

Welcome all!

Pls mute your mics

Questions?

*Pls submit them in the
chat.*

*Responses can be found in
Friday's Parent Bulletin*

**School Council Meeting #6
Monday, April 25, 2022**

7:00 - 8:00 p.m.

Land Acknowledgement

We affirm that we are all treaty people and acknowledge that the York Region District School Board is located on the lands of two treaties. These treaties have been signed with the Mississaugas of the Credit First Nation and the First Nations of the Williams Treaties who are: the Mississaugas of Alderville, Curve Lake, Hiawatha, Scugog Island; and the Chippewas of Beausoleil, Rama, and Georgina Island who is our closest neighbour and partner in education.

To honour this agreement we will take up our responsibility to be respectful of their traditions, knowledge and inherent rights as sovereign nations. We will respect their relationship with these lands and recognize that our connection to this land is through the continued relationship with these First Nations, and we acknowledge our shared responsibility to respect and care for the land and waters for future generations.

Agenda

7:00 p.m. Welcome Families!! - *Suelyn Cheong*

7:04 p.m. Math Subject Presentation - *Edmund Leung*

7:09 p.m. English Subject Presentation - *Zachary Teitel & Melissa Del Rosario*

7:14 p.m. Welcome to Dr. Lopez - *Suelyn Cheong*

7:15 p.m. Conversations on Identity & Belonging *by Dr. Ann Lopez*

Unionville High School Math Program 2021-2022



Math Team

Subject Head – Ms. K. Coulthard*

Interim Subject Head – Ms. Panacci

Math Teachers

Ms. Argiropoulos*

Ms. C. Hlevca

Ms. S. Sharma*

Ms. J. Bang*

Mr. E. Leung

Mr. D. Wozniak

Mr. J. Campbell

Ms. S. Schmitt

Ms. E. Yu

Ms. L. Chulkova

* On Leave



Our aim is to provide the optimal learning environment for all learners to experience the importance and joy of learning mathematics.



Students are challenged to think critically, solve problems, work collaboratively and develop the skills needed for life in the 21st Century!



Our Destreaming Approach

- Real-life problem solving done collaboratively in random groups
- Teaching students how to collaborate: active listening skills, taking on various roles in a group, how to be encouraging
- Problems are 'low-floor' but allow for multiple extensions to help meet students at their various levels
- 'Spiraling' the curriculum: we revisit key topics multiple times to help build retention
- Explicitly teaching students about growth mindset and perseverance in math

For more information on Spiraling or Growth mindset please visit [here](#) or [here](#) respectively.



Example

Task 1

The school council is trying to determine where to hold the athletic banquet.

- The Algebra Ballroom charges: \$800 flat fee & \$60 per person.
- The Geometry Hall charges: \$1000 flat fee & \$55 per person.

Which location should the school council select?

Task 2

Charlotte is starting her own business painting houses. She is considering two different methods of charging her customers for a completed job.

- Option 1: Charge \$10/h
- Option 2: Charge an initial fee of \$200 plus an hourly rate of \$6/h.

Which option would be more profitable for Charlotte?

- A group might choose to use a table, graph and/or algebra
- They are encouraged to visit the work of other students to deepen their own understanding
- Students then create a summary note of what they learned
- Homework is framed as an opportunity for them to Check Their Understanding

Our Destreaming Approach in Action!



Assessment Approaches

- Multiple practice assessments are provided in class which involve a self-reflection and feedback component so students know what to focus on
- A wide variety of different assessment types are used including: choice tests, portfolios, assignments, projects and collaborative performance tasks
- It's very important that students focus on the feedback for next steps in order to grow as learners, rather than only looking at their grade



Extra Help

Teachers

- All math teachers offer extra help, as needed (during lunch, before/after school)

Peer Tutoring

- Speak to the Guidance department

TVO Mathify (Formerly Homework Help) <https://tvomathify.com/register/student>

- Live tutors available online 24/7 to support gr. 9 & 10 math students
- Students will have to create a mathify account to access tutors



*We believe that all students are capable of learning
mathematics to a high level.*

*More importantly, we want students leaving our classes
believing that about themselves!*



Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11

- **ENG3U/C/E → NBE3U/C/E (two courses next year, full switch over 2023-2024 school year)**
- **Truth & Reconciliation 94 Calls to Action (#62 & #63)**



KEY UNDERSTANDINGS:

- COMMUNITY
- ANCESTRAL KNOWLEDGE
- TRADITIONAL KNOWLEDGE
- LAND
- INTERCONNECTION OF ALL THINGS
- CULTURAL DIVERSITY
INDIGENOUS & TREATY
RIGHTS



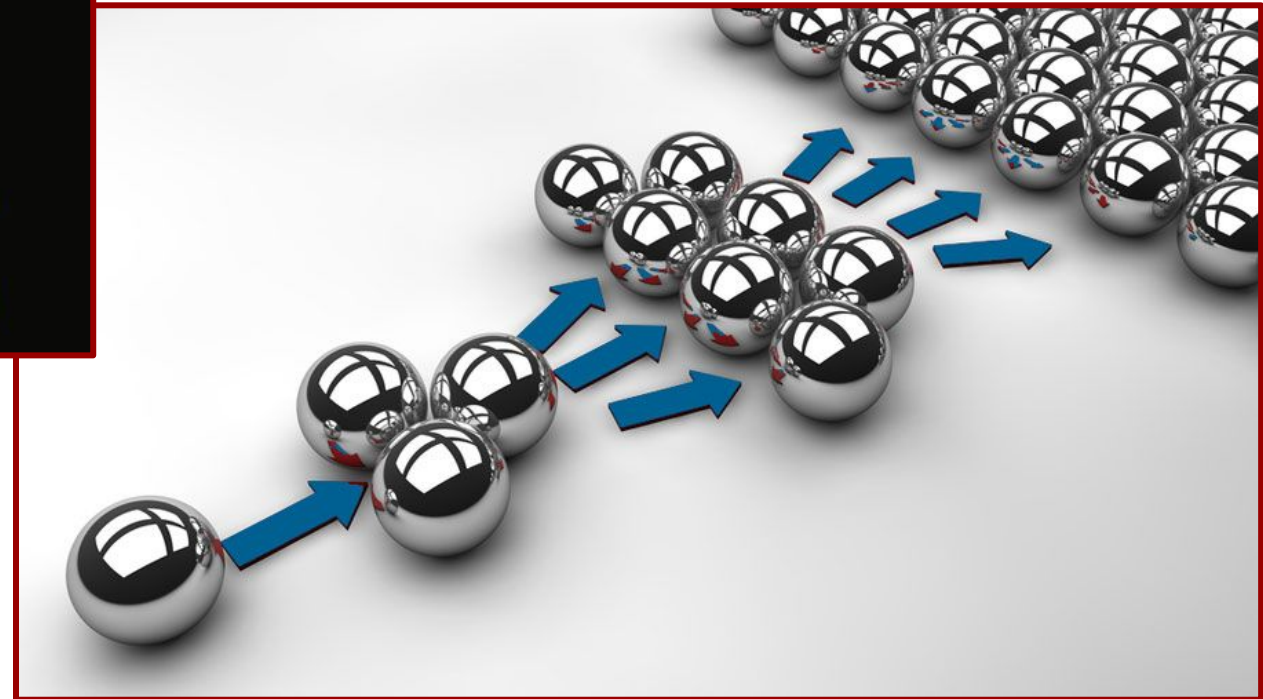
BENEFITS OF NBE3U/C/E FOR YOUR CHILD

BENEFIT #1: Universities and colleges not only see it as fulfilling the same credit demand as ENG3U1, but also likely see it as evidence that your child is a learner who's trying to make society a more just and inclusive one.



BENEFITS OF NBE3U/C/E FOR YOUR CHILD

BENEFIT #2: Your child's ideas and voice will help to shape a new learning program for years to come.



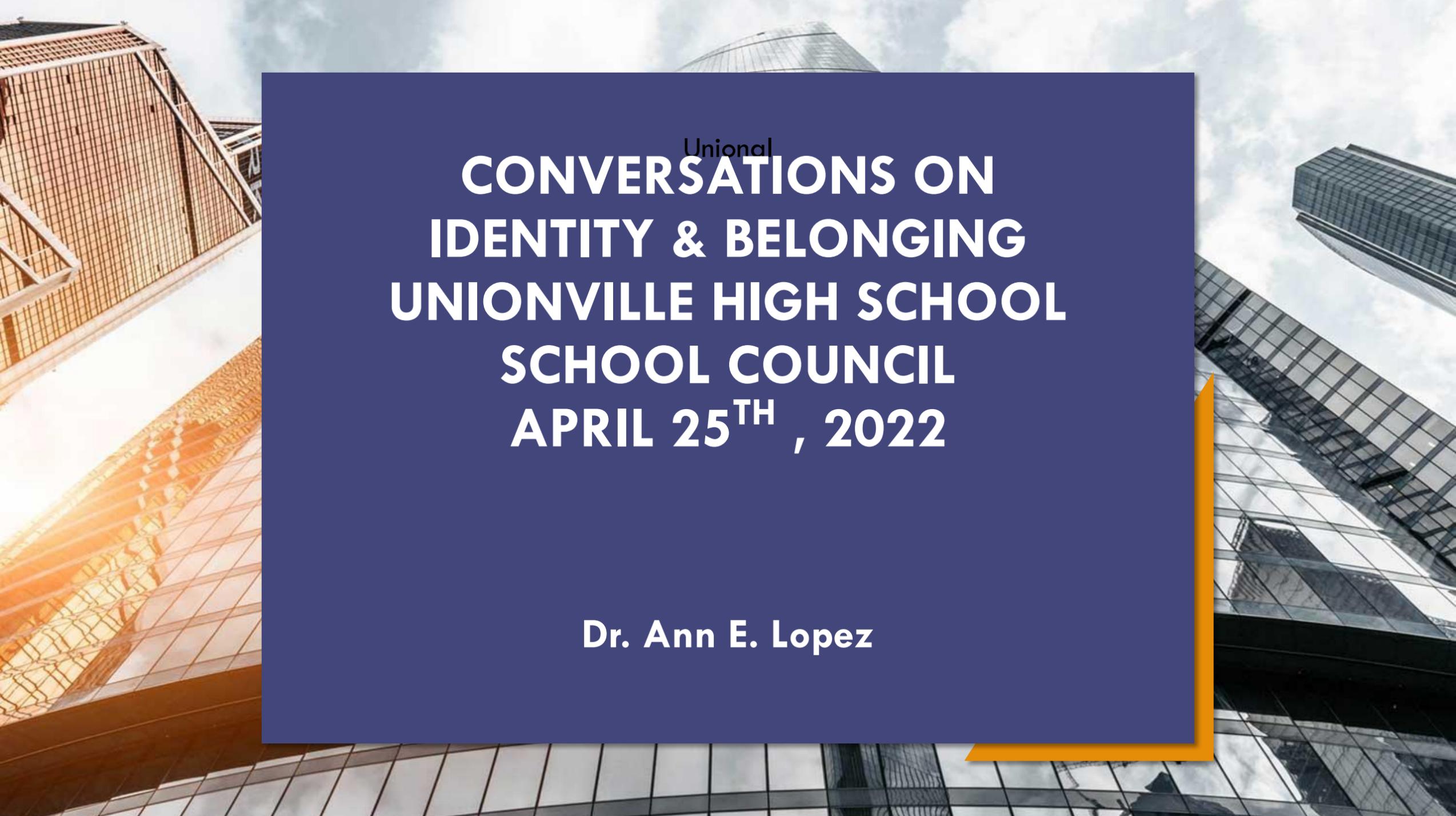
BENEFITS OF NBE3U/C/E FOR YOUR CHILD

BENEFIT #3: Your child will get to play an active role in the process of reconciliation.



**Walking
Together**

EDUCATION FOR RECONCILIATION



Unional

**CONVERSATIONS ON
IDENTITY & BELONGING
UNIONVILLE HIGH SCHOOL
SCHOOL COUNCIL
APRIL 25TH , 2022**

Dr. Ann E. Lopez

Land Acknowledgment



WHEN YOU GET TO A
PLACE WHERE YOU
UNDERSTAND THAT
LOVE AND
BELONGING, YOUR
WORTHINESS, IS A
BIRTHRIGHT AND NOT
SOMETHING YOU
HAVE TO EARN,
ANYTHING IS
POSSIBLE
- BRENE BROWN



OUR IDENTITIES
CAPTURE ALL ASPECTS
OF WHO WE ARE
- ANN LOPEZ





WHY ARE CONVERSATIONS ON IDENTITY AND
BELONGING IMPORTANT IN SCHOOLS?



HOW DO WE ENSURE THAT THE SCHOOL SPACE IS A SPACE WHERE EVERYONE FEELS LIKE THEY BELONG, ARE SEEN AND HEARD?



HOW DO WE AFFIRM STUDENTS' AND THEIR UNIQUE IDENTITIES IN THE TEACHING AND LEARNING SPACE?

HOW DO WE AFFIRM STUDENTS' AND THEIR UNIQUE IDENTITIES IN THE TEACHING AND LEARNING SPACE?



FACTORS THAT IMPEDE A SENSE OF BELONGING IN SCHOOLS AND HOW DO WE OVERCOME THEM

HOW DO WE SUPPORT STUDENTS TO
SUCCESSFULLY ENGAGE IN CULTURAL
BORDER-CROSSING? IN THE CONTEXT OF
INCREASING DIVERSITY? IMPORTANT IN
CONVERSATIONS ON IDENTITY AND BELONGING





thank
you

