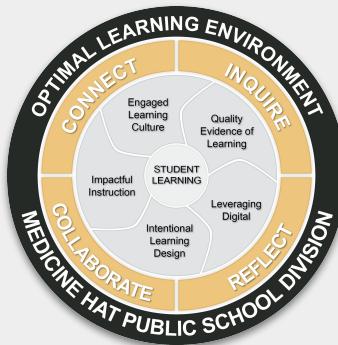


# Student Engagement

Dec. 2, 2025

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# Timeline

**December 2** - Student Engagement Session

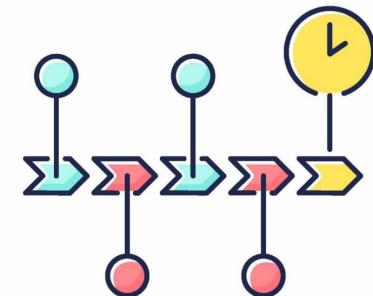
**December 8** - Coordinating Committee - shared overview

**December 10** - Admin Meeting - shared Student Wellness and Truth & Reconciliation Data

**December 12** - Council of Councils - shared overview

**January 13** - Board Presentation

**January 21** - Admin Meeting - share Inclusion & Optimal Learning Data



# Student Wellness - Heat Map

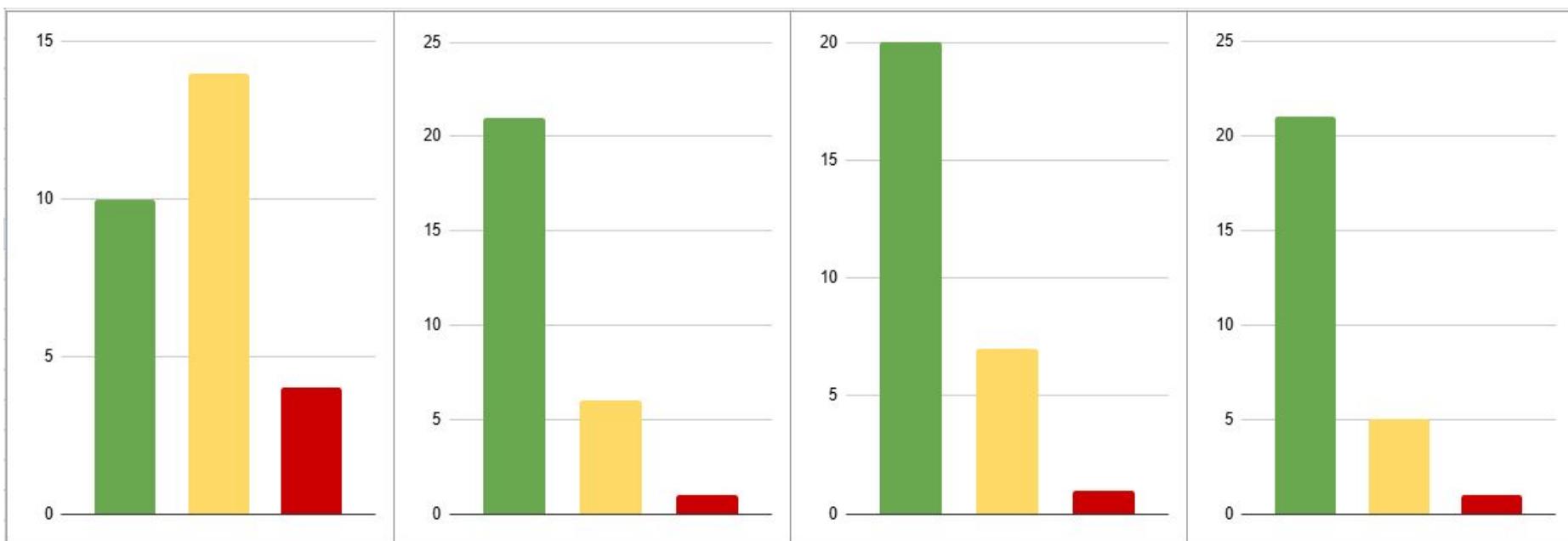
AT YOUR TABLE, YOU WILL FIND A **RED**, **YELLOW**, AND **GREEN** MARKER.

Choose the color of marker that matches the temperature you indicated in your reflection and make a DOT in the corresponding box.

Balance & Stress Management	Relationships & Connections
Access to Mental Health Supports	School Climate & Belonging

# Student Wellness

1. Balance & Stress Management	2. Relationships & Connections	3. Access to Mental Health Supports	4. School Climate & Belonging
"Do you feel balanced, or is school overwhelming right now?"	"Do you feel connected to people at school who support you?"	"Do you know how to get help when you need it – and do you feel safe getting it?"	"Does your school feel like a safe and welcoming place where you belong?"



# Thinking and Acting Inclusively

## START, STOP, CONTINUE

Reflect on the following prompts in your handout.



### START:

WHAT IS SOMETHING TO **START** THAT WOULD HELP EVERYONE FEEL VALUED, SUPPORTED, AND LIKE THEY BELONG IN OUR SCHOOL COMMUNITY?



### STOP:

WHAT IS SOMETHING AT SCHOOL LAST YEAR OR THIS YEAR THAT GOT IN THE WAY OF PEOPLE FEELING RESPECTED, INCLUDED, OR TREATED WITH KINDNESS — SOMETHING THAT SHOULD **STOP** ?



### CONTINUE:

WHAT IS SOMETHING THAT HAPPENED LAST YEAR OR THIS YEAR THAT MADE PEOPLE FEEL INCLUDED, RESPECTED, OR UNDERSTOOD — SOMETHING THAT SHOULD **CONTINUE** ?



Participating students want stronger, more consistent relationships so they feel known, supported, and treated fairly.

Participating students want more inclusive opportunities to connect and belong through activities, clubs, and meaningful choice.



Participating students want labelling, dismissing, or publicly embarrassing students to stop, as it undermines trust and dignity.

Participating students want ignoring mental health needs, racism, and exclusion to stop so students feel safe and included.



Participating students want inclusive experiences that bring students together and strengthen community to continue.

Participating students want relationship-based supports such as check-ins, safe spaces, and adult mentorship to continue.

# Truth and Reconciliation



Strongly  
Disagree



Disagree



Neutral  
Not Sure



Agree



Strongly  
Agree

Participating students rated statements related to Truth and Reconciliation at their school.

THINKING AND ACTING INCLUSIVELY					
For each of the four statements, circle the number that BEST describes your opinion.					
1. Learning in Classes:					
<ul style="list-style-type: none"><li>My school regularly learn about Indigenous histories, cultures, or perspectives in my classes.</li></ul>					
Comments:					
2. Meaningful Opportunities:					
<ul style="list-style-type: none"><li>My school provides meaningful opportunities to learn about Truth &amp; Reconciliation (e.g. events, lessons, initiatives).</li></ul>					
Comments:					
3. Visibility & Respect:					
<ul style="list-style-type: none"><li>Indigenous cultures and identities are visible and respected in my school (flags, artwork, land acknowledgements, special events).</li></ul>					
Comments:					
4. Learning Experiences:					
<ul style="list-style-type: none"><li>My school provides activities or experiences that help students understand the importance of Truth &amp; Reconciliation.</li></ul>					
Comments:					
5. Final Thought:					
<ul style="list-style-type: none"><li>What is ONE thing your school could do to improve learning or understanding related to Truth &amp; Reconciliation?</li></ul>					



Strongly  
Disagree



Disagree



Neutral  
Not Sure



Agree



Strongly  
Agree

**1. Learning in Classes:** I regularly learn about Indigenous histories, cultures, or perspectives in my classes.

3.32

**2. Meaningful Opportunities:** My school creates meaningful opportunities to learn about Truth & Reconciliation (e.g., events, lessons, activities).

3.75

**3. Visibility & Respect:** Indigenous cultures and identities are visible and respected in my school (flags, artwork, land acknowledgements, special events).

4.18

**4. Learning Experiences:** My school provides activities or experiences that help students understand the importance of Truth & Reconciliation.

3.61

# Truth and Reconciliation

- Participating students want Truth & Reconciliation learning to go beyond a single day and be meaningfully woven throughout the school year.
- Participating students want authentic voices, real stories, and lived experiences to deepen understanding and connection.
- Participating students want learning that is honest, age-appropriate, and engaging, with clear time and space to ask questions and learn respectfully.

## Student Voice Snapshot

“Not just learn about it on Truth and Reconciliation Day – other days as well.”

“Especially in the older grades, don’t hide the truth.”

“Do stuff that’s more engaging”

# Optimal Learning Environment (OLE)



## THINK-PAIR-SHARE AND ROUND ROBIN

**ENGAGED LEARNING COMMUNITY**  
**INTENTIONAL LEARNING DESIGN**  
**IMPACTFUL INSTRUCTION**  
**QUALITY EVIDENCE OF LEARNING**

# Engaged Learning Community

## What Participating Students Say Is Working

- Strong relationships with teachers who listen, care, and build trust
- Respectful, inclusive classrooms where student voice is valued
- Collaboration through group work, discussion, and shared activities

## What Participating Students Say Needs Attention

- Noise, disruption, and lack of focus that interfere with learning
- Rushed pacing that limits understanding and increases stress

### Student Voice

"It's hard to learn when the class is too loud and distracting."

### Student Voice

"When teachers make sure everybody understands before moving on, I feel respected."

# Intentional Learning Design

## What Participating Students Say Is Working

- Clear learning intentions, success criteria, and expectations
- Real-life examples that explain why learning matters
- Flexible teaching that adapts to student needs and learning styles

## What Participating Students Say Needs Attention

- Assignments that feel disconnected from learning goals
- Heavy workloads or rushed timelines that reduce clarity

### Student Voice

"Every new topic we know what they're trying to teach us — we just need to know why it's important."

### Student Voice

"Being rushed makes it harder to understand the purpose."

# Impactful Instruction

## What Participating Students Say Is Working

- Variety of strategies (hands-on, visual, discussion, competition)
- Interactive learning such as labs, projects, and real-world tasks
- Clear explanations and examples before independent work

## What Participating Students Say Needs Attention

- Overuse of worksheets, textbooks, or passive note-taking
- Repeating the same teaching method

### Student Voice

"Everyone learns differently – variety helps."

### Student Voice

"I remember lessons that are hands-on, not just reading slides."

# Quality Evidence of Learning

## What Participating Students Say Is Working

- Frequent, low-stress check-ins that show progress over time
- Clear, specific feedback that explains next steps
- Opportunities to redo work and learn from mistakes

## What Participating Students Say Needs Attention

- Grading approaches that students find unclear (including EMAB) make it harder to understand progress and next steps
- High-stakes assessments without enough feedback or support

### Student Voice

“Check-ins help take the stress off and show where I’m at.”

### Student Voice

“Clear feedback helps me know how to improve.”