

Questions

1. **How do we incorporate the recommendations from the Truth and Reconciliation Commissions in our classrooms?**
 - Until we collectively agree on truth and recognize our history we cannot achieve reconciliation
 - Need to incorporate indigenous history into our curriculum
 - Our approach needs to be de-institutionalized-learning should be as learning family
 - Understand, read and identify recommendations
 - Know and be specific
 - True acceptance in the school-welcoming
 - Use indigenous literature in the classroom
 - Neegan Sinclair(U of W) could be used as a guest speaker at ASEC to provide training
 - Respect and inclusion in all levels of education
 - Recognize indigenous knowledge
 - Be mindful of different culture expectations
 - Be non-judgmental
 - Everyone has a different story
 - Advocating for more funding
 - Blanket exercise training at ASEC
 - Incorporate teachings
 - Create start blanket
 - Tie in with math class(don't be afraid to get messy)
 - Allow input from students
 - Encourage sharing traditions
 - Perry Francois as guest speaker
 - Be aware of the calls to action that apply to adult education
 - We can all teach history but only cultural leaders can teach culture
 - Treaty relations commission has materials available
 - Language-offer courses in indigenous languages
 - Laughter is part of learning
 - Support and facilitate learners in achieving credits for speaking another language
 - Also need to be able to read, write and understand the language
 - thegiftoflanguageandculture.ca teaches languages
 - Ask the community
 - Indigenous professors missing at universities. We need to encourage more people to consider careers in education
 - Be aware of overstepping boundaries
 - Invite/hire people with indigenous perspectives to lead classrooms
 - Listen to the stories-learn from the stories
 - Should nuns provide marriage counselling? Should non-indigenous people provide indigenous teachings?
 - Do not assume an indigenous person is able to teach Cree or the culture
 - Do not make assumptions

- Look for curriculum under development
- We want to be allies, but need help to understand how to incorporate cultural components into all classes
- More training for instructors on how we can teach culturally sensitive materials
- Bring in elders
- Do no harm
- Be prepared to take care of students-emotional needs are as important as educational needs
- Be gentle
- “Beads and feathers” conference at ASEC
- Awareness of self-care
 - Sweats
 - Cedar Baths
 - Reiki
- We learn from each other. Be aware of the gifts our students bring to the classroom
- Bring traditional teachings into the classroom
- Recognize cultural taboos
- Everyone is important, everyone’s story is important, stories need to be heard. Stories speak to everyone
- Visit the human rights museum
- Sacred learning spaces are important
- pfrancois@manitobachiefs.com
- What do you want to do?

2. How can we accommodate special needs students and/or those who require modified credits as well as students with undiagnosed learning disabilities?

- Difficulty getting information from schools about modified credits, why courses were modified.
- Undiagnosed LDs – trauma. Why? Reading and writing issues where cognitive ability is okay.
- Is it true that you can’t modify?
- Forced to do things on the fly sometimes
- Okay with adaptations for learners
- Challenge is not knowing sometimes
- What are some strategies we can use? Can we help fill in learning gaps?
- If “filters don’t filter,” what do we do? In other words, they have completed (ex. Literacy) but still have gaps.
- Need help with getting “official diagnosis” for LDs such as Dyslexia. Getting proper testing done.
- We are all pretty well versed with flexibility and adaptations where necessary.
- Maintaining academic credibility a challenge in some situations.

3. How can programs cope with the increasing mental health needs of our students while in turn taking care of our own mental health needs?

- Having a workshop at ASEC on mental health with an expert from the Canadian Mental Health Association to learn more about mental health and resources (where people can go to get help, pamphlets)
- Mental Health First Aid workshop
- Hire a counsellor for each centre for students to talk to. Deal with issues that are beyond the teachers.
- Share a person between literacy and adult learning
- Take stress off our own mental health
- Take time for yourself to rejuvenate. This is hard to do
- Listening to the students with no judgement
- Addressing our needs – supporting each other
- More training (free) on mental health for teachers, to help students more effectively.
- Guidance counsellors in schools over 500+

4. How can we support students to make successful transitions:

- a. From literacy to ALC**
- b. From ALC to post-secondary**
- c. From literacy/ALC to workplace**

1. Literacy → ALC:

- Literacy to PSE (may not need ALC)
- Literacy not connected to ALC → interconnectivity depends on region
- Communications with learners and establish goals for teachers to work with
- Concurrent ALC/ALP helps. Co-located
- Literacy to grade 10 difficult
- Transitions, location, communication between programs
- Know next steps appropriate for learners based on curriculum
- Provincial consistency of programming/transition options
- Literacy learners expected to “jump” to grade 12 science with no pre requisite
- Consistent transitions embedded in system
- Not rely on individual educator’s skill to “hold hands”
- Despite demand? For grade 12...
- Inconsistent assessment/testing for transitions. (hard to test)
- Foundational supports!

2. ALC → PSE:

- Career counsellors → PSE staff talk to ALC learners
- Career days
- Tailored
- Co-location/spend a day at PSE programs → goal – reduce anxiety about PSE (familiarity with what college “looks like”)

- 1 on 1 supports (ask questions)
- Research PSE options projects for students
- Some ALCs have options/programs to familiarize learners with PSE → not in case where ALC has individualized programming. Eg. Rural areas
- Essential skills (eg: oral communications) taught along ALP & ALC!

3. ALP/ALC → Workplace

- Learners need ES, soft skills, understand environment in workplace → pre-employment skills
- Record checks, driver's licence as requirement for employment. BARRIERS – never had job experience → engage employers and advocate on behalf of learners → find employers to be champions in employer community
- ALCs/ALPs need more career development/volunteering/transition course/plan all events, etc.. → can be used in resume to market to employers.

Bring it all together:

- Consistency among actors and programming
- Communication:
 - With learners and educators
 - Between programs/institutions
 - Create awareness of offerings → increase relationships
 - Mental health!
- Consistency in supports for learners
 - Familiarly with next steps
 - (e.g. gap between ALC and grade 12)
 - Anxiety about PSE and employment

5. How can we facilitate learning for EAL students in the classroom?

- Revise curriculum to meet needs of students
- Adopt province's Reading is Thinking curriculum to help students get more practice reading and responding. (Can be adapted to any subject, not just ELA)
- Encourage reading outside of classroom. Help students locate reading resources and articles related to their interests and experiences.
- Encourage conversation in the classroom
- Have students practice speaking through informal and formal presentation activities and projects
- Ensure classrooms have ESL dictionaries- much better than conventional ones for EAL students
- Students need to practice listening skills (and responding orally or in writing) to things they have heard
- Help them understand idioms, figures of speech and slang that are commonly used
- Encourage conversation with English speakers
- Use reading writing resources that relate to real life and everyday activities

- Resource “Canadian Concepts”

6. How can we effectively incorporate technology into our classrooms?

- Playlist
- Not latest flavour
- You tube (not for learning, but for intro and review)
- Teach how to use devices
- Luidia.com “e-beam edge” app
- Boardshare
- Quia.com
- DL, Merlin, BB