



Osoyoos Secondary School TIM/School Plan - 2026-27. Area of Inquiry - Pedagogy and Student Engagement. (updated Sept. 30, 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.

Through student voice, classroom observations, staff reflection, assessment information, MDI/YDI results, and learning data, we are noticing:

- Many students can describe what they are doing in class but are less able to articulate why they are learning it or how it connects to future learning, personal goals, or life beyond school.
- Students demonstrate higher levels of participation when learning is authentic, relevant, and connected to their interests, experiences, identities, and communities.
- Some students continue to rely heavily on teacher direction and reassurance rather than independently monitoring their learning and determining next steps.
- Students vary considerably in their ability to make productive choices, persevere through challenges, and respond to feedback.
- Teachers are increasingly asking questions about task design, assessment, scaffolding, relevance, and student agency as they seek to better understand learner engagement.
- Teachers want to make skills and purpose explicit, connect learning to students' worlds, improve descriptive feedback and revision, learn how to use student choice responsibly, differentiate for particular concepts. and build student independence. Need to learn strategies and apply to their teaching.

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, differentiated learning experiences, and meaningful assessment and feedback will positively impact engagement and academic achievement for learners at OSS.



Developing a Hunch

- We wonder whether our assessment practices may sometimes communicate learning as a score or outcome rather than helping students see assessment as part of an ongoing learning process that supports engagement, reflection, and ownership.
- 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.

Taking Action

Specific action for our four teams and school focus areas:

- Purposeful Learning: Clarity, Relevance, and Authenticity
- Student Choice, Voice, and Agency
- Differentiation, Personalization, and Meaning-Making
- Assessment for Engagement: Feedback, Revision, and Student Ownership

Learning

Researching teaching strategies for student engagement.

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

Specific Learning for each of the four areas below:

- Purposeful Learning: Clarity, Relevance, and Authenticity
- Student Choice, Voice, and Agency
- Differentiation, Personalization, and Meaning-Making
- Assessment for Engagement: Feedback, Revision, and Student Ownership

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?