Scanning

The staff gathered, analyzed, and discussed evidence to get a better understanding of what is going on for our learners.

- 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. Some students are successful while others are struggling. Create ways to encourage, promote and celebrate student agency and achievement in an inclusive way.
- 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.
- More students participating in leadership, musical theatre, athletics, some clubs.
- 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.
- Reports of bullying varies year to year on the surveys – Cyber and social, more than verbal and physical.
- Students need support with Regulation (short term) and Resiliency – support students embracing challenges and difficulties without giving up or quitting.

Focusing

Broad focus to start, with intention to narrow focus as we move forward…

What teaching practices will increase student engagement so that learners feel motivated, included, and able to participate meaningfully in their learning? As we deepen our learning and gather student voice, we will refine this focus to one specific area of practice that demonstrates the greatest potential to positively impact engagement.

What's going on for our learners?
How do we know?
Why does this matter?

FOCUSING
What does our focus need to be?

SCANNING
What's going on for our learners?

DEVELOPING A HUNCH
What is leading to this situation?

CHECKING
Have we made enough of a difference?

LEARNING
How and where can we learn more about what to do?

TAKING ACTION
What will we do differently?

Developing a Hunch

Taking Action

Learning

- Defining student engagement and disengagement
- Researching teaching strategies for student engagement.
- The OECD Handbook for Innovative Learning Environments and the 7 Principles of Learning.
- Books:
  - *The Disengaged Teen*
  - *The Shift to Student Led*
  - *Pedagogies of Voice*
  - *Street Data*

Checking

Possible Checking Strategies:

- Student voice
  - Surveys (classroom, student forum, whole school); empathy interviews; teacher one-on-ones; learning journals.
  - Compare initial survey data to mid-year and end of year data
- Classroom observations
  - Teachers can focus observational data on engagement/participation (for example, reading engagement tracker during independent reading)
  - Peer or self-reflection observations from students
- Learning artifacts
  - Collect examples of student work that reflect deeper learning.
- Participation data
  - Attendance tracking, assignment completion, participation in field trips, engagement in class discussions and activities.
- Equity Scan
  - Check student feedback and participation data to determine if engagement is happening across different groups of learners (Indigenous, ELL, priority students, and students with IEPs).
- Teacher reflections and artifacts
  - Collect examples of lesson plans that reflect new pedagogical practices and deeper learning about differentiation and engagement.

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?