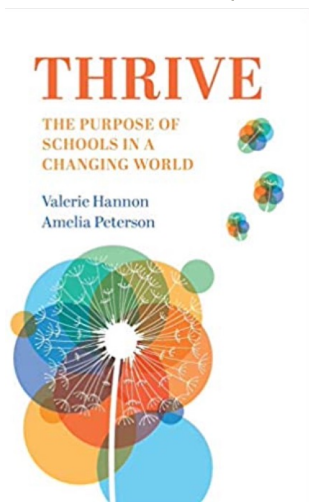


# The 2013 Case: SD 10 eight years later

2013-2021 SUSTAINING AND ITERATING SECONDARY REVISIONING

1

## Attending to thriving



Four levels of thriving:

- Planetary/global
- Society
- Intrapersonal
- Interpersonal

Schools addressing real challenges

2



3

### Grade 11 cohort at NSS

1. Scanning: who are our learners?
  - What are their strengths, interests, needs?
2. Team of five teachers conducted one on one interviews with each learner
3. Shared results back to learners and staff - *here's what we heard*
4. Redesigned learning based on input - *here's what we will do*
5. Regularly checked in with students and with staff colleagues
6. Did we make *enough* of a difference?
  - All students graduated w dignity, purpose and options
  - Many developed post-secondary plans based on new experiences & successes
  - Many stepped outside of their comfort zone - art, media, trades, genocide studies

4

## Equity scan conversations with Indigenous learners and families

1. Elementary and secondary learners, parents/caregivers, Elders, Indigenous Support teachers, PVPs, district staff and trustees
2. Circle pedagogy, enabling all voices to be equally valued and heard
3. What's working, what's not, what needs to be different?
4. Deep engagement and follow through - eg: Cree language, Metis culture, "seeing" Indigenous presence in the halls; learning and unlearning
5. Commitment to ongoing equity scan conversations to inform practice, structure and policy



5

## Supporting Wisdom and Growth (SWAG) Program

1. Co-created by teachers, Elder, parents and students supported by principal, district staff
2. Interviews and small groups with disengaged learners - authentic listening
3. What are your unmet needs? What do you need to reengage with school?
4. Relational trust built with teachers, Indigenous Elder, Land-based learning
5. High quality integrated learning: Spoken Word 10, CLE, PE 10 and Core Comp
6. Impact: students coming to SWAG and reengaging with school; imagining futures; bridging gap between communities and schools; students on the Land, with local artists, creating writing and art; improved mental well-being



6

## SOGI Policy and Protocol Committee

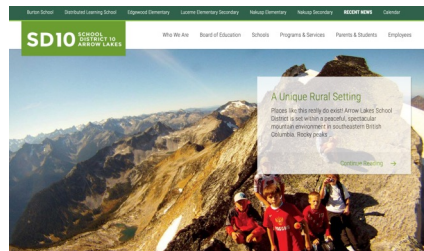


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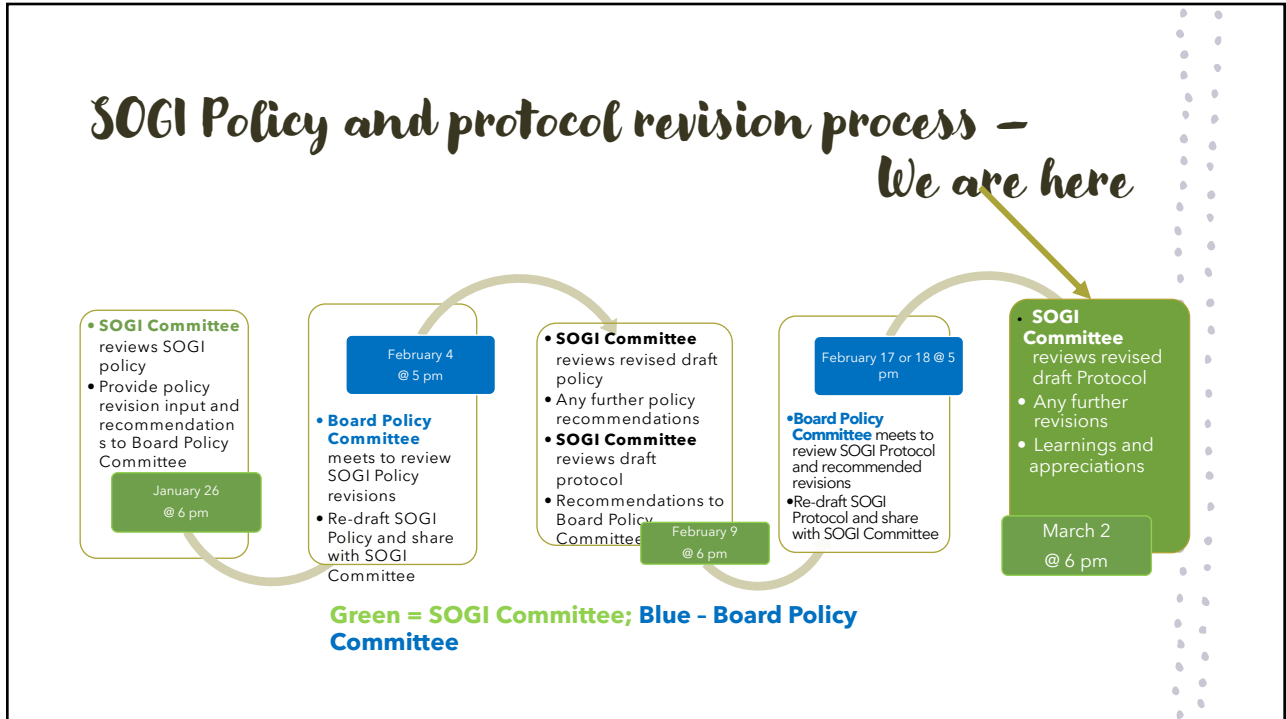
## SD 10 SOGI Policy and Protocol review

THE WISDOM OF  
THE COMMUNITY  
TO HELP REVISE  
AND CHANGE THE  
CURRENT SD 10  
SOGI POLICY AND  
PROTOCOL

January to March 2021:  
3 multi-partner committee meetings -  
January 26, February 9, March 2



8



9



10

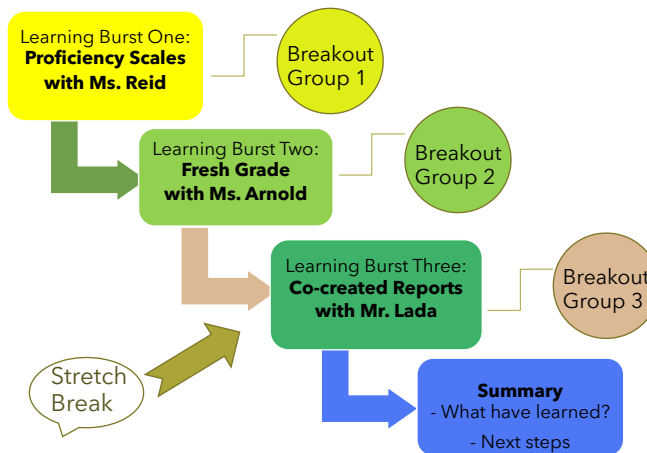
February 17, APRIL 7, MAY 12, 2021

DEEPENING  
ASSESSMENT  
AND  
REPORTING  
FOR LEARNING  
AND TEACHING



11

## Our flow for this afternoon



12

*Your connections,  
ideas, wonderings:*

*how can our schools  
nurture thriving  
through student  
agency, voice and  
engagement?*



Write, draw, sketch....  
share