



**YELLOWKNIFE EDUCATION DISTRICT NO. 1**  
**BOARD of TRUSTEES**  
**Regular Board Meeting**  
**MINUTES**

**April 15, 2025 – 6:00 PM**

**Google Meet link:**

<https://meet.google.com/apx-ogkd-cku>

Trustees Present: Barbara Bell, David Wasylciw, Jason Snaggs (online), Tina Drew, Michelle Peters and, Terry Brookes

Regrets: Allan Shortt

Administration

Present: Shirley Zouboules, Lisa Vass, Graham Arts, and Jordan Martin

Regrets: Landon Kowlazik

Meeting Chairperson: Terry Brookes (asked to Chair for Trustee Drew)

Meeting Recorder: Graham Arts

**1.Call to Order**

The meeting was called to order at 6:03 PM

**2.Land Acknowledgement**

We respectfully acknowledge that we live, work, and learn on Chief Drygeese Territory in the Akaitcho region, the traditional territory of the Yellowknives Dene First Nation.

**3.Chairperson's Opening Remarks**

Meeting Chairperson Brookes expressed thanks to all present, and especially to the presenters for tonight's session. Also thanks to those involved in negotiations.

**4.Declaration of Conflict of Interest**

None declared

**5.Adoption of Agenda**

**Motion #: 01/04-15/24-25**

*I move that the Yellowknife Education District No. 1 Board of Trustees adopt the April 15, 2025, Board Meeting - Education agenda as presented.*

Moved by: Trustee Brookes

Seconded by: Trustee Bell

**Carried**

## 6. Delegations & Presentations

### 6.1. Pedagogical Work on Shifting Understanding of Competency

Presented by Jodi Lee-Lewis and Angela Martin

Topic: Pedagogical work of the Grade 8 through 10 working groups have been undertaking over the last year or so. Jodi has an M.Ed. in Curriculum Studies – Practitioner Inquiry and Place-Conscious, and Angela has an M.Ed. in Inclusion at the Secondary Level.

All present are invited to participate in activities as part of the presentation. The groups have been working with Faye Brownlie, and the first part of the presentation is a talk of See/Think/Wonder. 3 pictures from a Grade 8 Socials class displayed. The group is asked what they see in the three pictures. Responses are captured by Jodi on chart paper. As observations are shared, they are added to either the See, Think or Wonder chart papers that are mounted in the boardroom's wall. Wonder statements came out more as questions by individual members of the group.

The pictures represent a gallery walk in the class. Jodi explains that See/Think/Wonder gives an opportunity to see what students know and what they are thinking, so that a teacher can start to map out the steps to follow next with the class and students.

Angela distributed a K-W-L chart (Know/Wonder/Learn). Attendees then engaged in the K-W-L Chart as an example of the kind of teaching that is part of the Renewed NWT Curriculum. The KWL was about the BC Curriculum and how it has become the NWT Adapted Curriculum. That means we are taking about 90% of the BC curriculum and adapting the remaining 10% to the local context.

Questions about wonder: Is it working, what are the different outcomes, is it addressing systemic inequities, why is Kindergarten at the end of the implementation.

History of curriculum renewal was presented, from October 2022 and moving forward from there. Led to the implementation of RISE as an initial step to help students who need additional supports. Planning for access points for all learners and their growth was an additional component of the work for the collaborative planning group.

Presenters discussed the evolution of the collaborative working groups, and how streaming was phased out for the Grade 9s when curriculum implementation began. This also led to cross-school collaboration between the middle and secondary schools as they planned for implementation of the adapted curriculum. The work of Donohue (Collective Efficacy) is also represented through the process and seemed to emerge almost naturally as the work occurred.

Trustee Terry asks about some concepts such as empowered teachers and what that means. It means teachers who engage in professional growth that builds capacity for them to be as curriculum leaders as they continue their work. The presenters provide some concrete examples from the local context of how that is coming about in our context. Superintendent Zouboules speaks to the strength of staff engagement in curriculum renewal through this approach.

The curriculum renewal is shifting the focus from a standardized curriculum to a competency-based curriculum, and the presenters explain the differences between both approaches to programming.

Question from Trustee Terry about how proficiency is measured, especially as parents are used to a standardized curriculum versus one that is competency-based. The reporting we have had in YK1 for a while especially in Grades 1-8, already communicates student achievement in ways that work well in the renewed curriculum. At the Grade 9 level last year, there was a lot of communication to make sure the new reporting approaches are known and understood.

The format in which the renewed curriculum is organized, and how it spans multiple years was presented to the group. Competencies are what students do, content is what the students know. A sample unit plan from a YK1 teacher was shown to demonstrate how the curriculum's guiding principles are represented in a teacher's planning.

Trustee Jason talks about the value of this new curriculum, especially in the context of the changing world, and especially in the last few months with recent events in the world, and North America. Trustee Terry also speaks of the value of this, and also critical thinking.

18:57 – Board Chair David confirms that everyone is ok with the extension to the presentation.

Our teachers are collaborating, but the work is happening from scratch.

In their planning, teachers plan for the proficiency continuum, with levels from Access (approaching) through to Challenge (extending). It allows for all students to access the curriculum, whether they are on IEPs, or following a more regular program.

Trustee Drew asks if we will still have awards for the students who get the highest results in the AATs. The answer is that most departments at SJF are using percentage marks are still being used for awards, and they are currently talking about how to incorporate competencies into the award system.

Trustee Terry asks about how the marks are being used to help students accept University levels. Grades are universally accepted from this program across Canada. Some of the approaches used for assessment are also informed by information coming from the Yukon. The approach is to use proficiency scale to inform the percentage assigned to a student.

Trustee Tina asks if teachers are marking their own students. Teachers continue to mark their own students.

Trustee Jason asks about how bias is eliminated in student assessment and around the appropriate judging of competencies. Answer: Teachers' practices are changing already, but also the reliance on a proficiency scale helps to reduce bias, especially because it is based on a four-point scale.

The presenters share student success stories for students who were on MEPs who have experienced success and are now working on regular curriculum and getting course credit (which was not necessarily easy under the old curriculum). They share additional benefits arising from this approach to curriculum renewal, and how students transitioning from Grades 8 to 9 are experiencing greater success. Many of the benefits from the collaboration on curriculum were unintended.

Trustee Tina asks about whether statistics will be kept to see how curriculum changes are helping transitions from Grades 8 to 9.

The budget for the current year was presented, for the schools.

Next steps – Continue with current approaches, and also explore strategic planning.

Projected budget/ask for next year is \$26,100. Some is already coming from Inclusive Schooling (\$3500 to cover a consultant).

Trustee Barbara asks about how teachers are selected for the program. Those who showed a willingness to engage in the learning and asked questions were asked first, but there is a spectrum of teaching experience within the group.

Trustee Michelle asks about how much more is required to take the professional learning sessions to be codified or become a resource to take this pocket of excellence and share it out from there. The presenters point out the advantage of in person collaboration versus the delivery of information via a Webinar.

Trustee Tina asks if the eight teachers next year are the same eight as this year. Answer: yes, but there is a more explicit expectation about sharing out their professional learning and experiences with colleagues.

Trustee Jason shares an idea about having this presented at the upcoming conference in BC. Trustee David adds that maybe it could be presented at the Teacher Conference in the Fall.

**Motion #: 02/04-15/24-25**

*I move that the Yellowknife Education District No. 1 Board of Trustees move to in camera.*

Moved by: Trustee Peters

Seconded by: Trustee Bell

**Carried**

**Motion #: 03/04-15/24-25**

*I move that the Yellowknife Education District No. 1 Board of Trustees move out of in camera at 7:57 PM.*

Moved by: Trustee Brookes

Seconded by: Trustee Peters

**Carried**

7.Date and Time of Next Meetings

May 12, 2025 12:00 PM	Committee of the Whole Meeting
May 13, 2025 6:30 PM	Executive Session (In- camera)
May 13, 2025 7:00 PM	Regular Board Meeting
May 20, 2025 6:00 PM	Regular Board Meeting (Education)

7.1.Chairperson's Closing Remarks

Chairperson David thanks the presenters. The presentation was well received by all present.

8.Adjournment

**Motion #: 04/04-15/24-25**

*I move that the Yellowknife Education District No. 1 Board of Trustees adjourn.*

Moved by: Trustee Brookes

Seconded by: Trustee Peters

**Carried**

The meeting adjourned at 7:58 PM