulate
- Interacting with others, sensitivity, listening, not create problems, deal with others
- Immigration of skilled workers—minister needs to know what skills are needed because big talks get the attention
- Smaller industries not at the table (NB?? in rural)
- What are entrepreneurs looking for now? —get speakers in to show where
  need is
- Bankers/financial literacy program—invite business people in to classes
- Arrange onsite visits to industries (use parents as resources; need push from private sectors too)
- Where are grads going next? Need critical thinking skills to make good decisions.
- Hiring new grads—they need to temper their expectations to meet job.
- School integrate with community—connect with alumni
- Parents know expectations
- Need students to be realistic—look at range of options
- Missing skills set—adapt to change
- Look at structures—recreate in future
- Trade programs need to be available in français
- Essential skills
- Numeracy and literacy
- Employers need to pull back and see where gaps are

- Look at multi modalities to use in training
- Education system Kindergarten–Grade 12 process
- Developmental skills
- Self-awareness
- IT—kids can't have phones at desk in most jobs
- A lot put on schools, what is in place for communication with employers—2-way street communication
- Schools pretty good, but still better skills building needed here—risk taking
- Time management
- Need to be consistent, have deadlines, maintain standards
- Be realistic with praise—don't praise easy
- Schools are loaded with so many expectations; extra curricular; parents; it takes a village
- Skills need foundation of literacy and numeracy—now we teach (what jobs need what levels?)—avoid stigmas
- Systems thinking piece—how do action impact others?—understanding—big picture awareness
- Integrate engaged learners
- Parents—appreciate support but this is inconsistent
- Bring literacy and numeracy into home

Discussion 4P: School libraries—essential hub for literacy and learning

SUMMARY OF DISCUSSIONS

- School library $\longrightarrow$ A warehouse of old books OR a dynamic space of learning, exploration, discovery, expression
  - Where decoding turns into a love of reading; where engagement turns into empowerment
- Essential to have qualified professional teaching staff in library: teacher librarian/inquiry support/literacy support
- Book collections:
  - Inclusive—reflective of student population
  - Diverse
  - Gender acceptance/identity
  - Indigenous voices
  - Fresh/new $\longrightarrow$ not a tomb of old words
- Library space:
  - Move away from library space as a store house
  - Move away from library space as only a place where students come for 20 minutes once/cycle for book exchange
    - One school kept their library open during the summer and that is where/when they had parents/kids events
  - Vibrant library space needs to be animated by learning leader
  - Safe space, welcoming space to explore various topics
  - Furniture to reflect—to get the library going esthetically and space wise need funds—often libraries are simply not inviting
- 21st century learning skills:
  - Green screen
  - iPads; chrome books
  - Maker Space

- 24/7 virtual library—online resources
- Creation space (students) for expression
- Mic space—students can share ideas/read work/question
- Reading circles—celebration of literacy/literacy culture—student authors-visiting authors
- Learning commons
- Read:
  - "Standards of practice for school library commons in Canada": how to move from traditional library space to an engaging learning commons
    - Document available online
  - A.J. Juliani/John Spencer —"Launch and Empower"
- Examples:
  - Victoria Albert School—Winnipeg first—just got award for maker space
  - Ecole South Pointe—new library
  - Norway House—writing community stories as histories, publishing children and adult stories, open mic shares
    - Parents either wrote for kids or illustrate children's stories—this gets the kids to go to their grandparents and hear their stories and get those collected. Local history being collected.
- Need for staffing with professional staff
  - Work with all teachers in schools to create inquiry projects, strengthen joy in reading
    - Awareness for how to develop collections to reflect students' needs
- Integration of technology into learning $\longrightarrow$ iPads, ebooks, EPIC books, creator stations, makerspaces
  - EPIC books—the variety is engaging reluctant readers. Available as an app. Free for teachers.
- Essential for province to address budgets for school libraries
  - School library grant versus flexible
    - $10/student/year versus suits school needs
  - MTTB $20/student/year—very inflexible

- MTTB website:
  - Extremely slow and difficult to navigate
  - Prices too high (not comparable to Chapters/others).
  - Not able to buy other things with MTTB money, like ebooks.
  - No photos of book covers ⟶ will not get teachers excited! When teachers get to go out and look at books in stores they get excited!
  - MTTB functionality is so restrictive that it has schools leave money behind
  - MTTB money cannot be spent in libraries because MTTB considers libraries don't directly support curriculum
  - Outdated model of service delivery
- Grants have not increased in 20 years
- Province doesn't have equivalent support for English school libraries as available in French
- Manitoba Education Library ⟶ cut Curio (CBC), doesn't have NFB license, doesn't have professionals who could act as advisors or mentors to enable school staff to learn digital resources
- DREF's school library program supports are a model: TVO, online digital resource, internet support, salon du livre, school visits
- School library staff were not included in original invites to the learning summit. Tech people also absent
- PD ⟶ Manitoba School Library Association; Manitoba Library Association; Manitoba Association of Library Technicians
- Support parents in communities (academic and public libraries in same space)— wanting a library in each community
- Important to have greater collaboration between public and school libraries
- Marketing libraries is critical
  - Need to make people aware of what libraries do so that when the individuals need the service they know where to go

WHAT NEEDS TO HAPPEN NEXT?

- Province to recognize value of staffed active school libraries as critical tool in enhancing literacy in students
- Have Province mandate library presence in each school
- Recognition of data driven evidence that shows contributions of school libraries to increased literacy and achievement in schools
- Increase budget or at least amalgamate library/MTTB budget and make it flexible (let teachers/admin shop for books where they want)
- Establish library consultant of Department of Education; itinerant teacher libraries to support digital resource use/inquiry
- Fund long-term digital resources like Curio CBC and NFB ⟶ equity of access

Discussion 4Q: Middle Years philosophy

SUMMARY OF DISCUSSIONS

- What is Middle Years philosophy and what does it look like in our classrooms? How is it different from the traditional junior high model?
- How does the transition to Grade 9 change?
- Are kids ready for the transition up? Do we need to get the students ready for high school?
- Instead of high school teachers telling Middle Years learners what they need to teach—more to see what the students are doing
- You can't make an argument that more transitions are better
- Multi-level or multi-age?
- More autonomous
- We need a paradigm shift towards a more Middle Years philosophy across the province
- Making connections and moving with your class
- Specialist in connection
- Changing the culture of a school
- Re-examine the structure
- Is there data on who is doing what in the province?
- What does academic engagement look like in the Middle Years?
- Grades 5 and 6 reports are a structural problem for Middle Years
- Let your kids be kids a little longer
- Reports are a public facing statement on Middle Years education
- How do we schedule a middle school under the philosophy?
- How do you build in time for teachers to meet and plan?
- Audience and purpose ⟶ where do we find the things in the real world from the classroom?
- Are our perspective teachers ready to teach our middle years learners?
  - Early Years: Ready
  - Middle Years: Maybe?
  - HY: Not really

- Buildings don't always have the ability to support a Middle Years philosophy
- What does it mean to be a master teacher?
- Core routines—common understandings
- Reading apprenticeship—staff training
- What are we looking for in subject literacies?
- Reflection and meta-cognition
- Lots of kids are looking for the cracks

WHAT NEEDS TO HAPPEN NEXT?

- We need to have more PD on what Middle Years philosophy is
- Reinvigorate the Middle Years philosophy throughout the province
- Connection to school divisions and discussing Middle Years philosophy
- More advocates for the philosophy
- Middle Years website

Discussion 4R: Indigenous languages/literacy in our school systems

SUMMARY OF DISCUSSIONS

- Why is it difficult to find teachers to teach the language?
- ECC language component embedded into the program
- NZ has law around Ind
- Language (Maori) in c. centres, school systems (law consideration)
- Different languages in the country (dialects)
- Different dialects can be accommodated/creates conversation
- Language and culture go hand in hand
  - Value
  - History
  - Stories
- Generate student interest to learn the language
- Has to be reasons and uses to learn a language
- Need the resources for the students (materials)
- Support needs to be there (from above)
  - Human
  - Dollars
- Attitude is important
- Look at how children learn language
- Learn at the young age
- Brings pride to the community

Challenges (urgent matter)
- Loss of fluent speakers
- Elders are being recorded by department
  - History/stories/identity
  - Need to connect all the pockets
- Loss of language through residential schools
  - Importance of MACS

- Sharing language resources
- Teacher education
- Not enough teachers
- Semi fluent teachers. Work with them—summer camps like the program at St. Boniface—bursaries available
- Immersion camp—Ojib @ Rd
- Mth Darren Courchene
- Look at the FI program
- Francophone community
- Conversation with Division scolaire franco-manitobaine (DSFM)/St. Boniface/UCN
- Schools in Indigenous communities
- Raise the profile of wanting to learn the language
- Look at the earlier years (0–12) for language—how do we lobby government to look at the earlier years (languages in child care centres)
- Learning the language along with their parents
- Not enough childcare spaces (like Headstart) for our children
- Not enough dollars
- First languages of the area
- PD—where do we go?
  - Curriculum
  - Resources
- Always a story behind the words!!
- Singing with the kids
- Staffing struggles
- Make the successes public
- Administration support
- Standard language for teachers to follow.
  - Learn opportunities (PD)
  - Foundation for implementation document more development
- Encourage reading/writing in language

- Need the foundation
  - Deeper meaning or ⎤
  - Learn the oral   ⎦ Variety of perspectives
- Bilingual/Immersion
  - Not recognized
- MTS/MASS/MASBA have brought forth resolutions from their AGMs asking for the funding of languages curriculum/provincial/federal jurisdiction
- Need policy makers to make the commitment!
- We need to promote what we are doing (e.g., UCN/RRCC)
- Need to time to sit with elders
- Non-Indigenous people learning the language (Now is this happening?) Something we should look at.
- Indigenous Language Act—Consultation need grassroots people
- Why do federal schools not call themselves Indigenous schools? —For identification and culture purposes.
- **Identity** is huge
- First Nations (FN) schools feel like a second class citizen—can access curriculum but not much else
- FN School Division (10 schools)
  - Build foundations
  - Build capacity with our communities and within our regions
  - Political clout—Need to build/continue on with languages an identity
- PD—use of technology (ICT)
  (Can8) language program apps
- Generational plans
- Recognition of Indigenous languages—original language of the nation—concern (emergency) of once our elders are gone, we have nowhere to go
- We can learn a lot from the Francophone program
- Share with other minority language groups—79 (2)
  - Disband the myth that learning two languages (Cree and English) is harmful. It is not! It is helpful!

Discussion 4S: New vision and mission of the French Immersion Program and impact on literacy

SUMMARY OF DISCUSSIONS

A lot of great things have been accomplished in French Immersion (FI), but not enough to make it sustainable. Introduction of a new vision is very exciting.

- Not seeing a lot of change yet in FI schools. What is the new vision?
- Benefits beyond simply career in later life
- Proud, confident, plurilingual, engaged citizens

WHAT NEEDS TO HAPPEN NEXT?

- Focus on language learning and identity.
- Language not just a school subject.
- How do we bring this new vision to life?
- How will we support our teachers to enact this new vision?
- When FI started teachers did have that French identity. Today, many teachers don't have that culture, and identify as a French speaker. Will speak French in the classroom, but as soon as they step outside their life is in English. Need to support our teachers to see themselves as models.
- Many teachers don't feel comfortable to be a model and commit to work at it.
- How do you build that attachment to the language in students? Need to build that confidence in our students.
- Build on that notion of plurilingualism and use other languages to support their learning of French.
- Develop ability to think about language and dig more deeply to seek meaning.
- New vision battles stereotype that French Immersion is an elite program.

- Methodology in how to teach a second (or additional) language is missing in teachers.
- What is offered in Universities related to language acquisition (one very general course doesn't go into teaching practices).
- There is such a high demand for FI teachers that they will be hired even if they do not have a foundation in language acquisition. EQUITY and ACCESS
- Entry Points: There is no divisional policy related to entry points. Some schools accept students at all levels, some don't. There should be a common understanding/philosophy set by the Province.
- English schools have to accept students so should FI schools do the same? Funding for English as an additional language (EAL) in FI?
- Professional development related to language acquisition is critical.
- Strength-based programming.
- What are our common beliefs around literacy?
- Research related to FI needs to be more publicized, people need to be informed, not just about leveled books—need balanced literacy—exposure to a variety of (choice) opportunities for reading rich texts.
- Classroom libraries.
- Do teachers understand why these practices are important?
- Metacognition in teachers needs to be developed—reflection on one's practice and connection between theory and practice is important.
- Belief that all teachers are literacy teachers—goes beyond teacher training
- In university, having the possibility of taking Faculty of Education classes while doing your B.A. or your B.Sc.
- Training for the cooperating teachers
- Dialogue with post-secondary is important

Discussion 4T: Risk taking and innovation for educators/students

SUMMARY OF DISCUSSIONS

- Teachers, like students, need an environment where it is OK to take risks.
- Culture needs to be one of continuous improvement where teachers, administrators, coaches move away from being the "sage on the stage".
- Teachers don't want to let coaches into their classrooms.
- Coaches need to get to know the teachers they mentor.
- Building relationships and a culture of trust encourages risk taking.
- Teachers, coaches and principals must all work together.
- Principals must support PD of their teachers.
- Creation of professional communities of practice.
- "Yet" culture persistence
- Technology is hard to accept and use if teachers are not confident
- Professional duty NOT to remain stagnant, to make changes if students are not learning
- Attending PD (external) ≠ change (internal)
- Change takes time, things need to be revisited, may take 5 years
- Start with a "pilot" and be cautious in implementing new pedagogies
- Start with a willing coalition of the willing and "infect" with success
- Maintain an action research model
- Systemic change needs to happen which will allow educators to reflect on practice and identify areas of innovation
- End result is what IMPACT does innovation have on students, students must see the relevance of what they are learning.
- MET reviews school plans to see effects of grants, to see if we are "doing the right thing"
- Teachers must be allowed to have failures and taught/encouraged to learn from these failures to create successes.

- HUMILITY needs modelling
- Teachers need to see the relevance of new ideas.
- Celebrating successes will help to establish an environment of sharing.

WHAT NEEDS TO HAPPEN NEXT?

- More continuous planning models that give time, support and follow-up to new learning
- Modelling risk taking as administrators, important to establish mindset
- PD model needed with requirement for follow-up and support.

Session 5 Discussions

Discussion 5A: Addressing social thinking and how it affects perspective taking, comprehension, and emotional regulation

SUMMARY OF DISCUSSIONS

- Responsive classroom practices (Jennifer Katz—practices such as 3 Block Model, e.g., Spirit Buddies; class meetings, greetings, explicit social)
- Universal visuals (e.g., how to wash your hands, what to do to calm, subject visuals, procedural expectations such as stand in line, hands to ourselves, etc.)
- Explicitly each communication skills (how to join group play, engage in conversation, etc.)
- Zones of regulation
- Social Thinking Curriculum—Michelle Garcia Winner
- Mind-up Curriculum (mindfulness): embed in classroom practice
- Whole class movement breaks; whole class activities
- SPARK program: Awareness of sensory needs
- Lego therapy (play therapy) coached in communication
- Friendship groups (specific skill, fun activity)—students advocate their needs and establish circles of support
- Perspective taking skills: learning to be aware of and understand the behaviors of others; empathy building
- Circle of Support: reduces bullying
- Less likely that parents ask for punishment and are more understanding of unexpected behavior

- Provide opportunity for students to discuss the hidden rules
- Teach concept of expected and unexpected behaviors
- Need to discuss social consequences, e.g., social fortune/social fate group
- Develop social coaches to positively encourage others
- Use strengths to develop skills
- Community brain activity (build foundation to value skills)
- Using visual language (body language, pictures, and videos) to teach emotional literacy 'what does it look like?'
- Need to explicitly teach ("I message") positive communication strategies
- Investigate class Dojo for social thinking videos (not, the classroom management component)
- Very important for critical thinking, prediction, forming judgments
- Philosophy that is helpful: people (kids) do well if they can. We need to teach if there are skill deficits

WHAT NEEDS TO HAPPEN NEXT?

- Seek out and implement both explicit and embedded opportunities to integrate social thinking teaching
- Acknowledge social thinking as essential to communication

Discussion 5B: Royal commission on education

SUMMARY OF DISCUSSIONS

- What are the costs associated with a commission?
- What other provinces have undertaken this and what were the results?
- This would need to better the education of all students, especially Indigenous youth and early childhood education (ECE).
- A commission may take a long time to get off the ground.

WHAT NEEDS TO HAPPEN NEXT?

- Method of circulating information and sharing after today on the topic of a royal commission.

Notes from flip chart paper

- Commissions go to the people; external to government
- Cost of a commission?
- Cost financially of impact of finding of a commission?
- Are there federal funds available to help?
- Have other provinces gone about this process?
- How can a Manitoba commission influence federally run Indigenous schools?
- What is the make-up of the commission? Who is involved? A chair appointed and group?
- A commission may not address literacy/numeracy and it is four years down the road
- Voices need to be heard
  - Indigenous/student teachers/child care
- What commissions have been held in recent years?
  - Early childhood had a commission.
- Have other provincial commissions led to improved student performance?

- How can a petition be circulated online?
- Conduct an examination of commissions first (British Columbia, Ontario, Newfoundland)
- Are Indigenous people better off in British Columbia, Ontario, Newfoundland?

Discussion 5C: Shortage of teachers for Français and Immersion Programs

English translation of French discussion notes

SUMMARY OF DISCUSSIONS

- Introductions to explain what each of our organization does
- Recruiting outside of Canada: paperwork, can we accelerate it
- Mentoring program for new teachers
- More resources to assess folk arriving from other countries
- Why are students not choosing to teach in French?
- Perception is that Université de Saint-Boniface is for Division scolaire franco-manitobaine students only
- Shortages exist in urban areas, but are worst in rural areas
- Out-of-province recruitment agencies not very positive
- Promote the profession
- Demand that out-of-country certificates be assessed more quickly
- Raising the bar within the program
- We have a very good system in Manitoba, teachers are supported and valued by their school division
- Rural communities: establish partnerships to find housing, etc. for a new teacher
- Everyone is working for themselves.
- How to deal with the issue of individuals whose teaching certificate are being assessed?
- Welcoming and journeying with the classroom teachers
- Funds to support teachers awaiting the assessment of their credentials
- Take the courses to meet the criteria
- Recognize the value of courses, experience
- Protect the value of the teaching certificate
- Need flexibility within the system to recognize previous experience

- Problems due to different organization of education system between France (teacher is a civil servant) and Manitoba (teacher is the employee of a school division)
- France political issues are affecting us
- All around shortage of French-speaking staff

WHAT NEEDS TO HAPPEN NEXT?

- Find other ways to look at the stipulation that a University of Manitoba or University of Winnipeg student needs to pass the French test at Université de Saint-Boniface in order to do practicums in immersion schools
- We ourselves need to give a positive image of the profession.
- Provisional contract
- Sign an agreement with an academy in France
- Is it possible to meet with the governments and the reps of school divisions and all organizations involved?
- Provincial Nominee Program
- Have a common vision, we are all on the same bus and should work together to come to a strategy/solution

Discussion 5D: Literacy and numeracy across all subjects and beyond

English translation of French discussion notes

SUMMARY OF DISCUSSIONS

- Fear of the subject of numeracy and literacy being too narrow, but agreeably surprised that we were able to discuss it in a broad manner
- Learn not just for the sake of learning, but in order to be able to apply the learning
- During PD for teachers: make these links clearer
- "Text" in all its definitions, all types of format
- There is vocabulary to explore/learn in all subjects
- Reggie Reufman: strategies in literacy across the subjects
- Our students do not see the importance or the relationship of the subjects in their life outside of school
- Critical thinking development
- The importance of speaking, writing, reading
- Interdisciplinary
- *Desire to discuss and plan in collaboration with colleagues
  - Not a everything or nothing approach, offer the time to discuss, having specific time set aside is important
- Important to see the big picture
- Offer good teacher training and continue to offer them proper support
- Clear curriculum
- Tell teachers and students why it is important to study, how it will be pertinent, how they can use it

WHAT NEEDS TO HAPPEN NEXT?

- We would have needed to better define the subject at the beginning of our discussions, so what needs to happen next?
- Broaden the discussion on multiple literacies

Discussion 5E: Essentials (Consumer) Math

SUMMARY OF DISCUSSIONS

- What are life skills math?
- Curriculum is strong—but you have to teach it differently
- Difficulty with word problems—decoding info from questions (literacy problem)
- Teacher specializes in Essentials Math (highly effective)—teaching it differently, needs to be taught differently than Pre-calculus/Applied
- How do we support teachers in learning how to help students who have gaps/misconceptions?

WHAT NEEDS TO HAPPEN NEXT?

- How are students coming to Grade 10 with so many missing concepts?
- How do Essentials teachers deal with these gaps? (Targeted data collection to determine gaps: re-adjustment of instruction)
- How do we reinforce often "cut out" skills/topics (area, data, etc.) into essential areas (i.e., multiplication within area)? Not allowing areas to be cut out.
- Make good use of topics and time—opportunity is there—how do we support teachers in optimizing it?
- How do we market math courses? Essentials is **just as important** but **undervalued**? Stigma of each math course influences students/parents choices
- Why are sine and cosine laws in Grade12 Essentials?? When do you use this in real life?
- Low floor, high ceiling—opens opportunities for ALL students (less on computation and formula)
- Developing an understanding that a different approach is necessary
- Encouraging teachers who specialize in teaching Essentials

- Need tools available in classroom—measurement items: it needs to be made REAL for students; tools encourage students to actually problem solve
- Recommended resources should not be textbooks (kits, materials)
- How do we help Senior High teachers to teach skills (fractions, number sense, etc.) that they are not regularly teaching at this level?
- Every student should take Essentials. All students exposed to income, tax, financial math.

Discussion 5F: Indigenous cultural well-being and the impact on literacy/numeracy

SUMMARY OF DISCUSSIONS

- Building and acknowledging our students gifts brought to the classroom. Finding what connects to that child, get info through their senses.
- Cultural ways of knowing e.g., hunting, fishing, storytelling are forms of literacy and numeracy, and need to be acknowledged and valued.
- Being able to use this cultural knowing and have students gain credit from it. Yes! It can happen.
- As educators, we need to focus on the relationships we build with our students and to acknowledge that they are four-part human beings (physical, mental, emotional and spiritual).
- We need to teach and learn about the holistic parts of our students to help them remain motivated, engaged, culturally competent and empowered in their education.
- What is considered normal in culture or things that happen often that become **normalized**?
- Connecting to culture outside of school: media
- Identity: Who am I? Where am I? Where am I going?
- We also, as educators, need to work on finding professional development so we can value what our Indigenous students bring to the classroom and share it with everyone.
- Cultural literacy:
  - We can support each other
  - Look at similarities/differences
  - Honour each other
- Change school/division culture so that Indigenous well-being becomes important
- Stats: 70% of Indigenous population diagnosed as attention deficit hyperactivity disorder (ADHD). Misdiagnosis? Perception?

- Learning about the Mino Bimadiiziinin "The Good Life"
- Spirituality:
  - In the core of your heart
  - What you bring to the classroom
  - Being thankful
  - Creating relationship to build community
- Conversations between students and their parents
- Make community with parents, students and school

WHAT NEEDS TO HAPPEN NEXT?

- Professional development (build teacher capacity)
  - Indigenous ways of doing
  - Talking to community Elders
  - Other Indigenous educators, community members
  - Stories (truth perspectives)
  - Attend ceremonies for those that are comfortable, learn about spirituality (different from practicing)

Discussion 5G: What does it take for our professional learning approaches to make a difference for kids in the classroom?

SUMMARY OF DISCUSSIONS

Question:

What does it take for our professional learning (PL) to make a difference for kids in the classroom?

Summary:

Professional learning must be close to the classroom, meaning teachers use evidence of how their students are doing to help target next steps and inform the professional learning they need. Teachers need opportunities to collaborate, have support in the classroom and get feedback as they focus on those essentials, with the support of the school community, to focus on aspects of practice, there will be more consistency. Expectations of a learning community will grow. Finally, we need infrastructure changes that allow regular tie for teacher collaboration (embed in schedule) and equitable access to coaches and resources across the province.

- MRLC numeracy project
- Well researched
- Facilitators with rich knowledge
- Time to plan back at school
- Not a one-off
- Ongoing professional development
- Include the administrator
- Ability to focus—immerse into a professional development (PD) topic
- Life-minded group in school
- Sustainable (define)—well thought through—supports in place

- Avoid the trends and blips
- Keep the learning focused and manageable
- Challenge is equitable access to service (PL)—build a provincial structure to allow time to have professional learning.
- Flexibility of school year
- Teachers paid during summer to do PD (like new ELA curriculum)
- Learning week in February
- Digital learning
- Challenges of sustaining with new teachers needing support
- Partnerships with other organizations
- Teachers need feed back
- Have a partner
- Get formative feed back
- Impacts flow of learning
- Webinar series
- Collaboration of stakeholders
- Professional development closest to home has most impact
- Systemic shift to allow for teacher collaboration accompany as I practice
- School self review (action learning mrlc)
- Critical friend (outside)
- Support in my context
- Systemic change to make embedded PD regular in all divisions
- Local webinars by local people
- Manitoba wide access to coaches
- Support our coaches with effective professional learning to be effective
- Professional development in the classroom
- Teachers working with teachers in classrooms, debrief
- Co-teaching in school
- Be creative so you can get around lack of subs
- Administrators in classroom

- Relationship building (teacher and coach build relationships), needs time
- Look to examples outside (e.g., coaching sports)
- Timely feedback
- Mindset to be ready for feedback
- Community of learners
- Learning sprints uses data close to the classroom
- Data and interpretation informs professional development teachers choose
- Targeting use of coaches for more intentional work
- Coordinators provide complimentary PD for principals
- Cycle of inquiry
- Community of learners (teacher driven)
- Opportunity to co-plan with variety of teachers
- Opportunities for kids to have new experiences at some time
- Early dismissals (two of five PD days)
- Concerns about sub-time impact on kids
- Do we have a culture of our feeling we want/need to be professional learners
- How do we build the culture?
- Clear expectation of standards we are shooting for
- Outcomes are note enough
- What is foundational?
- More collective conversations on what students need to master
- What do we need to learn?
- Teaching kids to read
- There are assumptions
- Literacy is a foundation of all curricula
- Are our teachers equipped to be teachers of literacy
- Learning at different rates
- How do we help teachers be teachers of literacy (especially reading)
- Manageable
- Multisensory teaching

WHAT NEEDS TO HAPPEN NEXT?

We need to have discussions at the provincial level on infrastructure changes.

1. To change school day/year to provide regular opportunities for teacher collaboration
2. To provide equity in resources across province so all divisions have access to coaching and rich professional learning regardless of geography and size.

We all need clear standards and expectations for student learning.

Discussion 5H: Systems partnerships

SUMMARY OF DISCUSSIONS

- Education experts in learning however we continue to have to become experts in poverty, health, mental health, etc.
- We need to be partnering our actions need to match the "it takes to raise a village to raise a child"
- Provincial day care in schools
- We have different daycare expectations and policies and we worked together to develop overlapping practices
- Adult education—education has impact in justice etc. going towards same goals
- Working with person versus working within our same budget
- EIA $25/month to attend and threatens to remove incentive
- Healthy Child Manitoba—six minsters
- Legislation/policies sometimes don't allow us to work cross sectional
- Silos happen
- All agencies need to own mandate that is theirs and have it not sit with education only
- Barriers to adult education—fear of EIA
- Mental health needs have exploded
- Student trauma—schools responsible for mental health
- The highest needs students may be assisted but many students anxiety goes unaddressed
- Funding needs to come from Health/Justice etc.
- Being trained to recognize anxiety as front line workers in classrooms
- Saskatchewan has strong partnerships between health and education
- Liability around supporting students, when we are not experts
- Teachers are also helping themselves and their students to understand where they are on the continuum

- Prevention and practice
- As community we are supporting individuals—we all have a role in taking responsibility in that
- CFS would place students from northern communities into schools and not having anyone available when guardianship matters are required—permission slips, etc.
- School resources offices SRDS—when they can help build relationships
- Justice—such a high cost to imprison people
- The majority of our student have barriers to education
- Seniors programming/housing being placed in schools to learn from each other
- Silos/scare resources etc.
- Condition impacting families in Manitoba housing affecting students
- There are barriers
- 16,500 children in care came waitlist
- There are connections but we need to target and work together to reach objectives
- We need to keep children at the centre
- Reintegration of youth offenders funded by education?
- Soiling of funding
- Complex compounding home
- If we continue to have silo solutions we will continue to have the problems we have regarding literacy and numeracy

WHAT NEEDS TO HAPPEN NEXT?

- Development of mental health services for children
- Mental health first aid training—we still need to refer and those resources are almost non existent
- A strategy that a parent did was to sit in emergency to wait for help
- Paper tigers model
- Post secondary and early childhood education are echoing same issues
- Rural Manitoba not accessible for child care services that Winnipeg has waitlist for
- Caution for: training for mental health good for us to identify but not to be the practitioners
- Prevention and proactive practice
- Protected children act
- Provincial protocol
- Complimenting document to come out
- Provincial model for CFS besides apprehension
- SRO funding may be out
- Extending school bus services
- Not contradicting on local decisions or budgets
- Saskatchewan partnerships "EGAPS" Minsters of Families and Ministry of Education provide housing for young moms
- Brain development panels who are not accessing prevention education regarding early childhood developmentp
- Where do we find time to create partnerships?
- Healthy Child—High Fidelity Wrap Around circle of care is another model that education can be trained
- We are not aligning our systems to truly communicate
- Equity needs to be provide for psychologist for our students
- Who is education not working for: special education, poverty, trauma, our Ingenious community, etc.

- Multigenerational impact in schools alone cannot fix it
- How can polices be more convergent
- How can it be easier for individuals to navigate systems
- Universal child care needs to happen for me don't have to try to it individually
- How do we use current dollars more effectively
- How does this get translated to our systems?
- There is low hanging fruit
- What can we do right now
- What do other programs do that don't have resources?
- What happens when children are pulled out of housing for whatever reason?
- How are we aligning our services to meet the needs of the most marginalized families
- Reiterate justice models especially for offenders who have children
- How does the province facilitate for us
- What is our path forward
- Are we going to be informed of what happens next after this? You want me to do the actions?

Discussion 5I: Artistic literacy and how the arts support traditional notions of literacy/numeracy

SUMMARY OF DISCUSSIONS

- Literacies ⟶ the arts as literacies
- How to use arts to impact literacy/numeracy?
- All forms of communicating and meaning making.
- Understand and use language, symbols, signs, images, our bodies (all ways of knowing and communicating meaning).
- Artistic literacy = navigation with artist "language" to think critically.
  - Create, understand, create meaning, helps to build community
  - Eliminates and breaks down barriers in learning and expressing
- Essential to develop skills for the future: creative and critical thinking, emotional health and well-being, expression, idea generation, community building, confidence, adaptability.
- Multiple literacies are critical to offer different perspectives in learning, to life.
- What literacies connect most to students? ⟶ inclusion, reaching all students, differentiation, accessibility, equity. We need to consider multiple "languages", they are needed in life.
- Arts offer: onset, rhyme, using body, sensory experiences, emotional connections, student voice/expression = deeper learning ⟶ whole child, student engagement, collaborating, and love = healthier child (social, psychological benefits).
- Arts offer authentic contexts for learning.
- Arts ⟶ culture and identity, more joyful place for students to be, meaning making comes from diverse perspectives (arts offer this non-judgmental sharing of perspectives).

WHAT NEEDS TO HAPPEN NEXT?

- Ensure resources are available in schools (human, other resources).
- The arts **need** to be a part of the new literacy/numeracy strategies, research support the benefits of quality arts education and its impact on other learnings.
- Look at current rich models where collaborations between arts and classroom teachers enhance learning, arts integration.
- Can we "re-invent" the system?
- Expanding the arts to media/technology
- Study Finland model
- Offer rich experiences
- Explicitly include arts infusion in middle years
- Quality for arts and arts infusion—both are important.
- Create authentic spaces where students are active and want to create their best work.
- Programs/PD to help teachers get better at thinking broader and integrating multiple literacies.
- Engaging parents, community, and artists.
- Funding in arts educations needs to be available and expanded:
  - Libraries
  - Communities
  - Schools
  - Arts organizations who initiate arts education initiatives
  - Arts Early Years partnerships, career development

Discussion 5J: 10 effective practices in math pedagogy

SUMMARY OF DISCUSSIONS

- Where are the resources in support of common mathematical language? Are they readily accessible? Language matters—use of consistent mathematical language (math is a language)
- Importance of focusing on evidence-based, practices that work in math learning and teaching. Good practice makes sense across curricular areas.
- Importance of teachers understanding the concept (content knowledge)
- Are we provincially focused? With appropriate resources etc.
- "Gimmicks" are educational problems that publishers get a hold of (false prophets)
- Assessment for learning can influence culture.
- Teacher knowledge is critical (i.e., Grade 6 teacher needs to know what is going on in Grade 2).
- MAPLE needs to be cleaned up (it's a great idea)
- Teachers need to open up this practice.
- Teachers cannot make assumptions about what kids know—explicit connections within the subject need to be made.
- Glance across the grades—a great document—awareness and communication issue
- Whose responsibility is it to make sure folks know about docs?
- How is research being used to drive practice
- What research?
- Each of the 10 practices was discussed and how stakeholders could use these as anchors
- Importance of each practice but not in isolation (sticky point discussion)
- Capacity of teachers
- Open up our practice

- Math needs to be a subject are that is joyful
- Cannot come with shame and blame teacher (content knowledge)
- 7 processes the how we teach. Embed into practice

From flipchart:
1. Ethic of care
2. Arranging for learning
3. Building on student thinking
4. Worthwhile math tasks
5. Making connections
6. Assessment for learning
7. Mathematical communication
8. Mathematical language
9. Tools and representation
10. Teacher knowledge

tinyurl.com/yctyjwaw

How do we embed researched practices into our classrooms?

WHAT NEEDS TO HAPPEN NEXT?

- Manitoba needs to have common practices (vision-article) so that traction occurs
- Follow NZ lead in systemic reform
- NCTM
  - Use 10 practices as a systemic anchor
  - Can be used as an anchor
- AFL—Could also be an area of focus for future as currently may not be to the spirit.
  - Is proven to change the culture of classrooms

Discussion 5K: Reimagining numeracy and literacy curricula

SUMMARY OF DISCUSSIONS

The difference between numeracy and literacy and mathematics, and the need for numeracy and literacy to respond to today's world and classrooms and engage learners.

THEME: Balance and how that balance can change with context.

- Higher order thinking versus outcomes; the need for both and how each can serve the other.
- Child versus subject centered curriculum—honouring both clarity in learning progressions.
- Examples around the world: New Zealand, Alberta, British Columbia; In Manitoba continuums and "glance across the grades".

WHAT NEEDS TO HAPPEN NEXT?

Not explicitly discussed but can be inferred

- Math curriculum has flaws that need to be addressed concerning clarity, learning progressions, location of outcomes, and rule of big ideas and core goals in curriculum.
- Literacy folks seem to be happy with their integrated and child subject balanced curricula
- My thoughts:
    1. Look closely at what counts as foundational experiences.
    2. Convene a committee of education experts to revisit math curriculum revision at arms-length of political agendas.

Additional Notes

Grade 1   Grade 2   Grade 3   ---
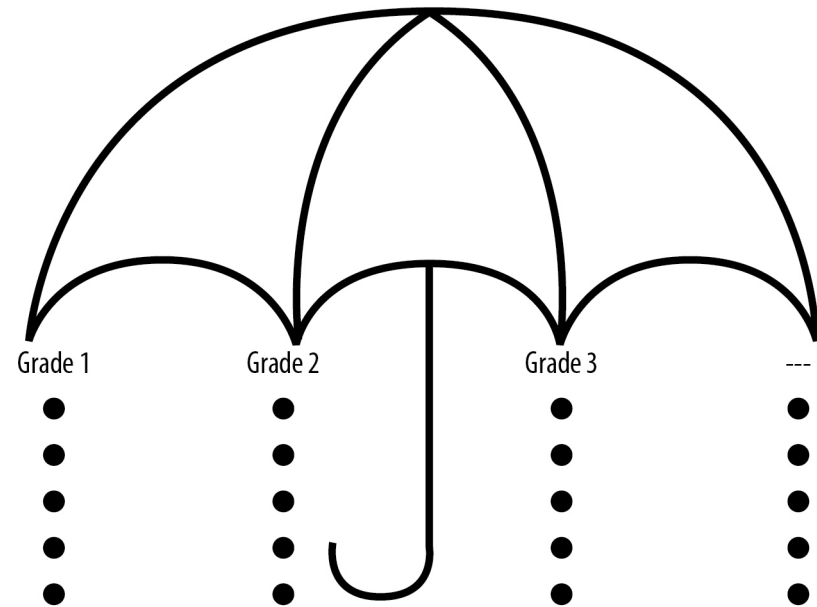
- New Zealand—integrated at Early Years
- Continuum approaches
- Numeracy and literacy standards that can be assessed
- Social studies citizenship is core concepts
    - All outcomes (skills, knowledge, values) all aimed at core
- What are core concepts of today's world?
- Alberta Ministry dictated . . . .
- Every year must have five big ideas per year. Example: "Number is used to measure". What year and so amorphous and platitudinal.
- Math curricula is intrinsically hierarchical amorphous big ideas can undermine content

Quebec: progression of learning is the priority
  • This is lacking in Manitoba in math
  • Social studies is different than math.
  • In social studies, there are progressive outcomes.
  • Different contexts (e.g., numeracy of trades) require different progression and thematic and connecting ideas and concepts.
  • Difference between—math and numeracy
  • Context matters and includes higher order thinking skills that we want
  • Content can grow in different contexts
  • What thinking involved in growth of progression

Manitoba Literacy: teaching literacy across the content areas and grades
  • This is research based best practice, especially Early Years.
  • Much harder in secondary because teachers are content specialists.
  • Nature of discipline is key to the content
  • But there are application contexts that matter. It is not either—but both.

Numeracy versus mathematics

Broader versus narrower

Includes applying

Curricula in numeracy on mathematics?
  • Here math
  • Others going to numeracy
  • Trying to do both or have both
  • All agree need strong math curricula, but neglecting numeracy is dis-service to all future citizens
  • What does numeracy curricula look for to respond to all future careers.
  • Parent voice: What skills am I going to use? Streams of math for career trajectories.
  • Are we really sure what skills kids will need
  • Try to avoid closing doors

  • Educations finding ways to engage learners and see what is learned as valuable
  • Also developmentally appropriate
  • Helping children to apply math to real situations, hence need for literacy and numeracy
  • Need to respond to technological worlds, but not at expense of basic skills. E.g., Computers do calculations; e.g., Learning to recognize when tech results are wrong)
  • Subject versus child centered
    - These tensions can be blended in all grades
    - Finding balance
  • Curricula does well is outcomes presented well
  • Needs improvement
    - Interconnectedness and progression of outcomes
  • How do we talk about ideas that underline algorithms need to be more transparent
  • Kindergarten–Grade 9 math continuum in Manitoba can provide insight.
  • Order they make sense to be addressed, e.g., Decimals two years before fractions
  • Literacy, numeracy and culture come together
  • Collaborative team of teachers taking time to develop literacy and numeracy curricula that is placed-based
  • Cross-curricular approach is highly possible
  • "I'm not a math teacher" misleads…
    We are literacy and numeracy teachers.
  • Collaborating with other teachers to increase potency of literacy/numeracy instruction
  • Finding balance required working with other teachers
  • Role of universal design in cross-curricular and sustainable approaches
  • Balance is so important and teachers need time to achieve this
  • As an Early Years teacher, it is not my duty to be a math expert, but it is my duty to understand what I have been tasked with

- Learning is a social process
- Listening and risk taking is embedded in this idea
- Learning progressions in four different strands
  - Can we move past the isolation of ideas
  - Help children to see connections which can be lost in "units" by strands
- Curriculum is written spiraled but presented as isolated lists of outcomes
- Collaborative conversations can address these confusions
- Professional learning on why this outcome is being taught
  - How it fits with other outcomes, ideas and applications
  - Curriculum mapping
    "Glance across Grades" was intended to address this.
- Integration comes from non-math people (e.g., physical education) looking at curriculum map.

Early Years   Middle Years   Senior Years
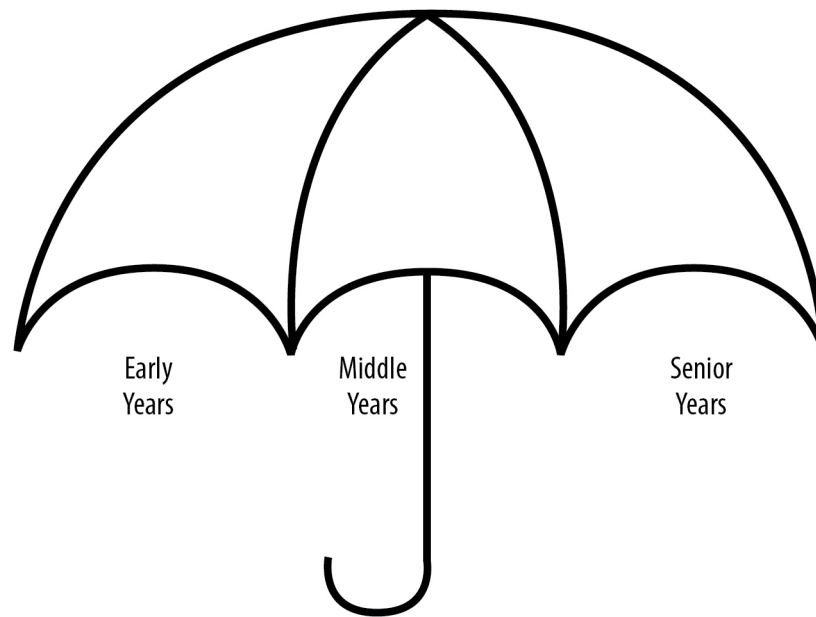
Standards assessed at the end of Grades 3, 6, 9, 12
- Outcomes aimed at above…
- Concern: pressure on Grades 3, 6, 9, 12 teachers
- We can make assessment located at when the child is ready
- How is it framed to teacher populations
- Gathering data about all students at all grades
- Ownership by school: what does this data tell us
- Check at beginning of year and monitor for growth over time
- Standards guide teacher on this growth
- Introduction points also need closure points
- Turnaround schools
  - Getting data and monitoring it over time
  - Curriculum problem or teacher training problem?
  - How does poverty and other social problems play in?
- Turnaround
  - Teachers assuming responsibility and working together
  - A leader that says we are going to do this
  - Teaching to high standards and making sure children can reach those standards
  - High poverty doesn't affect ability but is a barrier—e.g., can't learn on an empty stomach
  - Teachers seeing the person that is the learner and their context but still have academic standards
  - There are examples of inner city turnaround schools

Discussion 5L: Tools! What works?

SUMMARY OF DISCUSSIONS

- Province need to step up their messaging campaigns
- Access to information online
- Teacher/librarian positions need to come back to be the link to a digital world
- Need to teach the teacher to use new technology so they may move forward (Google not doing it!)
- Promotion!! Takes about 2–3 years before the public uses new tool
- Tactile boards—multisensory
- Manipulation tools for 3D thinking
- Phones—maturity level? Apps on phone great for young adults, apps need to be created at a local and regional level
- Technology is limited, hard to custom make for local needs
- Texting groups are common place
- Technology—not the tool that is the question but how it is used.
- Screens affect brain—hard for ADH
- Make students addicted to learning tools the same way we are addicted to Facebook and other social media
- Technology needs to be accessible to all
- Zoomtext screen reader
- Need combined resources—digital, print, and in person
- Webinars are effective
- Need a consortium of technology stakeholders to create objectives for the advancement of tools in education centres.
- Technology causes information overload
- Librarians are chief information officers
- Edululu.org—Educational app rating (available in French only). Need a similar one for English apps.

- Need support staff at a provincial level to be a resource consultant
- Teachers are restricted—what is the safe zone?
- Technology tools very important to rural libraries
  - Staff need training
- Video conference classes and Skype best if it is a continuation of something started in person
  - Rural networks are not able to handle video conferences
  - Need equity in Internet services
- Province needs to be involved in implementation of technology—simply making it available is not enough.

Discussion 5M: Transitioning English as an additional language (EAL) to mainstream

SUMMARY OF DISCUSSIONS

- Bridge from high school to workplace/certification/post-secondary
- Better services to transition people to right programs
- Continued services—don't end so quickly
- Confusion around who serves who

* Funding for students to continue language learning
- Removing barriers and roadblocks
  - Provide opportunities for them to flourish and access services
- For high school students, need a better system than E credits—often a mark is slapped on without any actual learning
  - Need accountability on a continuum of where they are at and what outcomes need to be mastered to move on
- Partnership between various organizations to make a budget (?)
- More access to interpreters to access services in their own language. E.g., many students are absent to help parents with appointments therefore missing critical learning time.
- Influx of EAL students isn't matched by teacher capacity in order to transition students to the next level
- Confusion around who services who (e.g., Essential Skills program is seeing illiterate candidates for their programs—being sent by EIA—did they "transition" out of EAL classes, do they not know how to access basic literacy classes, etc.)

* Need bridge between high school and adult world
- Why are we putting kids in age appropriate classes? Why aren't we putting them in a level where they're learning and being successful?
- Need a new way to give them time to get credits but in classes where they ACTUALLY learn concepts not just get a mark

* Accreditation of teachers to make sure they can help students be successful
- Incentive for teachers to develop capacity (funding grants)
- Federal government cut funding for mid-level English—how do you get their language skills up in order to access post secondary?

* Different pathways MUST be put in place = give EAL students TIME to learn basic skills to move on to career or work
- Many grade 12s graduating with high school diploma without have a CLB level 5 and opportunities are limited

* Need a provincial assessment to test students on their level to move to next stage of life
- Same benchmark (like the adult system)
- Place students along a continuum with pathway
  e.g., EAL $\longrightarrow$ English E $\longrightarrow$ English lit, comp, etc.

* Parent information on how school works
- EAL doesn't mean the end
- Often EAL classes are better for the students than a mainstream class where a mark is being given without learning

* Bridge for student who "age out" for next step
- Almost like an Adult Learning Centre for EAL
- Multi-age classes learning at their level
  - Students get frustrated in mainstream because the pace is too fast and there's a language barrier
  - Need specialized classes or charter school
  - English immersion schools/programs
  - Want them to succeed not fail
  - Qualified EAL teachers teaching the academic content and skills
- Need to train mainstream teachers to deal with EAL students in their classes

- Inclusion needs to look different—in order to participate you need the skills (putting someone in the class doesn't mean they're included)
- Need classes that aren't traditional and aren't university geared
  - Need to prepare kids for their own future
  - Alternate pathways (work, university, English classes) paradigm shift
- High school needs to be set up to be tailored—work at own pace classes, foundation classes, not based on age appropriate
- In a protected environment, what we can accomplish in a short time is incredible
- Opportunities to access information
- Support students through transitions
- Need to have conversations with our learners about pathways
- Need to provide students with ways to be successful to be included—scaffolding opportunities
- Curriculum needs to reflect HOW to teach EAL students

Discussion 5N: Engage difference: A safe and solution-focused conversation on the effects of racism and prejudice on learning

SUMMARY OF DISCUSSIONS

- Blanket exercise/skit/simulation (45 minute skit by KAIROS, two versions: adult and youth)—people experience emotion, understanding, awareness
- Relationship between Indigenous, history and Canada: stereotyping, blanket with smallpox (profound destruction)
- Privilege game (experiential)—gives perspective on who has gained, who has privilege (schools circumstance, teachers' prejudice, bias, stereotyping)—take steps based on privilege
- Poverty simulation—take on role of family, experience on poverty, ways system can oppress
- "Pass the buck"—people moving around from service to service
- Racism/discrimination against adults has impact on students' perception of career/work options available to them
- Abusive, overt racism and prejudice, and covert, subtle and systemic: diminished opportunity, especially where indigenous kids are taken out of classroom—we need to re-integrate
- Kids need to see staff reflect them demographically
- Young children do see other cultures, represented in staff/teachers—to break stereotypes
- Teach anti-bias
- Newcomers bring different biases, and come from different backgrounds, experience, discriminate differently and react differently (some groups are more susceptible)
- It shouldn't be a "quick fix"—there needs to be more awareness and truth

- Every Canadian needs to understand the history, treaties in odds to see systemic change
- There's an informal education that needs to happen—not just from the school system
- Kids feel invisible

WHAT NEEDS TO HAPPEN NEXT?

- Encourage people to see their own story
- Acknowledge pain and struggle in order to move on
- Reconciliation: reckoning, lament, happened as a result of these things
- Being in touch with culture helps with healing who they are
- Look at history of Indigenous people—engage with stories, language, songs; have been invited to share with organizations; encourage students to take their place in society
- Diverse classrooms—embrace and celebrate difference: establish community
- Simulations raise an **emotional** experience—then solutions can be rational
- Truth and Reconciliation Commission of Canada (TRC)—we need to look at **truth**, education (to address misunderstanding), not just reconciliation (truth—lament —reconciliation)
- Children don't see racism—but if it comes out because children are parroting parents: parents need the education, empathy, tolerance, respect
- We need to teach our children how to **address** racism
- Don't demonize the racist—educate them, try to change their minds
- It shouldn't be the responsibility of who is on the receiving end of a racist comment to point it's wrong—community needs to stand up as allies
- A lot of people don't know that they are being prejudiced—teach children/students this
- Levels of power: in order to accept differences, there needs to be safe public spaces where we can experience each other communicate

- Just listen first, before making judgment
- As society grows and people meet new people there would be less discrimination because of more awareness and interactions
- Meet people in order to breakdown stereotypes: develop relationships, go to events
- Challenge: Creating safe spaces where staff can learn, talk about different emotional topics so people aren't re-traumatized
- Processes/frameworks of measurement: struggle to make it culturally sensitive
- Systems and people are colonized, we need to de-colonize. Indigenize institutions so that kids will see.
- We can't change everybody, just ourselves and be a good example
- Sharing individual stories

Discussion 50: The importance of adult literacy programs in French everywhere in Manitoba for community development

English translation of French discussion notes

SUMMARY OF DISCUSSIONS

- Carefully target all ages
- Helps to develop and increase volunteerism
- Contributes to self-esteem
- Relationship between schools and organizations
- Clearly identify needs
- GED in place five years at Pluri-elles. This has been successful.
- Partnerships with libraries
- Adjust libraries' hours
- Importance of promoting the French language in immersion schools
- Learner engagement
- If we want a child to be motivated by French, it must come from the parents
- The parent must be the motivator!
- Adult literacy leads to economic development
- The importance of involving schools (Division scolaire franco-manitobaine…)
- Increase partnerships with all the organizations who can help create motivation for adult literacy programs
- Recognize the true work of the adult educators in adult literacy (Pluri-elles)

Discussion 5P: Exploring evidence-based practices in literacy instruction from cradle on

SUMMARY OF DISCUSSIONS

- Introduction of presenters
- Sense of urgency for students to become literate and numerate quickly
  - Don't have time to waste.
- Connection to adulthood
- This discussion relates to an understanding of reading
- Relates to the "Reading Wars" debate—whole language versus phonics.
- New Zealand and Australia trends
- Multiple approaches based on neuroscience
  - Birth to 6 years: starting with talking, singing, colouring.
  - 0–3: being read to.
- Systematic synthetic phonics
- Schools with librarians (trained)
- Multiple modalities to share thinking i.e., technology ⟶ communication
- Reading Apprenticeship
- Reading Recovery
- Interactive model
- Comments on the Australian and New Zealand school system
- Practices need to be based on evidence—**balanced approach** needed—phonics and comprehension.
- What is "out there" for high school?
  - Approaches: online resources
- What does evidence-based practices?
  - Qualitative versus quantitative
  - Reading and writing go together
  - What happens when you remove multiple modalities?
- Literacy is socially situated
- Writing stories—organic, holistic approach

- What do strong, capable readers and writers do—will this knowledge help in supporting the development of phonetic awareness?
- Kids can decode but can they comprehend?
- What data should be collected? What data gives an indication of how literacy is being taught and being effective.
- Based on levels—can be problematic
- Look at developmental continuum (qualitative data).
  - Looking at levels but to then look at behaviours.
- Need to find comprehensive model that works for Manitoba.
  - Wealth of expertise
  - Use curriculum
- Literacy as change agent
- Across all disciplines ⟶ university training
- Training of teachers in multiple areas: decoding, comprehension, phonetic awareness.

WHAT NEEDS TO HAPPEN NEXT?

- Importance of birth to 6 years—oral language
- Funding to programs relies on data: evidence—how do we provide data? i.e., one year working with babies may not give direct evidence—need for longitudinal data.
- Do we have/need longitudinal data?
- Can we rely on data collected over short term? This might be what the "funders" want…
- Triangulating evidence/data
- Cautions around the term "evidence based"—important, but we are dealing with humans. An interdisciplinary, multiple approach understanding is very important.
  - Complex: includes fluency, comprehension, decoding phonics, oral language, phonological awareness
- All Early Years teachers need to be trained in how to teach children to read and write.
- Funding is linked to evidence: Students can be denied funding because of evidence.

- How do we use equitable approaches that support children to learn to read—because it is based solely on "evidence"; the evidence-based approaches may not work for all students?
- Do we see John Hattie's work?
- What is making a difference in classrooms? What do children need?
  - Easy access to books, books they can and want to read. Time to read at home and at school seen in evidence. (Time in task reading ⟶ in Grade 12)
  - Schools with teacher librarians and libraries in jail / juvenile system. (Kid in jails too!)
- What is our goal?
  - Meaning making
  - Balance
  - Need to teach parts, but we do this using continuous text. Whole ⟶ part ⟶ whole
- Reading is all about meaning making within continuous text, not a one or the other issue, not a part to whole approach.
- Look at the research and be critical consumers of "programs," debatable research.
- Knowledge consumers so they can choose.
- University course is mandatory (to teach reading) but only 30 hours total:
* This is not enough, needs to be full time course at minimum.

- **Critical consumers:** not just about popularity
  - There is a "cost" to sticking to one very highly marketed, most popular program.
  - Build capacity of teachers so they can be critical consumers.
  - Tier I
  - Building teacher capacity—to make decisions, what's next, what does my instruction look like?
- All teachers are teachers of reading. Early years, middle years, courses in university.
- **Options** for support: after Reading Recovery, after leveled literacy intervention, long term support options.
- Use of technology—so students can monitor and communicate their own literacy learning.

- Oral storytelling can be represented in writing but there are other representations—using technology; multi-modality
- Build teachers' understanding of instruction (e.g., guided reading instruction).
- (1) **Early years teachers**, (2) **parents**, and (3) **early childhood educators** have huge responsibility to teach reading but do not have training to teach and prevent literacy difficulties
- Multiple approaches will reduce the need for specialists.
- Can you teach the phonological skills—learn the rules within continuous text, learn how words work as opposed to "rules" of phonics.
  - This learning occurs beyond Grade 1.
- Teach phonics within stories (reading and writing.)
- Results ⟶ adults (bridge the gap for young adults who don't have the skills).
- Learning needs to continue beyond Grade 12—not everyone goes to university.
- Why do we have adults who are not reading or are reading at very low levels—without basic life skills?
  - Getting worse, not better.
  - This is an urgent topic. It's not okay.
  - We know what to do—why is that happening?
- We need to do something differently.
- Power and agency for children—will this help the children understand the importance?
- Career development training
- Where do we go and where do we get information about what are best practices in literacy instruction?
- Trends:
  - How does phonemic awareness develop?
  - Decrease in children's knowledge of phonemic concepts, early and later grades.
    - Writing stories—organic/holistic approach—say the word.
    - Natural process but not all learning.
- What do the strong readers and writers do? Will this help in supporting.

Discussion 5Q: The role of health in schools/ Healthy Schools

SUMMARY OF DISCUSSIONS

The comprehensive School Health Framework is foundational to improving literacy and numeracy within Manitoba. Evidence says that healthy students are better learners. Those are formal departmental partnerships in place between MET, HSAL, and HCMO to promote and improve the health of our children in schools. Regional Health Authorities (RHAs) have an important role to play in schools as teachers are overwhelmed with students who present with mental health challenges, delivering curriculum and classroom management.

WHAT NEEDS TO HAPPEN NEXT?

More awareness of ministry programs, networks and supports to teachers

- Better inquiry-based learning curriculum resources on topics like health, sexuality, substance misuse, and other health topics.
- Rural and northern school divisions have significant challenges accessing Regional Health Authority (RHA) supports
- There is a definite appetite to have formal connections to health professionals in schools

Additional notes
- Comprehensive School Health (CSH)
- [Venn diagram]—contains four sections:
  - Social and Physical Environment
  - Teaching and Learning
  - Policy
  - Partnerships and Services
- Changes in society
- Student as a "whole"
- How can Education work more closely with health? Department of Families?

- Silos—how to work together?
- Impacts of health cuts
- How can we engage community organizations?
- Frustration for classroom teachers, health problems dumped on them
- Same for guidance—doing what we can
- Challenges for rural school divisions
- Additional challenges for students from conflict regions—need support from province
  - System changes: support existing organizations; expand support divisions
  - Independent schools support: Consult with them
- Collaboration create discussions
  - Support and capacity for classroom teachers—holistic
  - Community school viewpoint
  - Mental/physical health
  - Dietician, location barriers
  - Support from RHA
  - Make partnerships
  - We don't know what's out there and what to ask
  - "Never spoken to a social worker first try"
  - Safe spaces
  - Dietician: food has power to create a level playing field
  - Give a positive experience of food
  - Pockets of teachers access resources
  - Meet families where they're at
- Innovative physical activity
  - Physical education—experience activity outside of school
  - Lifelong activity
- Classroom-changing equipment
  - Large investment
  - Stools, chairs, rolling balls
- Mindful programs, help them refocus
- Movement break

- Runners high—ready to learn
- Project 11—inconsistent in rural areas
- Mind Up program
- Resources for complex cases
- Need ways to give tools
- Sexual health
  - Teachers are still uncomfortable
  - Encourage openness
  - Differences in school division cultures
  - Differences come from clientele, political backlash
  - Filter information through the systems
  - Working with parents
  - Dialogue with families
  - Next layer outside the building
  - Bring agencies in for conversations
- Inquiry-based learning
  - Shifts teachers to a facilitator and can relieve anxiety
- Substance abuse
  - Will schools have OD kits?
  - Provincial system in physical education curriculum
- Prevention programs
- How to delay first use
  - DARE program—rural challenges with RCMP shortage
- AFM
- Abuse—change to harm reduction
- Scare tactics aren't effective
  - Not resulting in learning
- Be aware of the audience
- Speak to audience—age appropriate
- Successful programming in BL
- Healthy students do better in school

- Healthy communities—healthy children
  - For this we need healthy teachers and stuff
  - Wellness
- Look to other provinces
  - Pan Canadian
- Mental wellness is everywhere
  - Kids are not arriving at school ready
  - From families who are engaged differently
  - We're working in silos
- School systems face challenges
- Differences in RHA programming
- Getting Health professionals in schools
- Gap—public health practicum in schools—it is needed
- Rural Manitoba challenges with access to health care providers delivery and services
- Health is a practical concern but teachers are so busy! Challenging health, relationships, then learning
- Schools are not as accessible (open) like they used to be
- Community Schools legislation doesn't provide the financial resources
- Rural and remote—often one public building in a community—that's the school
- Kids deserve the best and healthy teachers
- Physical Education curriculum has changed in the past decade—quality physical education not focused just on competition and athletics, makes a massive difference
- School cultures to physical activity promotion—getting kids to
- All tied to employability
  - P.A. sport/activity leadership skills and self regulation
- Wellness is important to life! Living the Good Life
  - Minopimatiziwin (Jordan's principle)

Discussion 5R: Are we teaching students to pass tests or are we teaching to have learning?

SUMMARY OF DISCUSSIONS

- Family perspective to pass exams and getting good grades and being motivated students. The two should be together.
- Having anxiety over tests and exams
- How to analyze if these students are ready for university
- Standard version of education
- Students feel engaged if they see their success
- See progress and improvement
- Monitoring where students are and where they are going from there
- Teachers being judged by the marks of their students and feel stress and anxiety which can be passed on to their students
- If the teachers have taught the curriculum then the provincial exams should be fine which can reduce anxiety
- Teachers change their teaching style when they start teaching Grade 12 courses because of provincial exam pressure
- Teachers get anxiety as they are worried if their students are ready to graduate
- Anxiety increases at exam time
- Anxiety increases within a family if their child fails
- Result could be punishing the student
- Students care about the information from the exams
- Students should go deeper and become critical thinkers
- Focusing on the content not the skills
- Show students what society of expects of them as adults
- Teachers are only part of a group who can motivate students
- The big picture is not presented to students. They need to take ownership of their education
- Help them be motivated. Make education more practical and not so much theory based

WHAT NEEDS TO HAPPEN NEXT?

- Working on the big picture as a team
- Administration should meet with staff to bring all together on the same page
- Help kids to have opportunities to love to learn
- Teach life skills and problem solving
- Teach critical thinking skills and how to advocate on their own behalf
- Exit interviews at end of Grade 12 about what they have done and learned
- Build identity
- Marks important if you want to continue to university
- Having the highest marks does not equate to success
- Teamwork and peer support on the part of educators
- Students need to see the big picture
- Students facilitating their own studying, creating a project to bring every subject together, can motivate ownership of education
- Authentic learning/cross curricular
- Team instead of individual education
- Seeing the value of education
- New immigrant families have different perspectives of marks and their child's grade. This causes pressure on the children to have high grades. They might not have a variety of options in their country. This can be part of culture shock.
- Educating the parents to understand why the students need to learn physical education, art, and drama
- Students should find their passions and love

Discussion 5S: Land based place learning—How can we use the land to teach children language and literacy culture?

SUMMARY OF DISCUSSIONS

- We need to connect children to the land
- Role of language and land-based teaching can be an important part of reconciliation
- Teaching children about where they live, including flora and fauna and reconnecting with nature
- Elders an important part of the process. They help provide the context and information for foundations of the curriculum
- Teaching language through music
- Using the land to teach Cree, Dene, English, etc.
- Have elders actively involved in education—post-secondary, early learning, and child care centres.
- Have programs to educate parents on the importance of land-based education
- Find ways for urban program/schools to make land-based teaching and learning meaningful
- Staff willing to facilitate and be part of the effort
- Nature is an observable text
- Incorporating technology to help us live/learn better
- Inspiring wonder and awe

WHAT NEEDS TO HAPPEN NEXT?

- Support to remove barriers
- Lobby for regulation changes to include what needs to be in place for forest nature programs
- Funding
- Uphold the UN—Rights of Children
- Change in post-secondary-ECE-education curriculum to include land-based learning

Discussion 5T: Critical thinking for youth

SUMMARY OF DISCUSSIONS

- Critical thinking is defining the problem, problem-solving, weighing options, making informed decisions, taking informed risks, and then being able to express your thoughts and reasoning to defend your position, but also being open to reflect and change your mind.
- It is critical that adults allow kids to take initiative and then demonstrate their decisions are valued and will stand.
- Kids do not know how to be bored because the fast pace of technology means they do not need to spend time without having the answers or being bored.
- Kids need a safe environment where they can be confident trying new things.

WHAT NEEDS TO HAPPEN NEXT?

- Making thinking visible.
- Critical thinking must be completely defined and communicated to all teachers and parents.
- Mental health issues (anxiety) are arising because kids cannot handle existing in the space of not knowing the answers.
- Parents need to be allies in this because they are sacrificing critical thinking for convenience to make it to all their busy things.
- Society needs to change back to allow parents to be alone to play and play with risks, so play can be an intrinsic tool in consequences and critical thinking.
- Teachers should send home "home tasks" to the family to ensure kids are doing critical thinking at home and that the parents aren't taking away the opportunities to get simple things done (i.e., setting the table, zipping parka, cleaning kitchen).

Appendix A: List of Participants

FIRST NAME	LAST NAME
Hussein	Adam
Roselyn	Advincula
Cecile	Affleck
Louis	Allain
Nicole	Allain Fox
Paulette	Allan
Jennifer	Allan-Fuchs
Shelley	Amos
Jeff	Anderson
Corine	Anderson
Maggie	Andres
Peter	Andres
Rick	Ardies
Sharron	Arksey
Sarah	Arnold
Elma	Arthurson
Bonnie	Ash
Mojgan	Asili
Jasmine	Au
Vivian	Aucoin
Mona	Audet
Kyla	Bachucky

FIRST NAME	LAST NAME
Ralph	Backe
Joan	Badger
Allison	Bailey
Jodene	Baker
Alicia	Ballantyne
Linda	Ballantyne
Margaret	Banasiak
Maureen	Barchyn
Darja	Barr
Dana	Barteaux
Nadine	Bartlett
Brandi	Bartok
Joyce	Bateman
Mireille	Bazin-Berryman
Bob	Beaudry
Heather	Bell
Aaron	Benarroch
Colleen	Berard
Jacquie	Bercier
Julius	Bermudez
Marcel	Bérubé
Paul	Betts

FIRST NAME	LAST NAME
Monica	Biggar
Robert	Bilan
Felicia	Billaney
Sheila	Billinghurst
Nadia	Binda-Moir
Cheryl	Bird
Valdine	Bjornson
Brenda	Blacksmith
Shannon	Blondeau
Conrad	Bobiwash
John	Bock
Barb	Boerchers
Kirby	Borgardt
Robert	Borgersen
Michael	Borgfjord
Jackie	Borgfjord
Karin	Borland
Steve	Boschmann
Michel	Boucher
Rita	Bourgeois
Paul	Bourget
Darlene	Bouvier
Chantelle	Bowser
Patricia	Bowslaugh
Karen	Boyd
Leanne	Boyd

FIRST NAME	LAST NAME
Laura	Brandon
Evannah	Braun
Leanne	Braun
Mélanie	Brémaud
Kent	Brewer
Robin	Brigden
Kimberly	Browning
Heather	Brydon
Rhonda	Buchanan
Carolee	Buckler
Jordana	Buckwold
Paule	Buors
Teresa	Burke
Laura	Burla
Jean	Burnett
Kersten	Cadotte
Celia	Caetano-Gomes
Christian	Calvary
Lisa	Calvez
Diane	Cameron
Colin	Campbell
Karl	Campbell
Geraldine	Campbell
Kim	Campbell
Vicki	Campbell Dyck
Caroline	Cannon

Appendix A: List of Participants

FIRST NAME	LAST NAME
Eleonora	Caporalini
Catherine	Carlisle
Barb	Carlson
Crystal	Carvalho
Krista	Chapman
Roger	Charriere
Pauline	Charrière
Lynette	Chartier
Michael	Chartrand
Valerie	Christie
Michael	Christie
Uday	Chudasama
Jeff	Cieszecki
Pauline	Clarke
Marcella	Clarke
J. K.	Clark-Maw
Lisa	Cleaver
Denis	Clément
Spencer	Clements
Terence	Clifford
Jason	Cline
Allison	Coe
Darrell	Cole
Murielle	Collette
Teresa	Collins
Joanne	Colliou

FIRST NAME	LAST NAME
Shannon	Combs
Donna	Commerford
Jackie	Connell
Linda	Connor
Jacqueline	Conrad
Ron	Constant
Lara	Constant
Catherine	Cooke
Jim	Cooper
Shannon	Corbett
Julie	Cordova
Sally	Correia
Lynn	Cory
Carolyn	Cory
Tracy	Cosser
Suzanne	Cottyn
Mary	Courchane
Lois	Coward
Laura	Cowie
Robert	Craigen
Kim	Crass
Gerri	Crilly
Gordon	Crook
Todd	Cuddington
Holly	Cumming
Krista	Curry

FIRST NAME	LAST NAME
Brad	Curtis
Rosanna	Cuthbert
Paul	Cuthbert
Cathy	Cyr
Lisa	Dabrowski
Lawrence	Daniels
Stephen	David
Donna	Davidson
Shelley	Davidson
Michelle	Davidson
Catherine	Davies
Stuart	Davies
Melanie	Davlut
Tim	De Ruyck
Stéfan	Delaquis
Phil	Dembicki
Arlene	DeMontigny
Jillian	Dempsey
René	Déquier
Jen	Desjarlais
Wenda	Dickens
Sandra	Doell
Ian	Donnelly
Peter	Dorrington
Anita	D'Ottavio
Cathy	Dowd

FIRST NAME	LAST NAME
Jason	Drysdale
Sandra	Drzystek
Danièle	Dubois-Jacques
Fred	Dugdale
Michelle	Duma
Joanne	Dumaine
Heather	Duncan
Nicholas	Durand
Lori	Dustan-Lafond
Dana	Dvorak
Loretta	Dykun
Lesley	Eblie Trudel
Doug	Edmond
Rita Lynn	Emerson
Lori	Emilson
Chris	Enns
Pilar	Enriquez
Regina	Faber
Slavo	Federkevic
Maxine	Fehr
Lars	Feilberg
Monika G.	Feist
Marianne	Fenn
John	Finch
Kara	Finney
Lise	Fiola

FIRST NAME	LAST NAME
Jennifer	Flight
Leanne	Foley
Shaney	Fontaine
Drew	Forrest
Robyn	Forsman
Holly	Forsyth
Tony	Franklin
Ted	Fransen
Frances	Frederickson
Donna	Freeman
Robin	Freeth
Carrie	Friesen
Samara	Froese
Ruth Ann	Furgala
Patricia	Furman
Barb	Galessiere
Chris	Gamble
Reuben	Garang
Pamela	Garnham
Barb	Garrioch
Kendra	Geisler
Christy	Geith
Tracy	Genik
Ronald	Gensorek
Darryl	Gervais
Darlene	Girard

FIRST NAME	LAST NAME
Linda	Girling
Lesley	Glendinning
Kathy	Glenesk
Jason	Gobeil
Linda	Godin-Sorin
Leslie	Goerzen
Marlene	Gogal
Cassandra	Golondrina
Gilbert	Gonio
Kendra	Gowler
Michele	Grant
Deny	Gravel
Antoinette	Gravel-Ouellette
Roza	Gray
Janet	Gray
Jason	Green
Allison	Greig
Adrien	Grenier
Anne	Grewar
Kristin	Grey
Brenda	Grieve
Laureen	Grimolfson
Anne	Grossman
Chris	Gudziunas
Minnie	Guilford
Joelle	Guillou

FIRST NAME	LAST NAME
Sharon	Gurney
Mathew	Gustafson
Patti	Hack
Kilishar	Hamde
Shauna	Hamm
Belinda	Hammond
Teresa	Hampton
Signe	Hanson
Vanesa	Harari
Kathy	Harbeck
Val	Harder
Geri	Harder-Robson
Lavonne	Harms
Brian	Harrison
Sheeva	Harrysi
Ghada	Hassan
Allan	Hawkins
Amy	Haworth
Cathie	Haworth
Susan	Hayward
Brad	Hayward
Lydia	Hedrich
Penny	Helgason
Charlene	Helgeson
Virginia	Helmer
Lorie	Henderson

FIRST NAME	LAST NAME
David	Hendrichs
Jack	Hermiston
Chris	Hicks
Tianna	Hildebrand
Michelle	Hildebrand
Scott	Hill
Rodney	Hintz
Denis	Hlynka
Sue	Hoang
Cheryl	Hoffmann
Helene	Hoggarth
Jillian	Hoogland
Jaime	Hoover
Cathy	Horbas
Nathalie	Houle
Stephen	Howell
Cathy	Howes
Carol	Hryniuk-Adamov
Wendy	Hrynkiw
Arsene	Huberdeau
John	Hueging
Jennifer	Hughes
Ernestine	Huhtala
Mona	Hutchings
Donato	Huver
Monika	Idzikowski

FIRST NAME	LAST NAME
Andrea	Ilchena-Carlson
Monique	Ireland
Lete	Izuz
Melanie	Janzen
Alex	Jaworski
Helen	Jermey
Craig	Johnson
Neill	Johnson
Lois	Johnson
Lisa	Johnston
Katherine	Johnston
Linda	Johnstone
Tammie	Jonasson
Norma	Jones
Mathew	Joseph
Michael	Juce
Angela	Kaastra
Yusuf	Kacamak
Val	Kachur
April	Kalyniuk
Corey	Kapilik
Allie	Karasiuk
Lesley	Kasdorf
Darlene	Keith
Nancy	Kelner
Krystyna	Kerger

FIRST NAME	LAST NAME
Charleen	Kerr
Wab	Kinew
Tracy	Kingdon
Ken	Klassen
Myrna	Klassen
Andrea	Klassen
Reg	Klassen
Sherry	Klassen
Lillian	Klausen
Kirsti	Knight
Jackie	Knight
Alfred	Koineh
Shelley	Kokorudz
Karen	Koroma
Jaclyn	Koskie
Jessica	Kowall
Janice	Krahn
Trevor	Krahn
Tony	Kreml
Tammy	Kruse
Naomi	Kruse
Darren	Kuropatwa
Cyndy	Kutzner
Jeremie	Kuypers
Lyndsay	Kyle
Alain	Laberge

FIRST NAME	LAST NAME
Caryn	LaFleche
Lindsay	Laidlaw
Joanne	Lambert
Lana	Landry
Michelle	Landry
Gilles	Landry
Rachel "Teddy"	Lands
Kimberley	Langen
Leah	LaPlante
Rebecca	LaRiviere
Delores	Larson
Meghan	Lavallee
Jackie	Lavallee
Renee	Laviolette
Patti	Lawrence
Sheila	LeBlanc
Line	Leclerc
Dayee	Lee
Karen	Legall
Louise	Legal-Perrin
Joel	Lemoine
Francine	Lepage-Lemoine
Bernard	Lesage
Shauna-Lei	Leslie
Tyler	Letkeman
Susan	Letkemann

FIRST NAME	LAST NAME
Brigitte	L'Heureux
Lee	Lim
Tracey	Linklater
Val	Little
Elaine	Lochhead
Thomas	Locke
Rachele	Lockhart
Jerret	Long
Michelle	Long
Todd	Long
John	Long
Mani	Luangkhot
Bela	Luis
Zana	Lutfiyya
Janice	Lyle
Bruce	Lyons
Monica	Lytwyn
Elliot	MacDonald
Tracey	MacDonald
Pat	Macdonald
Kisa	MacIsaac
Jay	Mackenzie
Anne	MacLean
Lauren	MacLean
Marilyn	Magi
Robert	Malo

FIRST NAME	LAST NAME
Jayesh	Maniar
Regan	Mann
Sukhy	Mann
Johsa	Manzanilla
Michelle	Marchildon
Jay	Marin
Heather	Marks
Linda	Markus
Shelly	Marques
Mandy	Marsland
Janet	Martell
Jasmine	Martens
Floyd	Martens
Lisa	Martin
Kathryn	Martin
Alison	Marttila
Marja	Masotti
Brenda	Masson
Lynda	Matchullis
Allyson	Matczuk
Debra	Mayer
Teresa	Mayer
Lucy	Mayor
Marilyn	Mazzone
Tracie	McDonald
Christina	McDonald

FIRST NAME	LAST NAME
Marie-Claude	McDonald
Robyn	McEachern
Lois	McGill
Valerie	McInnes
Jessica	McInnes
Peter	McKay
Twila	Mckay
Julia	McKay
Lawrence	McKenzie
Brenda	McKinny
Michelle	McLarty-Paul
Tara	McLauchlan
Gwen	McLean
Kristin	McLeod
Victoria	McLeod
Vernon	McMichael
Susie	McPherson-Derendy
Kelsey	Medlicott
Sandra	Meilleur
Charlene	Melgaard
Barbara	Melnychuk
Teresa	Melnychuk
Tim	Mendel
Nikhat	Merchant
Gabe	Mercier
Lynne	Michaud

FIRST NAME	LAST NAME
Julie	Millar
Leah	Miller
Chris	Minaker
Alejandra	Mireles
Jeane	Mischuk
Tammy	Mitchell
Lauren	Mitchell-Lawson
Vanda	Mitri
Linda	Mlodzinski
Ingrid	Moehlmann
Jenness	Moffatt
Julie	Mongeon-Ferré
Todd	Monster
Bruce	Moore
Kathy	Moore
Rosalind	Moore
Tyler	Moran
Francine	Morin
Penny	Morka
Dallas	Morrow
Gisele	Mospanchuk
Kristine	Moss
Connie	Mozdzen
Assistant for	Mr. Wab Kinew
Lori	Muntain
Wendy	Murphy

FIRST NAME	LAST NAME
John	Murray
Meagan	Mutchmor
Debra	Naaykens
Jason	Nadeau
Cameron	Nagle
Cindy	Neil
Ben	Nein
Alexis	Nelson
Vicki	Neufeld
Mona	Neufeld
Suzanne	Nichol
Lesley	Nichol
Warren	Nickerson
Matthew	Nikkel
Tannis	Nishibata-Chan
Simon	Normandeau
Audrey	North
Sadie	North
Will	Noseworthy
Val	Noseworthy
Cynthia	Ofori
Nadine	Ogborn
Vince	Ogrodnick
La Donna	Ogungbemi-Jackson
Dele	Ojewole
Alexa	Okrainec

FIRST NAME	LAST NAME
Kim	O'Laney
Brian	O'Leary
Tamara	Opar
Cathy	Oresnik
Margaret	Orina
Terry	Osiowy
Terri	Otto
Robert	Paquin
Tom	Parker
Tracy	Parkes
Marnie	Paterson
Carmen	Paterson Payne
Jill	Patterson
Marian	Paul
Ken	Paupanekis
Peter	Pazerniuk
Ingrid	Pedersen
Kate	Pelletier
Amber	Pelletier
Barbara	Penner
Erin	Penner
Tricia	Penner
Sherry	Perih
Beryl	Peters
Leanne	Peters
Korina	Peters

FIRST NAME	LAST NAME
Jennifer	Picton
Angela	Pilkington
Tara Pitz	Pitz
David	Place
Connie	Platt
Andrea	Playter
Aurora	Plaza
Merrilee	Plett
Mary-Anne	Ploshynsky
Gisele	Poirier
Bijaya	Pokharel
Michele	Polinuk
Maria	Polovinka
Marjorie	Poor
Robin	Potter
Leta	Potter
Doreen	Prazak
Michelle	Procter
Cheryl	Prokopanko
Helen	Proulx
Aimee	Proulx
Greg	Pruden
Tanis	Pshebniski
Brent	Pudsey
Linda	Racicot
Nayibe	Ramirez

FIRST NAME	LAST NAME
Regina	Ramos-Urbano
Rochelle	Rands
Marco	Ratte
Isabelle	Raymond
Dale	Ready
Mary	Reimer
Michelene	Reiniger
Valérie	Rémillard
Krista	Reynolds
Christine	Rhodes
Wendi	Rice
Gloria	Richard
Twila	Richards
Rob	Riel
Iain	Riffel
Barbara	Riou
Wayne	Ritcher
Kayla	Rivett
Gayle	Robertson
Brenda	Robinson
Helen	Robinson-Settee
Ryan	Robson
Margerit	Roger
Leanne	Rolfe
Gisele	Rondeau
Stephen	Ross

FIRST NAME	LAST NAME
Denise	Rowden
Shelly	Roy
Joël	Ruest
Teresa	Russell
Kyllikki	Ruus
Kerry	Ryan
Saadia	Saadane
Danielle	Sabourin
Deidre	Sagert
Susanne	Saiko-Gamble
Tiffany	Salzburger
Jan	Sanderson
Teresa	Sanheim
Rob	Santos
Avinash	Saralakumar
Tannis	Sato
Nigel	Sayer
Nancy	Schenkeveld
Dave	Schmidt
Susan	Schmidt
Lucy	Schnaider
Vivian	Scot
Donald	Scott
Lisa	Shackleton
Amit	Sharma
Sandi	Shaw-Lyons

FIRST NAME	LAST NAME
Amanda	Shindak
Tammy	Shone
Leanne	Shumka
Michel	Simard
Kathy	Simcoe
Gloria D.	Sinclair
Darren	Skog
Donna	Smith
Jan	Smith
Scott	Smith
Jerry	Sodomlak
Taib	Soufi
Yvette	Souque
Paula	Sowany
Yvan	St Vincent
Jolene	St. Germain
Leigh	Stachniak
Ruth	Stargardter
Karen	Ste. Marie
Tim	Stefanishyn
Mark	Stine
Pamela	Stoesz
Deborah	Stoesz
Anna	Stokke
Gerrie	Stolz
Arla	Strauss

FIRST NAME	LAST NAME
Shannon	Struck
Ron	Sugden
Gay	Sul
Eileen	Sutherland
Leah	Sutherland
Gail	Sutherland
Cameron	Sutherland
Shelley	Syrota
Bev	Szymesko
Kevin	Tacan
Tony	Tavares
Stephane	Tetreault
Veronica	Thomas
Deborah	Thompson
Marilyn	Thorington
Linda	Thorlakson
Jonathan	Toews
Kelly	Torgerson
Rosanne	Toupinramlal
Nancy	Tovell
Carla	Treger
Ema	Trojan
Colleen	Trudeau
Teresa	Turner
Dan	Turner
Cathy	Tymko

FIRST NAME	LAST NAME
Teresa	Vallotton
Megan	Vankoughnett
Tracy	Vanstone
Olena	Velynteichyk
Paola	Vieira
Nicole	Vinet
Kelly	Vipond
Margaret	von Lau
Angela	Voutier
Doraine	Wachniak
Vaughn	Wadelius
Kelly	Wadelius
Jonathan	Waite
Beatrice	Walker
David	Wall
Jonathan	Wamboldt
Rebecca	Ward
Margaret	Ward
Shelley	Warkentin
Terri	Warner
Judy	Watson
Mary-Ellen	Wayne
Pat	Wege
Denise	Weir
Sarah	Whiteford
Jerrold	Wiebe

FIRST NAME	LAST NAME
Patricia	Wiebe
Francine	Wiebe
Mark	Wiehler
Grant	Wiesner
Darlene	Willetts
Kathleen	Williams
Jey	Williamson
Cherilyn	Wilson
Sacha	Wilson
Margo	Wilson Kehler
Jennifer	Wood
Cara	Yakubchak
Kim	Young
Jason	Young
Trudy	Yu
Jon	Zilkey
Connie	Zimmer
Donny	Zoochkan Wyke