

# Response to the Review of Inclusive and Special Education

## Communities of Inquiry Timeline

Timeframe	Activity
November 12, 2021	<b>Launch:</b> Communities of Inquiry (working groups) launched at the Education Summit with invitations to all participants, including FNEC, YFNED, Yukon First Nations, ACYE members, stakeholders, School Councils, teachers and central administration staff to join the working group of greatest interest. Participants were also invited to join more than one working group.
November 15, 2021 to December 3, 2021	<b>Confirm members:</b> Working Groups membership confirmation and recruitment of additional members through emails and phone calls to ensure as diverse representation as possible on all working groups.
December 6, 2021 to December 20, 2021	<b>Intro meetings:</b> Working Groups held at least two meetings to introduce group members, discuss the topic of the working groups and establish group norms for how the teams will work together.
January 2022 to February 2022	<b>Scan:</b> Working Groups are reviewing the report on the Review of Inclusive and Special Education to identify information relevant to their particular group and continuing the scanning process including research and interviews.
February 2022 to March 2022	<b>Focus:</b> By this point in the process, we expect that most of the working groups will identify their initial focus. We also recognize that a few of the groups will have a much longer timeframe, such as the groups looking at the provision of holistic services and experiential learning.
March 2022 to April 2022	<b>Develop a hunch:</b> By no later than April 2022, we expect that most working groups will have a fully developed hunch about what is leading to this situation and how we are contributing to it.



<b>April 2022 to May 2022</b>	<b>Learn:</b> In this phase, most of the working groups will identify the learning that needs to take place and organize the learning experiences. The learning may also require further scanning or data collection.
<b>May 2022 to June 2022</b>	<b>Take action:</b> By the end of June, we expect that some working groups will identify specific actions they are recommending for implementation for the next school year. Other working groups will continue their efforts over the next number of months.
<b>July 2022 to July 2024</b>	<b>Check:</b> During this phase, groups will collect data to determine whether the actions they have taken are making enough of a difference. The length of this phase is dependent on the action taken and outcomes for success identified and, therefore, will vary in timeframe. The Spiral of Inquiry is designed to be iterative so that groups can reengaged in their inquiry if that are not seeing the desired outcome or they may continue their inquiry to go deeper with their initial actions.

\* Note: there is overlap between dates because Communities of Inquiry are moving at different rates, depending on the topic and the membership. Some need to finish their work more quickly because other groups are waiting on them to move forward with their work. Other groups hope to bring forward concrete actions for implementation during the next school year in September so need to conclude their work sooner. And still other groups will take more time given the broad scope of the challenges they are working on, such as implementing holistic supports for students and families.

\*\*Note: the Spiral of Inquiry is not always a linear process. A group could think they have completed the scan process but need to revisit because of where they end up during the Focus, Hunch or Learn phases. It's also very common to have spirals within a spiral so working groups can end up with sub-groups that are working through the process.



# the spiral of inquiry

## OECD seven principles of learning

- Put learners at the centre
- Emphasize the social nature of learning
- Understand that emotions are central to learning
- Recognize individual differences
- Stretch all learners
- Use assessment for learning
- Build horizontal connections

Source: Organization for Economic Cooperation and Development, Centre for Educational Research and Innovation

## First Peoples Principles of Learning

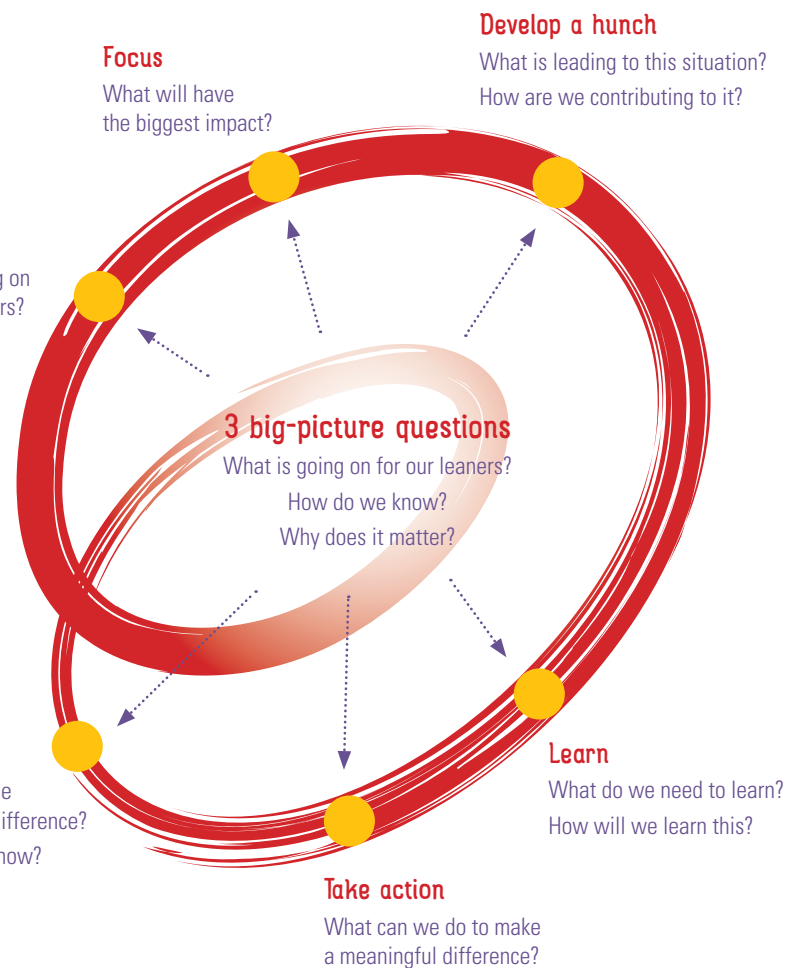
### Learning...

- ▶ supports the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors
- ▶ is holistic, reflexive, reflective, experiential, and relational
- ▶ involves recognizing the consequences of one's actions
- ▶ involves generational roles and responsibilities
- ▶ recognizes the role of Indigenous knowledge
- ▶ is embedded in memory, history, and story
- ▶ involves patience and time
- ▶ requires exploration of one's identity
- ▶ involves recognizing that some knowledge is sacred

Source: First Nations Education Steering Committee, British Columbia  
(For the full text go to [fnesc.ca/learningfirstpeoples](http://fnesc.ca/learningfirstpeoples))

### 4 key questions for learners

Can you name two people in this setting who believe you will be a success in life?  
 What are you learning and why is it important?  
 How is it going with your learning?  
 What are your next steps?



## Inquiry

is about being open to new learning and taking informed action.