



Osoyoos Secondary School TIM/School Plan - 2025-26. Area of Inquiry - Pedagogy and Student Engagement. (updated May 29, 2026)

Scanning

- Assessment and Report Card Data for Literacy and Numeracy.
- Results from Provincial Assessments – Numeracy 10, Literacy 10, Literacy 12.
- MDI – Middle Years Development Instrument (Grade 8 survey)
- YDI – Youth Development Instrument (Grade 11 survey)
- Student Learning Surveys (Grade 10-12)
- Staff observations and feedback, Student voice – survey and interviews.

Some feedback and trends from the scanning:

- Disengagement in learning, many students lacking agency.
- Strong connections and relationships with adults, compliant learners. Academic self-concept varies among students.
- Grade 8 transition – drop in proficiency scores in grade 8 courses (compared to FSA and Grade 7 report cards), especially in Math and ELA (literacy and numeracy).
- Teacher pedagogy –students asking for more relevant and engaging learning tasks. Signs of student apathy or passive participation. More focus on curricular and core competencies.
- Indigenous learning, ways of knowing and being is increasing, participation in Indigenous events is low.
- Absenteeism is on the rise.
- Mental Health and well-being – “Feel unhappy a lot of the time” has increased and absence of sadness has decreased. Sleep, screen time, and nutrition are still a concern.
- Students need support with Regulation (short term) and Resiliency – support students embracing challenges and difficulties without giving up or quitting.

Checking

- Student Voice
- Student surveys fell into two categories:
 - Evidence of impact data (student voice collected in reflection of specific pedagogical interventions).
 - Baseline student voice data (student voice gathered outside of a specific intervention).
- Surveys and reflections showed increased engagement, confidence, and ownership of learning.
- Students identified hands-on, relevant, and choice-based learning as highly engaging.
- Classroom Observations
 - Increased participation, discussion, and pride in learning.
 - Students asked deeper questions and made more real-world connections.
 - Students demonstrated an increased ability to reflect on their strengths and areas for growth during learning experiences that fostered deeper engagement.
- Learning Artifacts
 - Projects and presentations demonstrated deeper understanding and creativity.
 - Students successfully applied learning to authentic tasks.
- MDI
 - Strong adult relationships and positive academic self-concept, providing a strong foundation for engagement and learning.
 - Results also highlight a need to strengthen belonging and connection, so students feel safe to take risks and engage more deeply in learning.

Focusing

- We are wondering whether a pedagogical shift that prioritizes relevance, student voice and choice, and differentiated learning experiences—intentionally connected to students’ lived realities, cultures, strengths, and personal ways of making meaning—will positively impact engagement and academic achievement for learners at OSS.



Taking Action

Specific action for our three teams and school focus areas:

- **Relevance, Culture, Identity & Real-World Connection**
During the action phase, teachers intentionally designed learning experiences that centered student voice. Students engaged in hands-on and practical learning, explored and participated in authentic tasks that promoted agency. Teachers also utilized smaller learning groups and supportive classroom structures to increase confidence, participation, and meaningful engagement.
- **Student Choice, Voice, and Agency**
During the Action phase, teachers are co-designing structured inquiry templates and implementing a student engagement survey to better understand how student-led assignments influence ownership, motivation, and depth of learning.
- **Differentiation, Personalization, and Meaning-Making**
During the Action phase, teachers are intentionally embedding metacognitive prompts and structured productive struggle into learning tasks so students plan, monitor, adjust, and reflect on their thinking to strengthen perseverance and problem-solving capacity, while also using student surveys to gather reflection on learning processes, strategy use, and progress over time.

Developing a Hunch

- We think that our instructional design may not currently provide enough authentic opportunities for student choice in what or how students learn.
- We suspect that some of our current teaching practices and curricular choices may not consistently connect to students’ lived experiences, interests, or communities.
- We suspect that our current pedagogical approaches may not be consistently differentiated to meet the range of learning needs, interests, and readiness levels within our classrooms.
- We suspect that our current teaching practices may focus too heavily on delivering content and meeting outcomes, leaving limited space for student-driven curiosity and exploration.

Learning

- Researching teaching strategies for student engagement.
- **OECD – Unlocking High-Quality Teaching** - The 5 teaching goals and 20 practices
- Books:
 - *The Disengaged Teen* by Rebecca Winthrop & Jenny Anderson
 - *The Shift to Student Led* by Caitlin Tucker & Katie Novak
 - *Dive into Inquiry* by Trevor MacKenzie
- Adrienne Gear – Non-Fiction Reading and Writing Sessions

Inquiry Question: How can we adjust our teaching practices to increase student engagement so that learners feel more motivated, supported, and connected in their learning journey?