

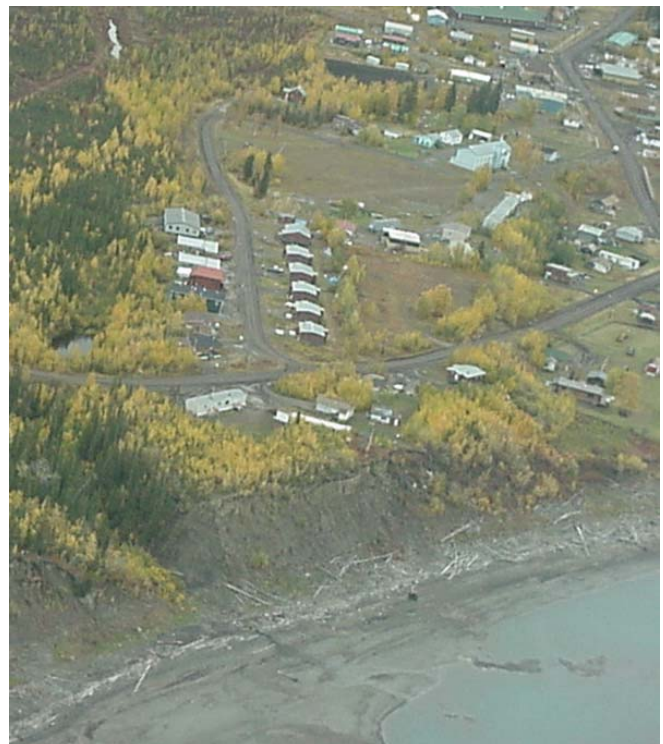
Chief Albert Wright School

Instructional Plan



Towards a New School

October 2004



This plan has evolved over several months of discussions with school administration, school staff, students, DEA members, parents, and members of the community

The Consultant visited the community of Tulita in June, September and October of 2004.

On the first visit, a half-day workshops on the overall philosophy of education was held with staff. Staff discussed what the following terms meant for them as a teacher, and as a school – culture based, student centred, interactive, process oriented, integrated and balanced (intellectual goals, emotional goals, physical goals, social goals, spiritual goals). DEA members, administration, and staff were interviewed both formally and informally. The consultant visited each classroom and met with students, listened to and recorded their thoughts on a new school. A letter went home from the school inviting parents to a DEA hosted public information meeting in the evening and approximately 20 people attended and shared their thoughts and issues related to new school. The consultant met with Louise Reindeer at the Hamlet Council to discuss the potential for a combined Tulita /School library. The consultant also met with Nancy Lennie at the Learning Centre (Adult Educator) to explore if this was another viable partnership as well. The consultant was advised that the main College contacts are Mickey O’Kane and Marja Van Nieuwenhuyzen, Chair of Community Programs.

On the second visit, a second half day workshop was held with staff to discuss basic principles for organizing the learning environment as well as provide subject specific information. Once again, the consultant met with administration, the DEA Chairperson, and staff (both formally and informally). Students were given a chance to read about what they had said on the earlier visit and provide additional feedback. A letter was sent home from the school inviting interested parents to contact the school and make an appointment to see the consultant. As well, parents were advised that the consultant would be available at the meet the teacher night held in the evening. Several parents took the opportunity to discuss their ideas for a new school with the consultant during this time.

On the third visit, staff and DEA were introduced to a Architect team and other members of the project team (ECE, DPW). Staff and DEA were given a quick review of the information gathered to date; looked at some slides of unique features in other schools; participated in a “Day in the Life” activities; and reviewed and provided input on functional plan components (initial distribution of space allocations throughout the new facility)

References in italics refers to the following Department of Education, Culture and Employment documents which were used in the preparation of this instructional plan:

- *Our Students Our Future: An Educational Framework*
- *Educating All Our Children: Department Directive on Inclusive Schooling*

This document has been developed by Don Kindt of D K Consulting in Yellowknife.

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Philosophical Framework

Chief Albert Wright School embraces the philosophical premises put forth in the Department of Education's Educational Framework: Our Students Our Future.

We recognize the importance of developing the entire child – intellectually, socially, emotionally, physically, and spiritually – by providing an educational setting which is culture based, student centred, process oriented, interactive, balanced and integrated.

The staff and administration of Chief Albert Wright School have spent time discussing what each of the essential elements of learning and dimensions of the child specifically mean to them as educators, and to the overall school in general. Their thoughts are outlined in this document.

In order for schooling to be relevant for our students, it should recognize the experiences and strengths which our students bring with them.

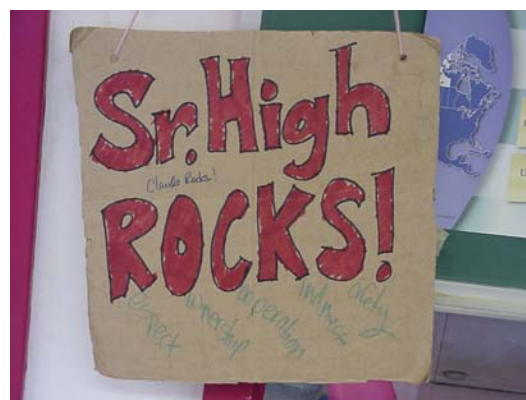
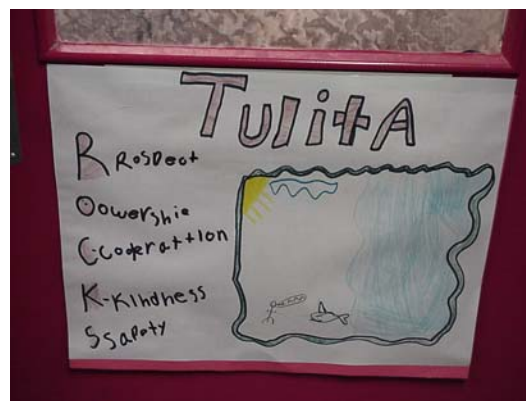
The cultures of our students should not only be reflected in the physical nature of the building but should also be an integral part of their program of studies.

Chief Albert Wright School

The entire school subscribes to the phrase – **Tulita R-O-C-K-S**



R = Respect
O = Ownership
C = Cooperation
K = Kindness
S = Safety



Essential Elements of Learning

This section addresses the essential elements of learning – culture-based, process oriented, interactive, integrated and balanced.

Culture-Based and Student Centred

What we do should reflect the cultures of our students and be evident in our unique school culture.

Schooling should recognize and respond to students as individuals recognizing the importance of family, community and larger society. Responding to students as individuals requires student centred learning, that is, learning which is shaped by the needs of the learner.

This can be accomplished through a variety of means, such as ...

- Traditional games in P. Ed
- Slavey teacher in a designated Slavey classroom
- Activities to enhance Slavey – e.g. beading, trapping
- A place to store meat and access to a kitchen to make traditional foods such as bannock
- Beading tables, cupboards for equipment
- Working on floor, at tables or desks
- On-the-land program for families/child e.g spring hunt, hunting trips, fishing
- Welcoming area for elders and guests
- Traditional medicines
- Access volunteers – elders, resource people
- Traditional activities e.g arts
- Traditional history

Process Oriented

Students today must be able to handle unfamiliar situations in this rapidly changing world, with ease. It is difficult to predict what knowledge may be necessary in the future, therefore students need to understand and apply processes which enable them to acquire the necessary knowledge, skills and attitudes, as needed. In other words, they need to know how to learn. Using a process oriented approach, schooling can engage students in activities which require them to think, communicate, organize, interact, make decisions and solve problems. In this way, students take control of their own learning and can apply a variety of learning processes throughout their lives.

At Chief Albert Wright School, we can contribute to a process oriented approach by ...

- Understanding “what” and “how” our students learn
- Making learning fun
- Having places to do large work
- Having areas for reading
- Having teachers role model learning “Last week I learned to ...”
- Science lab
- Having debates/public speaking
- Having lots of work areas
- Using math manipulatives
- Linking with RWED for special projects
- Teaching subjects on-the-land
- Letting kids learn from mistakes or “failures”
- Having a library for researching
- Use of Internet for research

Interactive

Learning is a social phenomenon; people of all ages learn from and with each other. Schooling can maximize learning opportunities by encouraging students to work together in pairs, in groups, or as a class; or by implementing programs such as peer tutoring or mentorships.

Interactive learning reinforces important processes such as communicating and problem solving. As well, it encourages students to function as co-operating, rather than competing, members of social groups and enables them to take more responsibility for their learning.

At Chief Albert Wright School, we can promote interactive learning through a variety of means, such as ...

- Shops – carpentry
- Mechanics inside/outside of school
- Cooking
- Art room
- Science lab
- Cosmetology
- Manipulatives
- Daily physical education
- Connect to world via Internet
- Music room
- Elders coming into the school
- Having a cultural room for crafts, traditional foods, storytelling
- Promote short term courses on skidoos, kickers
- Having music/art as part of everyday activities
- Using people from community e.g. guitar player, artist
- A place where kids can cook
- Student gathering area/student council
- Quiet space or reading room
- Counseling room

Integrated

Learning within the real world occurs in context and rarely in isolation.

Similarly, in schools, an effective learning program goes beyond rote learning or the practice of skills in isolation and focuses on integrated learning.

Knowledge, skills and attitudes are taught and learned best in wholistic learning situations, where networks of key concepts and objectives, drawn from a number of subject areas, become integrated around a central, relevant theme. The various subjects interact, and growth in one area promotes and reinforces growth in another.

At Chief Albert Wright School, we believe that integration is something which needs to be effectively planned for. We can nurture integration by having ...

- Large comfortable/safe classrooms
- A “real” common area for students, assemblies
- Meeting rooms
- Display cases for student work, art, and awards
- School wide themes and theme days
- School colours, mascot, team names
- Displays of the history of Tulita/Cultures in school
- An Elders area for visit and coffee, tea
- A large lobby
- Lots of windows and sunlight
- A place for teacher conferences and small group meetings
- Web page
- Big staff room
- Homework hotline
- Guest speakers

Balanced

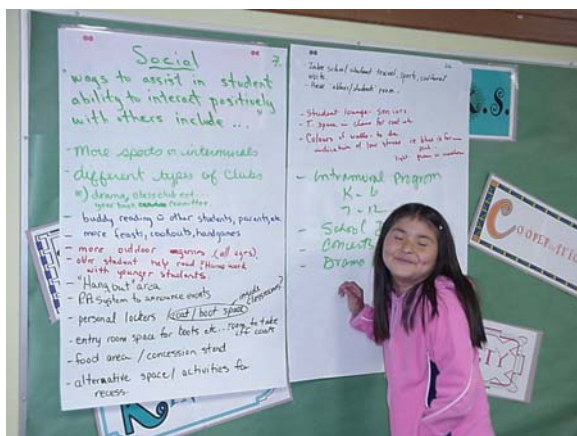
Balanced refers to the five dimensions of the child – intellectual, social, emotional, physical and spiritual.

Intellectual

We can assist in the development of students who understand and apply thinking and problem-solving skills to their everyday lives; who communicate effectively from a broad base; and who have a desire to be involved in lifelong learning.

Things that help us to achieve our goal of intellectual development are ...

- Study hall and a library
- Tutoring program after school
- Partnerships to create spaces such as a reading room, run programs, etc.
- High speed internet
- Peer grouping
- Tiered computer lab for all students
- Portable math, science, language arts carts
- Using traditional knowledge
- Working with students at their level
- Hosting parent evenings e.g. reading to your child
- Classroom assistant and program support positions and spaces
- Reading room



Social

One of our roles as educators is to assist in the development of students who interact positively with others, regardless of differences; and who understand, exercise, and value social rights and responsibilities/

In order to promote social goals, quite simply, students and staff need to interact. Interactions can be fostered through various means. Things that help us towards this goal are ...

- More sports or intramurals
- Different types of clubs e.g drama club, chess club
- Older students buddy reading with younger students
- A place to “hang out” common area for students
- Older students helping out with homework
- A public address system to keep everyone informed
- More outdoor games for all ages
- Personal lockers and/or spaces to hang coats, for boots, shoes, etc.
- Food area/concession stand
- Alternative spaces/activities for recess
- Inter-school travel for sports or cultural events
- Elders/students room
- School dances
- Concerts
- Drama presentations
- Create school identity – school colours, mascot, logo

Emotional

Students need to be assisted in the development of positive self-esteem, based on a strong sense of their own identity and values; students and staff need to understand and deal with their own feelings and face challenges with confidence.

Things that help us towards this goal are ...

- More interactions between staff and students
- Promoting an understanding of different cultures
- Being more welcoming to new staff and students
- Holding self-esteem workshops
- Inviting parents and elders to talk about their history
- Programs such as C.A.R.E./ D.A.R.E., Lion's quest and Taming the Tiger
- More hands-on cultural activity
- Student artwork/mural wall
- Having a cultural area within the school
- Do activities other than sports for those kids who don't like sports
- Having a counseling room and a counselor
- Space to celebrate student achievement such as student of the month, perfect attendance, etc.
- More community support via leadership visits
- Defining who we are – contributions to country and community
- Motivational speakers
- Touring artists/authors
- Esteem team – motivational sports role models

Physical

At Chief Albert Wright School, we can assist in the development of students who understand, actively seek and value their own well-being and that of their fellow citizens.

Things that help us work towards this goal are ...

- Someone to teach the whole P.Ed program and have programs available
- Quality daily P.Ed program
- Drama class in gym ... need stage
- Better gym equipment
- Skate (bike) park
- Weight or fitness room
- Change rooms and showers in gym area
- Outdoor basketball court
- Outdoor track and better playground
- Asphalt play area for hopscotch or skipping
- Kindergarten play area
- Partnership with Hamlet re night program



Spiritual

We can assist in the development of students who seek to understand and express their relationship with those aspects of their lives from which beliefs, values and world view emanate.

Things that help us towards this goal include ...

- Opportunities to be part of a circle
- Understanding of other cultures
- Cultural displays around the school
- A designated language area
- Workshops on spirituality
- Place for elders within the school
- Use of Internet/T.V. feed to open the concept of other world views
- Highlight the values, beliefs and traditions of various groups of people in Tulita
- Working together for “feasts”



During initial discussions, this information came forward but did not fit into the components being discussed. The information has been captured here so that it would not be lost.

Classrooms

- Full spectrum lighting
- Whiteboards
- Public address system and integrated phone system in classrooms

Office Area

- Our principal needs a “real” office
- Secretary and principal office space
- Public address system
- Space for a student to work when sent to the office

General

- Full spectrum lighting
- Sidewalks around perimeter of site
- More natural light
- Atrium
- Generic signage e.g. washrooms
- Maze, not doors to enter washrooms
- Some privacy in washrooms
- Big staff room
- Good parking spaces and outlets
- School security system
- Space for classroom assistant and program support staff
- Space for visiting staff e.g. testing, meeting rooms
- Every teacher has a space that be locked up and made secure
- Electric clocks enabling synchronizing time throughout building
- Colours to be indicative of low stress

Organizing Teaching and Learning

Some Guiding Principles *(from Education in the NWT)*

Educational activity should recognize and respect the cultural background, language and learning styles of each student.

Educational activity should reflect the valuable learning experiences available to students in the community and the wider environment.

Education should provide opportunities for students to experience success and failure and to develop a positive self-concept.

Education should be an interactive process involving students, families, communities and the school system.

Education should provide opportunities for students to develop thinking, problem solving and communication skills to help them make sound decisions for themselves and the environment.

What Do We Believe About Schooling?

- 1. Schooling must provide a secure, nurturing environment that reflects the cultures of the community, enhances self-esteem and promotes learning.*
- 2. Schooling must promote the participation of educational staff, students, families and the community in making decisions about learning.*

- 3. Schooling must promote the balanced growth of individuals.*
- 4. Schooling must recognize and respond to student diversity.*
- 5. Schooling must teach students how to learn.*
- 6. Schooling must extend and enrich student's understanding and use of communication.*

Shared Purpose Statement

The Sahtu Divisional Education Council has identified a SHARED PURPOSE for schools:

- 1. School have developed and defined their fundamental beliefs about teaching and learning in their particular community.*
- 2. Community and school work together to determine their common goals for education.*
- 3. There is a positive and ongoing communication between the school, DEA and community.*

This document will go a long way to addressing and defining the content related to this "shared purpose".

Skills For the Future

What staff and community think!

- Academic skills
- Problem solving skills
- Technological skills
- Leisure and recreation skills
- Socialization skills
- Accepting responsibility
- Professionalism
- Some knowledge of trades
– e.g. welding, mechanics
- Spiritual skills
- Emotional skills
- Cultural skills
- Healthy living choices
- Computer skills
- Communication skills
- Acceptance of other people
- Improved reading ability



What are the non-technical skills that employers are looking for?

Research says that employers are:

- looking for: generic technical skills, not specialized ones.
- supportive of increased communication and cooperation between themselves and the school system
- emphasizing that education in technology and with technology must begin earlier than high school

Communication Skills

- The ability to listen, understand, act on and transmit information in a practical way

Problem Solving Skills

- The ability to recognize and analyze problems and then devise reasonable solutions

Social Skills

- The ability to get along with others
- The ability to contribute as a team member

Basic Academic Skills

- Computeracy
- Numeracy
- Literacy

Other attributes employers wants

- A positive attitude
- Self-confidence
- Appropriate deportment
- Ability to be a self-directed learner

Potential Partnerships

Ideas to consider

1. Shared community library with Hamlet
2. Recreation coordinator and potential additional space for office, change rooms, etc.(Hamlet and MACA)
3. Sponsored reading room, study hall, career room, technology room in partnership with oil and gas, diamonds, pipeline or local businesses e.g. Esso, Imperial Oil, Mackenzie Valley Pipeline Group, Enbridge, Northern Stores
4. Possible consideration related to TLC move from SDEC
5. Pepsi/Coke re signs, scoreboards, or equipment
6. Adult education learning center space (AC)
7. NWTel re payphone in public area associated with gym
8. Pre-school/Early Childhood Programs

Potential Partnership #1 Combined Community /School Library

The Hamlet receives an annual contribution agreement (approximately \$16,500) for part-time staffing of the community library. The Hamlet does not receive ongoing capital or operational dollars for the community library.

If the two were to combine, the Hamlet would have to provide funding for additional space in the school. The benefit to the Hamlet is a long term modern home for the community library.

The benefit to the school in terms of staffing potential is limited, but the school would be able to access ongoing library training provided by GNWT to community library staff, as well as potential new technology (eg. automated system) utilized in community libraries throughout the NWT under the direction of GNWT Library Services and the Territorial Librarian (Territorial contact is Sandy McDonald 1-867-874-6531).

A contribution agreement could be developed outlining an initial contribution from the Hamlet to the facility plus ongoing annual contributions equivalent to the GNWT annual contribution which could be managed at the school level to provide some evening and daytime access to the new library facility.

Communities which have recently gone this route and merit contact and/or a visit include Holman, Hay River, Norman Wells, Fort Liard and Aklavik.

Potential Partnership #2

Aurora College

There exists a potential to partner with Aurora College regarding their adult education/learning center.

The college has a fairly new and modern trailer facility which is presently on the old site. The classroom receives its internet hookup from the school.

There is the potential to have a new site where students choose from among elementary school, high school or adult education when they arrive on the site.

Options include:

1. Moving existing trailer to new site and plan for its presence on the site.
2. Build a new classroom(s) in the new school and make the learning center an integral part of the high school side of the new facility or treat it as a “third” component of the new facility.
3. The existing learning center could be converted into community housing or it could be moved to another community.
4. Plan for a longer-term solution with a possible addition to the new school at a later date that would accommodate the learning center needs.

At this stage, the College may feel that the facility they currently have is adequate. They will need to be convinced to taking a longer-term perspective on the partnership. Once the school is built, and the old school is demolished, their learning center will be the only thing left on the old school site.

Staff Generated Principles for Organizing The Learning Environment

The following principles should guide the manner in which we organize our instruction as well as how we determine what we offer instructionally

School Within a School Concept

The school sees itself as having two distinct zones – an Elementary K-6 zone and a Grade 7 – 12 High School zone.

The optimum classroom number may be 10 or 11 classrooms with a 6:4, 7:4 or 6:5 Elementary to High School split of classrooms (of varying dimensions).

One of the high school classrooms should be flexible in terms of easily being divided into two classrooms (movable divider wall). As number increase, there may be more demand for high school classrooms.

Transition Zones

There were varied opinions as to what could separate the elementary school from the high school.

The most common versions included a fully equipped gym, computer room/area, or a combined school/community library.

Other ideas included:

- Conference room or multipurpose meeting room
- Resource area
- Music area/performance area or gathering area
- Quiet room or study hall
- Student lounge

Some liked the idea of everyone entering through the main doors and selecting which area to enter into – elementary area, high school area, main foyer gathering area, etc.



Student Support Services

Adequate space is needed for a variety of functions which could share/alternate the use of small rooms or offices for:

- Guidance Counselor
- Program Support Teacher
- Meeting room for traveling specialists, including the nurse, people from Regional Office, RCMP
- Meetings with parents
- Meetings with students
- Reading Recovery Specialist or one-on-one time for CSA and students could take place in this area

Privacy is an important consideration.

Each room should have computer and phone access.

Community Involvement in School

Suggestions included:

- A community corner for announcements/notice of events in main foyer area
- Small conference area for community use
- Gym and kitchen access
- Library and computer lab access
- Multipurpose meeting room
- A space for elders to come and sit in foyer or near library area and have a coffee
- A “great room” in main foyer for multipurpose use and community use
- Meat storage and preparation room



Distance Education

Past efforts in this area have not been successful. Many staff feel that the time required by the students to complete a course coupled with a very poor Internet connection have led to this situation.

Many feel that their school is not on a level playing field when it comes to appropriate use of technology and until they are, programs such as Distance Education delivery will meet with limited success.

Telephone access is good; fax access is good; but Internet access is very hit and miss.

All Distance Education resources need to be kept in the same area i.e. small library. Students often need their own cubicle for privacy and to keep them on task.

Some suggested alternatives such as interactive learning centres, while others proposed building the capacity for video conferencing in the hopes that the broadband issue will eventually be solved.

Another alternative would be to utilize Aurora College for some programming options.



School Library

Everyone agreed that the school library should be combined with community library.

Some suggested using a large cultural display/meeting or sitting area for Elders as a link between the library and the school. A community corner/notice board could go in this area.

The community would require a separate external entrance to the library for after hours usage.

Other ideas included:

- Books for all ages and all levels
- A quiet reading area or corner
- Tables
- Access to computers
- Reading or homework area
- Connecting to other NWT libraries
- Bright, inviting, comfortable
- Meeting a variety of student interests and reading levels
- Homework room or area
- Seminar room(s)
- Listening centre stations for books on tape



Computer Education/ Use of Technology

There is general concern over the poor Internet connection currently being experienced and a hope for a better solution which would involve a “wireless” aspect to it throughout the school.

In terms of access to computers, staff envision a small computer area associated with the school library as well as a mobile computer lab for general school use.

Staff envision a “wireless” solution to their problems, which includes laptops, digital cameras, high end colour printer(s), broadband satellite connections, digital projectors, Smart Boards, and digital video editing.

Staff suggested the idea of being able to project digital images on to a whiteboard or screen.

At a more basic level, staff spoke of: an integrated phone system (able to call one room or make general announcements); a security system for the school; and televisions (with clocks on the screen) in every room and important hallway locations.

Flexibility and Choice

Discussions related to flexibility and choice identified many good and practical examples of where flexibility would help meet many needs:

Large classrooms with perimeter work functions and/or with divider walls in the high school zone

A shared, full kitchen for school, staff and community use .

A permanent stage area integrated into the gym area which also serves another function – such as music area, student study hall or gathering area, etc.

Multipurpose rooms by intent rather than by necessity

Storage

The topic of storage was such a recurrent theme that it made its way into this section. Storage is needed for yearly supplies which can include food related materials, teacher made materials, student supplies and text resources, subject specific materials such as manipulatives, science supplies, art supplies, etc.

From a student perspective, the need to store outdoor boots, coats, snow pants, hats, etc. is a big issue for elementary students while high school students are looking for lockers that actually can house a parka and school supplies.

Ideas included:

- Food supply room storage
- Proper storage in classrooms
- Storage under a stage area
- Gym equipment storage area
- Proper school supply room storage
- Individual teacher storage space
- Camping and on-the-land gear storage
- Audio-visual storage

Instructional Programming

Staff were asked to discuss and document pertinent information related to each subject area:

- what program they use/what courses they teach
- how they teach – methodology/ best practice
- classroom and school level implications



Mathematics

Program Used/Courses Taught

K-6

Western Canada Math Protocol
(NWT approved curriculum)

Grade 7-12

Mostly Essentials of
Mathematics with majority of
students Math 10/20/30E
Some Applied Math 10A

How We Teach/Best Practice

- Manipulatives
- Drills
- Group work
- Practical hands-on activities
- Computer drill & skills
- Some lecture at older grades
- Graphing and scientific calculators at older grades

Classroom/School Level Implications

- Math carts
- Calculators that are compatible
- Computers need to be accessible and integrated into the classroom for spreadsheets, databases, and grade specific software at most grade levels

Science

Program Used/Courses Taught

K-6

Preparing for new Pan Canada Science Curriculum as it replaces older NWT Science Curriculum

Grade 7-12

Pan Canada (NWT) Sc. 7/8/9 with integration of Dene Kede Curriculum
Science 10/20/30
Science 15/25
Biology 20/30

How We Teach/Best Practice

- Experiments
- Group work
- Note taking and tests
- Hands-on activities
- Cooperative learning
- Labs and demonstrations
- Research and field work
- Lecture
- Elders/community resources

Classroom/School Level Implications

- Need for storage of basic supplies
- At high school level, require:
 - Fully functioning lab space with eye wash stations, shower, fume hood, chemical storage, prep room and adequate counter space
 - Flexibility to do lab work and lecture/seat work
 - Need research materials – texts, CD's, DVD, Internet
 - Access to computers
 - Many science texts use "bar wand" technology with CDRoms

Language Arts

Program Used/Courses Taught

K-6

Reading Intervention
WELA (Western English Language Arts Curriculum)
Pleasure reading
Types of writing

Grade 7-12

Drama
Vocabulary
Reading skills/vocabulary
Reading, writing, speaking, listening, comprehension
ELA 10-1/2
ELA 20-1/2
ELA 30-1/2

How We Teach/Best Practice

- Interactive/dynamic
- Exploration (individual or group)
- Research
- Would like to have funds for bringing authors into the school
- Elders telling stories

Classroom/School Level Implications

- Storage space
- Performing area
- Practice area
- Dictionaries
- Computers
- Writing centres
- Research space
- Listening centres
- Up-to-date novels
- Theme books
- Variety of books related to different themes
- Resource rich library
- Reading centre within library for magazines, newspapers

Social Studies

Program Used/Courses Taught

K-6

NWT Curriculum

Grade 7-12

Gr. 7-9 Canadian/Northern
Culture and Geography, and
Relationship with USA/World

Gr. 10-12 History – Rise of
Democracy and Canada's
Relation with the World
Northern Studies

Socials 10

Socials 13/23/33



How We Teach/Best Practice

- Videos
- Internet
- Atlases and textbooks
- Newspapers and magazines
- Note-taking, tests, activities, research
- Critical thinking
- Traditions/culture
- Collect information from parents and family
- Resource guests - elders



Classroom/School Level Implications

- Technology
- Library
- Textbooks
- Research
- This program is very research rich and there currently are problems associated with the Internet, library access, and availability of "rich" resources
- Need a big area to do group work and research work\need a real live link to the world – satellite/access to media/ inter-library loans/ high speed access



K-6

Customs

Art/Music

Dene Kede

Hand games

Art

Language (reading and grammar)

Dene Kede

- Elders
- Teachers
- Community members
- Group activities
- Discussions
- On-the-land skills
- Community feasts
- Drum dances
- Hand games
- Handicrafts
- Cooking



- Common area for community members to gather at the school
- Large space for storage and to hang student work
- Translated books (North Slavey)
- Designated room
- Sound proofed area (lots of singing)
- Need a Dene Font on more than one or two computers



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Health Education

Program Used/Courses Taught

K-6

NWT Curriculum

Grade 7-12 (only Grades 7-9)

NWT curriculum but needs an update

How We Teach/Best Practice

- Combine with science themes
- Posters
- Awareness
- Applications
- Videos
- Internet
- Current magazines
- Use of models

Classroom/School Level Implications

- Multi-use room, perhaps guidance/nurses area
- Sinks in the classroom
- Field trips (i.e. to health centre)
- Guest speakers

Fine Arts

Program Used/Courses Taught

K-6

Integrated into existing programs
Arts and crafts

Grade 7-12

- Art 10/20/30
- Art 21 Art Appreciation
- Music
- Drama
- Cultural Activities

How We Teach/Best Practice

- Often used as part of creative instruction – art activities that fit with other subject area topics; not fine arts on it's own as a distinct subject area
- At high school level, part of two distinct courses which look at real world examples, applied concepts, and visual appreciation combined with practical application

Classroom/School Level Implications

- Need for supplies, storage and display areas
- Need a designated work area for art
- Visual medium – T.V., computer, text books and colour photography capability
- Need a space outside the classroom as well to spread out and do art based activities

Career and Technology Studies

Program Used/Courses Taught

K-6

n/a

Grade 7-12

Include:

- Cosmetology
- Small engine repair
- Legal Studies
- Psychology
- Computer

Could include:

- Design Studies
- Chain saw safety
- Gun safety
- Cooking/home economics
- Sewing
- Wildlife trapping

How We Teach/Best Practice

- Demonstrations
- Hands-on activities
- Research
- Guest speakers
- Lectures

Classroom/School Level Implications

- CTS course require specialized equipment and/or tools e.g. Cosmetology requires proper supplies, sinks, mirrors, washer/dryer, mannequins, proper chairs, etc
- Rooms may need outside venting and enhanced electrical to deal with flexible demands
- Access to computer labs
- Industrial first aid course
- Safety and the Young Worker Program

Computer Education

Program Used/Courses Taught

K-6

Basic use

Typing skills

Grade 7-12 (part of CTS)

Key boarding

Computer operations

Art

Graphics design

Organizational skills

Math

CTS Modules offered:

Keyboarding

Information Processing

Multi-media

How We Teach/Best Practice

- Centres work in groups of various sizes
- Self-directed assignments
- Integrated in classrooms
- Demonstration

Classroom/School Level Implications

- Need time and access to computers
- Need programs for levels of students
- Need a Dene Font on more than one or two computers
- Large space
- Multi-media friendly
- 2 way directional satellite access
- Projection screen for teachers to demonstrate
- A computer area near the library tied with a "mobile computer lab"

Physical Education

Program Used/Courses Taught

K-6

NWT curriculum
Drum dance
Games
Cooperative games
Basketball
Volleyball
Skipping
Badminton
Gymnastics
Track & field

Grade 7-12

Leadership
Healthy living
Daily activity
Participation
Sport specific activities e.g.
V-ball, B-ball
Cooperation
P.Ed 10/20/30

How We Teach/Best Practice

- People, elders
- Drills
- Practical games to show skills
- Group work/ group activity
- Directions
- Bulletin boards and displays
- Interactive

Classroom/School Level Implications

- Gym every day
- Change rooms and showers
- Display case
- Bulletin boards
- Recessed water fountains in gym area
- Good acoustics
- Weight room

School Library

Program Used/Courses Taught

K-6

Explore types of books
Canadian authors
Prose-poetry
Interest and motivation for reading
Mini lessons on reading strategies
Reading appropriate to age level

Grade 7-12

Research projects
Resource materials
Computer skills
Reading
Host authors/guest speakers

How We Teach/Best Practice

- By example – student and teacher modeling
- Shared-paired reading
- Silent/guided reading
- Group work
- Individual research
- Open ended assignments
- Workshops – reading, job skills, cover letters, resumes, portfolios, etc.

Classroom/School Level Implications

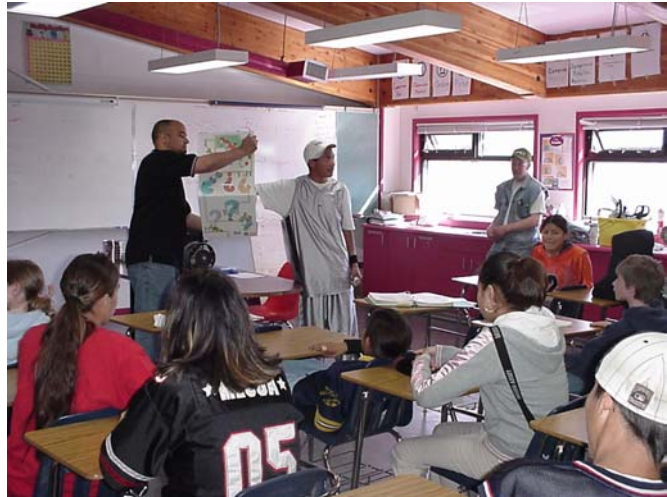
- Need for a large library
- Storage requirements
- Display area
- Outside entrance
- Bathrooms
- Seminar rooms
- Comfortable – tables, chairs, sofas
- Computers – Internet, printers, printshop
- Listening centres

What Did Students Have To Say

(Note: answers have been combined where duplicated; words that have been CAPITALIZED indicate recurrent themes; words in **bold** indicate overwhelming agreement)

1. What features of the existing school do you like?

- **GYM**
- **COMPUTERS**
- *Career and Technology Studies*



2. What features would you change?

- *bigger GYM with change rooms, showers and an area for viewing (bleachers or a glass wall)*
- *bigger shops for woodworking, welding and small motors*
- *more access to a science lab and science chemicals*
- *more classrooms*
- *better PLAYGROUND EQUIPMENT*
- *outdoor BASKETBALL COURT*
- *better COMPUTER LAB area with more computers*
- *different size classrooms*
- *how about a supply room for our basic school supplies*
- *we need a LIBRARY*
- *whiteboards instead of blackboards*
- *better WATER FOUNTAINS*
- *new desks*
- *plants*
- *a place to hang out; student lounge; or to do work in (study hall)*
- *a place to sit when sent to the office*
- *better ventilation – classroom get too hot; air conditioning*
- *how about a small greenhouse*
- *more bike racks*
- *baseball or football field*
- *bigger and nicer BATHROOMS with more stalls; different washrooms for older kids*
- *lockers for junior and senior high students*
- *a pool would be nice*
- *weight room or fitness room*
- *an intercom system*
- *TV's and other equipment in the classroom*
- *more SUNLIGHT; BIGGER WINDOWS; and maybe even a view*
- *bigger kitchen*
- *security system*

- *reflect our culture more*
- *paint something other than brown*
- *wireless or FASTER INTERNET*
- *vending machines*
- *canteen*
- *public address system*
- *art studio*

3. Are there programs you would like to see taught or added to the programs you already receive?

- *ART ROOM and art classes*
- *music room*
- *SCIENCE LAB*
- *HOME ECONOMICS/COOKING*
- *Cosmotology*
- *SHOPS – welding, carpentry, electrical; anything to do with engines or small motors*
- *chemistry and physics*
- *fitness room*
- *photography*
- *Slavey language classes*
- *More gym classes*
- *Drama club*
- *Singing*
- *Cafeteria or canteen*
- *Learn how to drive courses*



4. Every school building has something which can be described as the heart or soul of the building. What do you think it could be for Tulita's new school? (or what would make it a really cool building?)

- *animal imagery – moose, bear, wolves, beaver*
- *shape of a teepee*
- *shape of beaver pelts and/or bear rock image on floor or walls*
- *School teams – "T-wolves?" and school colours – unsure what they are?*
- *more cultural displays and something about the history of Tulita*
- *trapping imagery*
- *cultural murals on walls and on flooring*
- *lots of display or trophy cases for our awards*
- *paint with school colours*
- *draw a tent on the side of the building*
- *make it two floors high and change colours*

Additional Comments From Students (Generated September 2004)

Students were given a chance to read their comments gathered on an earlier visit to the school. They were asked for any additional comments. Teachers gave each student a copy of the student comments from the first visit, and as a class, they went over the comments and had a large group discussion on them.

Front entrance teepee
More driveway for teachers
Pool table in a gathering area or games room
Art centre
Bigger playground with real equipment e.g.
tire swing
Alarm system
Music room
Camera for security
More janitors
Satellite TV in each class
Cupboards with doors that lock
Nurses room if sick
Elevator
Stage in gym
Bike or skateboard area
Recessed water fountains in gym area
Smoking area for older students
Wood stove/fireplace
Study room
Learn how to hunt/firearm safety
Boxing
More exits
Pop machine
Better coat hangers – parkas always fall off
Show cupboard near entrance



What Did District Education Authority and Parents/Community Have To Say

(based on a June meeting and Sept conversations with parents)

What features of the existing school do you like?

- Size of gym
- School spirit
- Computer labs
- Lockers
- High hallways
- Open beam structure
- Natural wood

What features would you change?

- Better choice of colours
- Dreary brown look

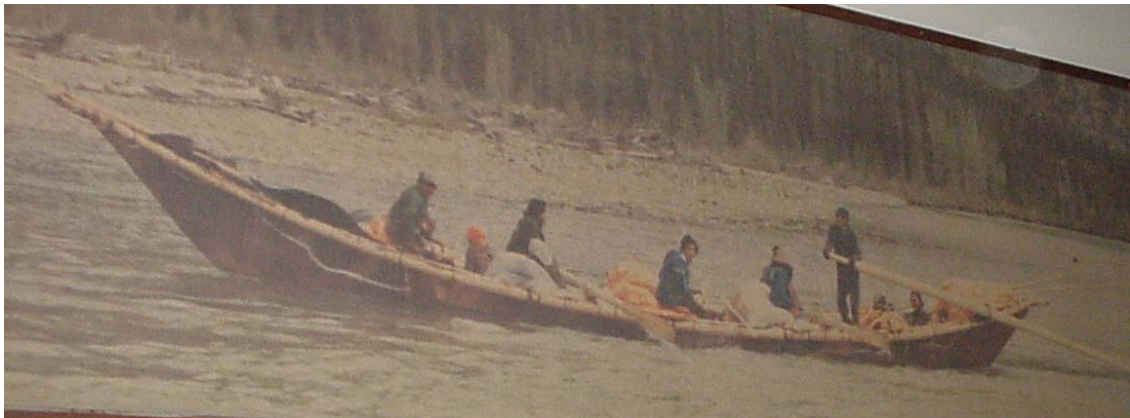
Are there programs you would like to see added to the programs your son or daughter already takes in school?

- Hands-on learning – no modules
- Arts, including a potter's wheel and kiln; arts and crafts; art program
- Music
- Better athletics
- Track equipment
- Cultural events
- Home economics, cooking
- Stage in gym area
- Science lab
- Trades shop or trades centre
- Elementary, junior and senior high classes separated
- Fewer multi-grade classrooms
- Balance academics with hands-on and trades
- Promote the arts, (possible art school), tourism and cooking
- Library is a must



Every building should have something which can be described as its “heart and soul”- imagery that speaks to the community and its people. What could that be in Tulita’s new school?

- Cultural heritage displays
- Gathering place for people (in a teepee shape)
- Cultural Dene stories and tradition visible in the building and teaching
- Entrance in the form of a teepee with one side office and secretary/principal and other side classrooms
- Area for visitors (elders) to sit at entrance
- Circular middle assembly room or special gathering space
- Teepee in main foyer area
- Natural wood and open beam structures



Have you thought about any groups or potential partnerships?

- Mines and petroleum industry
- Other schools
- Tourism
- Adult educator
- Library (Hamlet)

General Summary Comments

The following list represents the most often heard comments from visits with staff, administration, students, some DEA and some parents. This list could be viewed as a consensual wish list. Also included is background anecdotal information which will hopefully serve to clarify each set of comments.

From a School Perspective:

Main Ideas	Background (Anecdotal Commentary)
Two distinct zones – a K-6 zone and a 7-12 zone; each with separate washrooms, exits, recreation/play areas	<p>With the advent of high school, the school has historically functioned as a K-7 and a 7-12 facility. There has always been a desire to have a separate high school with the older students separated from the younger ones – especially in terms of washrooms, playground/recreation areas, and exits.</p> <p>While most prefer the older students to leave the school via their own exits, many see the benefit of having a common approach to the facility where all students, staff and the general public could enter and make their selection – elementary school, high school, administration area and perhaps even community library.</p>
<p>Minimum of 10 classrooms overall with some specialty and/or multi-use areas</p> <p>Different sizes for different classrooms, particularly at the senior high level (flexible classrooms)</p> <p>All classrooms need water and sink access and some floor surface that students can work on</p>	<p>Most see the school as a 6:4 split in terms of classrooms.</p> <p>While the elementary classrooms can be basically similar in nature (size, fixtures, FF&E, water access, workable floor surface), there is a desire on the high school side to have more flexibility in terms of classroom sizes. A fifth teaching area should be incorporated into the high school design through either the ability to open/close classroom areas or through suitable spaces that might serve as instructional areas when needed and as work areas/gathering areas at other times.</p>
Some breakout spaces for the older grades and a possible multi-use area for the younger grades (reading area, overflow art area)	<p>At the elementary level, staff prefer to have interesting work spaces within their classroom while being able to access some shared multi-use areas to serve as additional instructional areas.</p> <p>The high school prefers access to flexible breakout areas that also can serve as gathering areas for students between classes and during non-instructional times.</p>

<p>A combined school and community library with a separate outside entrance for community use</p>	<p>Currently the school has no library, poor Internet access and limited library resources. The ability to conduct effective research projects is extremely limited.</p> <p>Combining the community library and the school library will be good for the community and the school in the long run.</p> <p>Students need a place to work in the library (tables and chairs) and a place to read (reading nook) in the library area.</p> <p>Community use would be limited to mainly a few nights a week, however, there is no reason why the community could not use the library during limited school hours. The school needs to acquire the O&M that currently resides with the Hamlet to run the community library.</p>
<p>A computer area associated with the library and the use of “mobile” computers in the remainder of the school</p>	<p>Rather than a computer lab, the school sees a small computer area residing in or near the library (12-15 computers) while students in the classrooms access a mobile computer lab via laptops on trolleys.</p> <p>A wireless system would be required.</p> <p>Staff would have one computer on their desk that would be used for administrative and planning purposes.</p>
<p>A better Internet solution than what already exists – explore use of satellite link or an alternate provider</p>	<p>Currently, the Internet solution in place does not work to anyone’s satisfaction. A better Internet solution needs to be researched and developed.</p> <p>One suggestion was to have their own satellite dish and bypass the NWTel system currently being used.</p>
<p>The concept of a science lab can be dealt with through two high school classrooms with perimeter work station type setups that could perhaps accommodate more than just science instruction</p>	<p>A perimeter lab set-up in one of the high school classrooms would adequately deal with the requirements for science at the high school level.</p> <p>Two of the stations should be adapted to accommodate other needs such as the delivery of a cosmetology CTS module.</p> <p>Specialized science storage with lockable cabinets is a must as is the need for a fume hood.</p>

<p>Flexible multi-use area(s) to deal with need for shop and home economics type courses.</p> <p>A foods area that is also in close proximity to the gym (for community use e.g. feasts, graduation, special events) and the staff room (for staff use during lunch time and recesses)</p>	<p>CTS delivery to date includes small motors, cosmetology, psychology, home economics, and information processing.</p> <p>A separate “shop facility” that is a stand-alone would service the school well. Besides using it for possible future “dirty CTS” items such as carpentry, small motors, welding, etc, it would be used for cultural projects such as snowshoe making.</p> <p>The CTS foods area serves many purposes such as home economics, community use during feasts and special events, staff use during breaks and lunch, and possible use by other classes – native language class, baking by other classes, etc.</p> <p>At least two well defined bays with suitable tables and chairs for 10-12 students, and suitable storage for food items, freezer space, and washer and dryer are required.</p>
<p>A native language classroom/area that is suitable for teaching language, arts and crafts (e.g. sewing) and is in close proximity to a foods area</p>	<p>A more prominent native language classroom is desired – one that visually speaks to the uniqueness of Tulita and its students.</p> <p>Besides language, this is an area where arts and crafts can occur.</p>
<p>A principal’s office with space for a secretary and somewhere for a student to be if sent to the office or for a small meeting</p>	<p>Suitable office space is required for a full time principal and secretary, files, some storage, etc.</p> <p>Quite often a student may need to be directed to the office and there currently is nowhere for them to sit/stay.</p> <p>A meeting room that is shared with student support would be valuable. As well, a small area is needed in the principal’s office for a table and chairs (to hold a small meeting)</p>

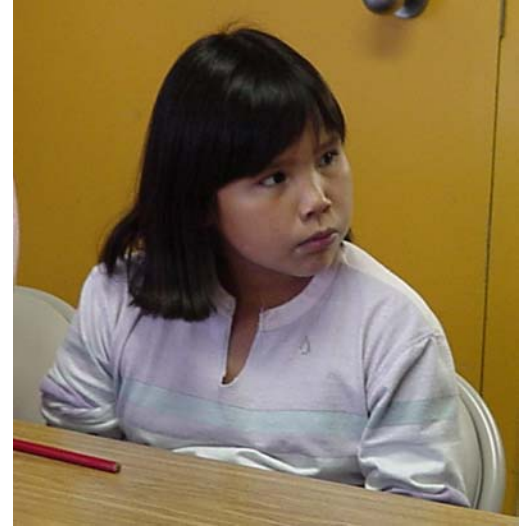
<p>There is a strong desire for the school atmosphere and ambiance to be a welcoming area reflective of the culture.</p>	<p>A school with a sense of being in Tulita</p> <ul style="list-style-type: none"> • reflect culture of community – a recurrent theme was the image of a Teepee (from students, parents and some staff) • the idea of a cultural area within the school, possibly tied to the language classroom • you should know you are in Tulita when you are in the school – suitable images • a welcoming area for elders, resource people, place to sit and have a coffee (either in main foyer or near community library access and linkage to school) • a suitable area to show off awards, artwork, etc • school colours, mascot, logo (need to be created yet)
<p>Suitable storage</p>	<p>There is a wide need for different types of storage.</p> <ul style="list-style-type: none"> • classroom (lockable cupboards) for basic supplies, teacher made materials and resources, including subject specific materials such as math manipulatives,, art supplies, text books, etc. • School wide need for storage – for storage of yearly supplies and staples, including food supplies and paper. <p>Designers have to keep in mind that small schools often receive and store a full years supply at a time, unlike large communities where you can order and ship several times a year. The cost of ordering and shipping several times a year is prohibitive.</p> <p>In large communities, many supplies such as paper are not stored on site – suppliers keep them in their warehouse and deliver as requested throughout the year. This is clearly not the case in small communities.</p>

<p>Some areas such as gym and library should have separate entrances for community use</p>	<p>Community use of the facility includes but is not limited to:</p> <ul style="list-style-type: none"> • Use of gym, change rooms and gym storage • Use of foods area during feasts and community events • Use of school stage during feasts and community events • Use of library • Use of gathering /meeting spaces • Use of computers in open/multi-use areas • A place for elders and/or parents to just come and sit in lobby and have a coffee • A community activity /bulletin board in the main lobby of the school <p>Access and egress and how to lock out certain sections within the school on an as needed basis are important considerations. They can enhance or deter the community's access to school facilities.</p>
<p>A way of promoting better communication throughout the building – public address or integrated phone system, TV monitors, event/notice boards, etc.</p>	<p>Staff are interested in exploring effective communication systems throughout the building.</p> <p>An integrated phone system allowing individual room access and zoned access throughout the building is desirable.</p> <p>TVs can be used for communication – announcements, clock timer, program delivery (videos, DVD), etc.</p> <p>Many of the new curriculum use newer technologies for program delivery. Some of the resources for advanced science courses include textbook resource with bar codes which when read with a bar code scanner, provide A-V references from a DVD/CD.</p>
<p>One suggestion included using the school as an emergency evacuation area and seeing if they could get an emergency backup generator; showers in gym, etc.</p>	<p>The school is a shelter for the community in times of emergency.</p> <p>A backup generator will be required as well as access to showers in the event that the facility is used for an emergency event.</p>

<p>A “comfortable” staff area with access to a small work area for copier, binding, etc.</p>	<p>The staff room has come and gone from year to year depending on whether it had to be converted into a classroom.</p> <p>Staff need a place to relax, in very close proximity to a kitchen area – food is a great “socializer” for staff.</p> <p>A small work area for photocopying, binding materials is also needed.</p> <p>If the staff room is in close proximity to the foods area, it may be possible to utilize its coffee machine, microwave, fridge, etc. Other wise, a small foods area will be needed in the staff area.</p>
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From a Student Perspective:

- A real playground – bike area, hard surface for hopscotch and basketball, better playground equipment – a playground surface that is wet, muddy clay
- Multi-use areas for CTS delivery and/or arts/fine arts courses
- Better access to computers and a better Internet hook up
- A place to hang out – maybe a games area or gathering area; possible student multi-use area – for gathering, study hall, games area, work area during classes (could also double as a stage area for school and community use)
- Real hangers/hooks for their parkas and snow pants so they don't keep falling on the floor (for elementary) and suitable boot storage solution
- Personal lockers for Grades 7 –12 (for high school)
- Separation between elementary and high school in terms of play areas, traffic flow, etc.
- Better ventilation (school is often too hot)
- Sunlight/windows/view
- School wide imagery – animal imagery (moose, bear, wolves, beaver), shape of teepee, school teams, cultural murals, and most definitely a different colour for the building
- It should be noted that what seems to interest the older students most often has the least to do with core programming.



Students were very practical in terms of what they would like to see in a new school.

There suggestions identified current problems they were encountering related to:

- Lack of appropriate play area and surface in the existing playground
- Lack of adequate storage for their coats, hats and snow pants in wintertime
- Lack of adequate ventilation in the building during warmer school months
- Lack of cold water fountains – there is literally nowhere in the existing facility where you can get a cold drink of water
- Lack of adequate research facilities in the school – no library area, poor Internet access
- Lack of a space to just “hang out” or do work in

Students envisioned a warm, comfortable, inviting environment – somewhere where they would be enticed to “hang out” at breaks or lunchtime, or stay after school. They also identified programs or courses that most interested them – gym, computers, and various hands-on learning experiences (including CTS at the upper levels).

From a DEA and Parent Perspective

Need a change from the “dreary” appearance of the school

Classroom and school spaces that allow for more option type courses (home economics, shop, art) and hands-on teaching (science, math)

Separation of elementary and high school students

Fewer multi-grade classrooms
Possible meeting space

A school that reflects the culture

- Cultural displays
- Area for visitors/elders in front foyer
- Circular middle assembly room or special gathering space
- Natural wood and open beam structures



From a parent (and DEA) perspective, most parents referenced the physical nature of the facility when asked about a new school. They wanted a facility that was interesting to look at and created a warm, inviting environment, not only for students but for the community. They saw the community more involved and hoped there would be a spot for them when they dropped by.

Parents (and DEA) wanted the school to be a comfortable fit with the community – to reflect it in “spirit” and to reflect their culture(s). There are Dene and Metis in this community and the facility should be reflective of both cultures.

It was really important to parents that there be more straight grade classrooms and that the programs be more hands on and of interest to students.

A Day In The Life Activity

Staff and DEA members were separated into two groups. Each group took a different grouping of students (K-6 or 7-12) and described a futuristic day in their life and in the life of the school. Their comments were recorded and the following accounts were created. Note that the accounts have been enhanced to include additional comments from students and parents which have been documented in the instructional plan.

A Day in the Life (Elementary Version)

Although school only starts at 9:00 am in this small community, elementary students have started to arrive at 8:30 am. Students walk on a small raised trail (as they approach the front entrance of the school). Some students are dropped off on the hard surfaced drop-off zone close to the main entrance.

A small group of students make a detour from the path and head straight for the swings and various pieces of playground equipment that decorate their semi-treed area. A group of older students are playing basketball on a small hard surfaced court. Others head straight for the gym and a chance to play indoors with their friends. Students who arrive closer to the start of school consider themselves quite lucky if they have arrived in time to use one of the computers that are part of the multi-use area – the computers are a hot item whether it be some of the educational software they are allowed to use before school and at breaks, or be it a chance to get on the Internet and e-mail some students they have met through one of their social studies class projects.

At 8:45 am, twice a week, a breakfast program begins and many of the elementary students enjoy the juice and bannock (or cereal and milk) that has become part of their weekly routine. The program has been spearheaded by two parents in the community. Students in the Home Economics (CTS) class have made bannock for this week's program.

As the students enter the school, the shoes come off and their mitts and coats are piled in a corner. Once the classrooms wing(s) have been opened, often before 9:00 am, their belongings will be hung up in their classroom in a storage closet which has doors on it allowing the various items to be hidden from view, once closed.

A soft toned buzzer sounds five minutes before the start of the day and students make their way into their "neighbourhood" of classrooms as they await the start of the school day. Today, the announcements are over the public address system. Oh Canada, followed by a prayer in Slavey and regular announcements sets the tone for the day. Classes are invited to drop by the "commons/gathering area" near the entrance of the school during the day, where a snowshoe making demonstration will be taking place. An elder is sitting in the entrance foyer, having tea while many students get a chance to drop by and watch the progress of the snowshoes over the course of the day. One of the teachers has managed to convince the elder to tell the students a story about when snowshoes and dog teams were the only form of transportation available to them.

The elementary classrooms have some wonderful learning nooks in them that are used to advantage by the teachers as the morning progresses. Learning circles, reading nooks, small and large group activities are the norm for these students. Some students are picked up and taken to other areas (e.g. small rooms) in this part of the school to provide for additional learning opportunities – such as reading intervention or classroom assistant intervention. A Board office staff person responsible for assessing students has been in town for the week and is working out of a meeting room in the student support area.

Students generally work in their classrooms but do venture outwards for Slavey language class, physical education and to go to the library.

The neighbourhood of classrooms share two trolleys of portable laptop computers and two students can be seen retrieving the trolleys from another classroom. In one of the classrooms, students have been discussing a topic that has generated a great deal of discussion. The teacher has just sent three students into the highly visible computer station area between it and the next classroom. The students are doing a “Google” search on the topic and will be reporting back to the class on their findings.

Another classroom has decided to do timeline activity using a large sheet of rolled paper that has been spread out in the open multi-use area shared by the classrooms in the neighbourhood.

Community volunteers come once a week for twenty minutes to the school and work one-to-one with emergent readers, either reading to them or being read to.

At recess times, students head straight for the the playground. The students love their new playground – its grassed in several sections with some hard surface areas; one section even has trees. Staff have noted how behaviour problems have improved since students have had a “real” playground.

At lunch time, most students traditionally go home for lunch as do staff who have children. However, more and more students are starting to stay at the school for lunch – they enjoy playing board games and working on the computers.

After school, students linger in the facility and play outdoors – the school has become a “cool” place to hang out.

In the evening, community members participate in organized sports activities. On certain evenings, the library is open to members of the public and on Wednesdays there is a reading program for pre-schoolers where moms or dads can bring their children and someone reads a few short stories for them. Books are available for sign out by parents. Each week, books are exchanged and the program has slowly evolved into a pre-school support program. By the time these children attend school, they will have become familiar with the surroundings and will have been spent a significant amount of time having been read to.

A Day in the Life (High School Version)

Many of the Grade 7 to 12 students walk to school, but most often, you will see them on their bikes and sometimes, on their skidoos. Students make good use of the drop-off loop nearest the 7-12 zone and the bike racks are always filled to capacity in warmer weather. The dozen or so parking stalls are primarily for staff and visitor parking.

More and more, students are starting to arrive early for class – a chance to access computers or let some steam off in the gymnasium. Twice a week, students are invited to participate in a breakfast program – mostly toast and juice which they themselves prepare in the CTS foods area off the gym.

Some of the older students bring their younger siblings to school with them and drop them off in the playground.

As the older students enter the school, their shoes come off and their mitts, coats and backpacks are stored in their locker which are located in their neighbourhood of classrooms. In this neighbourhood, the classroom may be locked if no teacher is present, but the common areas are accessible from 8:30 am to 5:00 pm.

Meanwhile, the staff come to school and follow their usual routine – check e-mails, get a coffee from the staffroom/foods area, and get ready for the day. They often stop on their way to their classroom to talk with students who are catching up on their homework or using one of the commons area computers.

A soft toned buzzer sounds and students make their way into their “neighbourhood” of classrooms as they await the start of the school day. This neighbourhood has pictures of elders and community leaders prominently displayed – a signal to the students that they are the upcoming leaders of Tulita and someday, their picture may be on the walls.

On the whole, juniors (7-9) have homerooms while seniors (10-12) tend to move from class to class. Sometimes, a teacher will use a cart to help transport the essentials needed for today’s lessons. The gathering area nearest them also doubles as a fifth classroom from time to time depending on what courses are being offered.

Today, the announcements are provided by a video format using the TVs in each classroom. The video feed is tied into the Hamlet Office and is also covered by the local cable network. Some students can check announcements before they even arrive at the school. Last week, students practiced some visual arts skills by delivering the announcements in a news program style – it was a real hit with students.

The high school classrooms are active learning environments - small and large group interactive activities are the norm for these students. Teachers use DVD/CD reference materials associated with some of their courses. Two of the classrooms have built in

video projections. Teachers and students make use of the alternate learning spaces within their neighbourhood and in the main central areas of the school. Many of the grade 10 to 12 students use laptops in their daily work and several have become very proficient with specific applications and have helped to teach other students how to use the softwares.

Junior students generally work out of their classrooms except for physical education and when they go to the library. High speed Internet is put to good use during learning activities. Students also utilize the student work/study area as they work on both individual and team assignments/projects.

The Grade 7-9 classrooms share a trolley of portable laptop computers and two students can be seen retrieving the trolleys from another classroom. In one of the classrooms, students have been discussing a topic that has generated a great deal of discussion. The teacher has just sent three students into the highly visible computer station area between it and the next classroom. The students are doing a “Google” search on the topic and will be reporting back to the class on their findings.

At recess times, students head in many directions. Even though some students have stopped smoking, they are still several that head for the student designated smoking area. Others just stroll around the playground chatting. Some students can’t wait to get on the computers in the commons area and there are always four or five students in the video-editing suite. Making short movies for an upcoming movie night premiere is a popular way to spend one’s leisure time.

At lunchtime, most students traditionally go home for lunch. However, more and more students are starting to stay at the school for lunch – they enjoy playing board games and working on the computers, and socializing. Recently a small canteen has been created which offers a few choices for students who want to stay at school and continue with their interests.

After school, students linger in the facility and generally have to be asked to leave – the school has become a “cool” place to hang out.

In the evening, community members participate in organized sports activities. Some students have been taking a small motors course with other adults from the community in the stand-alone shop facility. This week, they are learning about chainsaw maintenance. It’s a popular unit – almost as popular as last month’s module on how to strip down your kicker and get it working again. It’s getting harder and harder to book the shop facility - community people are getting used to the idea of sharing their skills with others. How to make traditional snowshoes is already in the planning course and some budding carpenters are looking for someone with carpentry skills to teach students and adults how to use some basic tools.

Meanwhile, back in the school facility, students fresh from a cosmetology module are having a special evening to demonstrate their new found knowledge and are hoping to get a few community volunteers to help them extend their theory into practice.

Appendices

Notice From School/DEA to Parents/Community Regarding Instructional Plan Meeting and Opportunity to Meet With Consultant (June 04)

Notice From School/DEA to Parents/Community Regarding Instructional Plan Meeting and Opportunity To Meet With Consultant (Sept. 04)

Information From the Tulita Self Government Secretariat Community Strategic Planning Session (Notes from April 28-29, 2004)

Notice From School/DEA to Parents/Community Regarding Instructional Plan Meeting and Opportunity to Meet With Consultant (June 04)



Chief Albert Wright School

Box 126
Tulita, NT
X0E 0K0

Phone: (867) 588-4361
Fax: (867) 588-3912
Principal: Wayne Dawe
wdawe@learnnet.nt.ca

Memo

To: ALL Parents / Guardians / Family
From: Wayne Dawe, Principal
Date: 6/1/2004
Re: School Closures

There will be no school for student's tomorrow afternoon, June 2, 2004.

Mr. Don Kindt, from D K Consulting, is here, this week, to meet with students, teachers, parents, and other interested members in the community concerning the Instructional Plan for the new school.

He is meeting with students today and tomorrow morning. Tomorrow afternoon he will meet with the staff, and tomorrow night he will meet with the DEA, parents and other interested members from the community.

Also, there will be no school for students on Friday afternoon, June 4, 2004. Friday is Graduation Day for our Senior High students. The afternoon is set aside for final preparations for the ceremony which begins at 6:00 p.m. in the school gym.

Wayne Dawe
Principal

Notice From School/DEA to Parents/Community Regarding Instructional Plan Meeting and Opportunity To Meet With Consultant (Sept. 04)



Chief Albert Wright School

Box 126
Tulita, NT
X0E 0K0

Phone: (867) 588-4361
Fax: (867) 588-3912
Principal: Wayne Dawe
wdawe@learnnet.nt.ca

Memo

To: ALL Parents / Guardians / Family
From: Wayne Dawe, Principal
Date: 9/13/2004
Re: School Closures

Sorry for the inconvenience but we have to make some changes from those that were earlier communicated.

There will be no school for students this Wednesday afternoon, Sept. 15/04 instead of Tuesday as was earlier indicated.

Mr. Don Kindt, from D K Consulting, is here again this week, to meet with students, teachers, parents, and other interested members in the community. He is continuing with the Instructional Plan for the new school, which he started on his last visit, June 04.

Mr. Kindt will be meeting with the staff and the DEA Wednesday afternoon.

If any parent would like to meet with Mr. Kindt, during the next couple of days, please phone the school and make an appointment. He will also be here during our **Meet the Teacher night**, Wednesday night. He'll gladly meet with any parent or parents at that time as well.

Also, there will be an early closure on Thursday, September 16/04.

School will be dismissed for the students at 3:00 p.m. The staff will be involved in a meeting with Mr. Steve Rose, supervisor of schools for the SDEC.

Wayne Dawe
Principal

Information From the Tulita Self Government Secretariat Community Strategic Planning Session (April 28-29, 2004)

A great deal of discussion arose concerning the process and community involvement in the process. Two schools of thought came forward during the June meeting – working with the school and the local DEA who represent the community as elected education officials, and working with the Tulita Self Government Working Group who are interested in partnerships but were seeking a different process for achieving the same end result – an enhanced school. The consultant agreed to meet the next day with the Tulita Self Government Working Group to identify potential partnerships that the working group could bring to the table as part of this **SDEC/DEA driven project**.

The next day, when the consultant called to confirm location for the meeting with the Tulita Self Government Working Group, he was advised that the group did not feel it was necessary to meet with him. They preferred to work through the DEA and establish potential partnerships and broaden community involvement on their own with the DEA. The consultant was told that the information being gathered was valuable but the working group felt that the people involved with their partnership would not want to establish partnerships with ECE and Education, when they had already established linkages to the Tulita Working Group.

Excerpt from the section on Priorities: (from the From the Tulita Self Government Secretariat Community Strategic Planning Session (April 28-29, 2004)

Education:

1. New school in the community that includes all the facilities trade shop, cooking facilities, science lab, computer lab, history centre, culture centre, music room, study hall, library, photo lab, art studio, home economics program, good gym The curriculum needs to be evaluated and changed to meet the needs of the community. Have aboriginal language/culture integrated into curriculum.

2. New Recreation Centre/Cultural Centre

New centre that includes swimming pool, gym, youth centre, elders room, exercise room, community hall, skating rink, curling rink, preschool, FSP, culture room, skating board/roller blade park

3. Improve Health & Social Services that include social programs – community wellness, train counselors, more professionals to provide support, on the land programs for families /youth to teach culture/traditional skills; young offender program – on the land; adult offender program – on the land; community support elders/youth be done under social

4. Training – need to train local people as resource people. Need to train people in trades – plumbing, electrician, carpenters, welding, etc.

Any training related to pipeline

Youth skills programs

Community gardening

Any training related to oil and gas and pipeline