

Listening and Responding to Student Voice

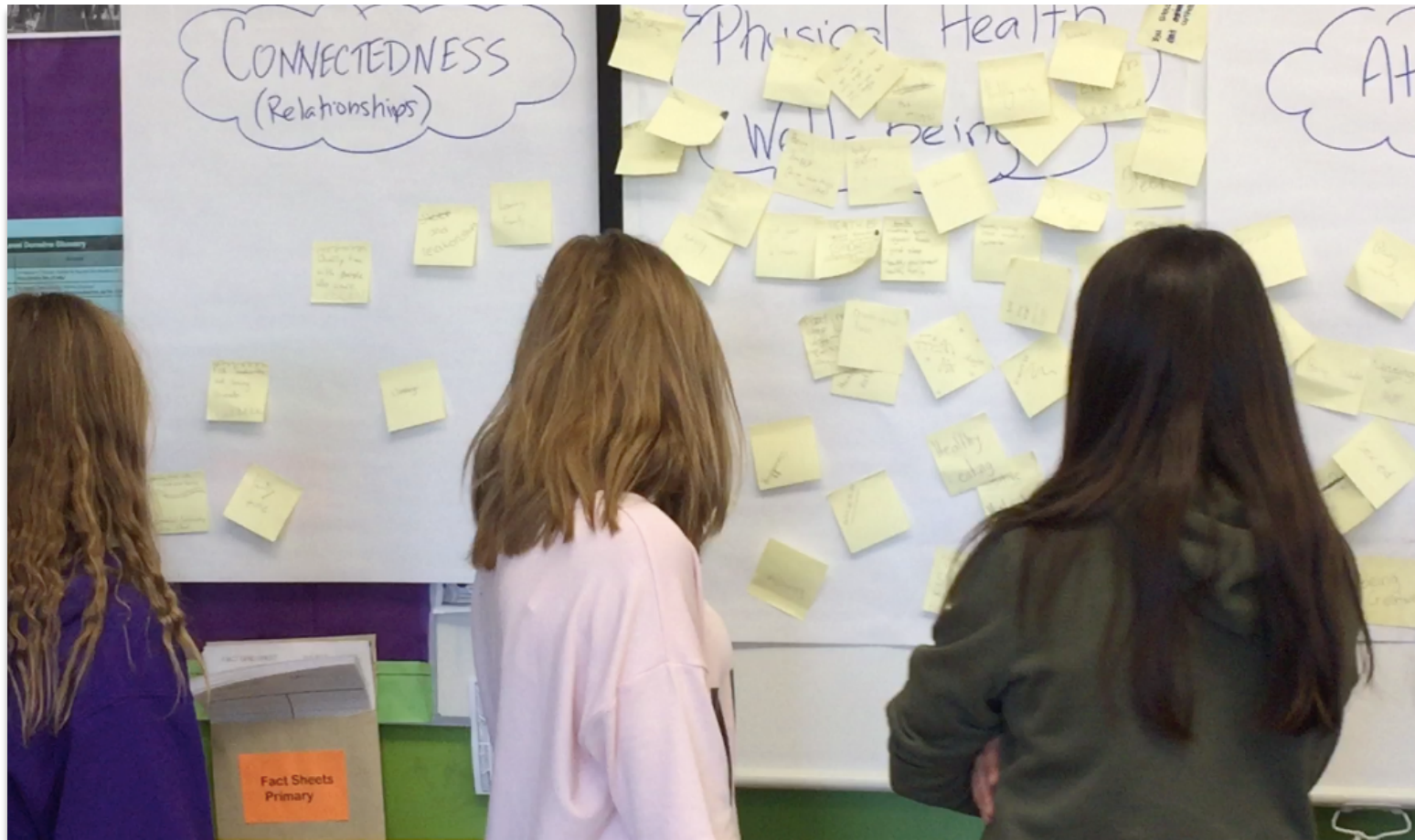
Using HELP tools to support conversations with students, with staff and with the broader school community

“Every child *requires someone* in his or her life that is **ABSOLUTELY CRAZY** about them.”

– Urie Bronenbrenner

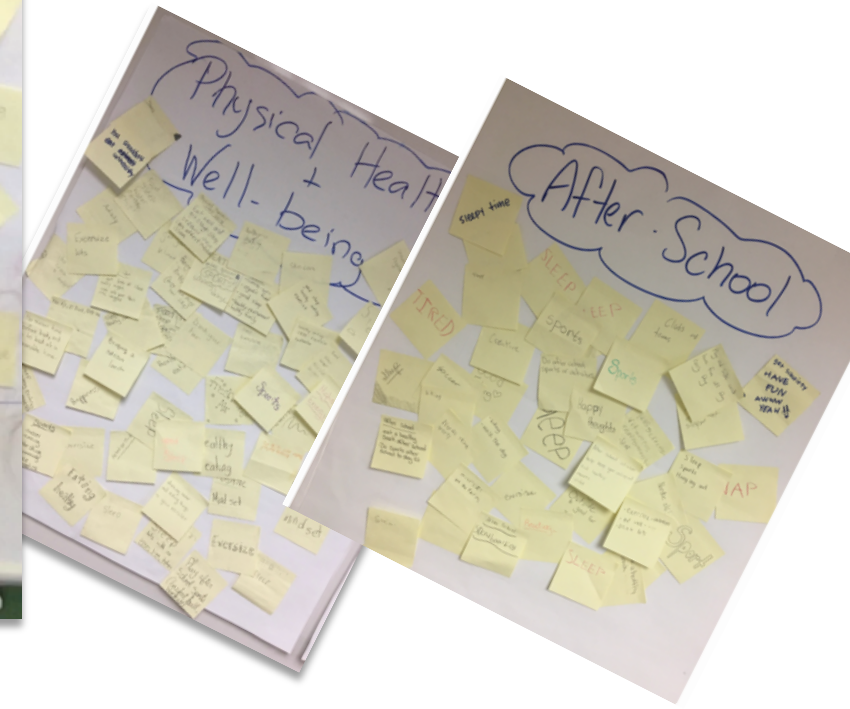
Setting conditions for meaningful student voice

~ pandemic protection?



"I think it's really cool that what we say in surveys actually matters"

Grade 11 student preparing to meet with grade 7s and discuss MDI results



Setting conditions for meaningful student voice

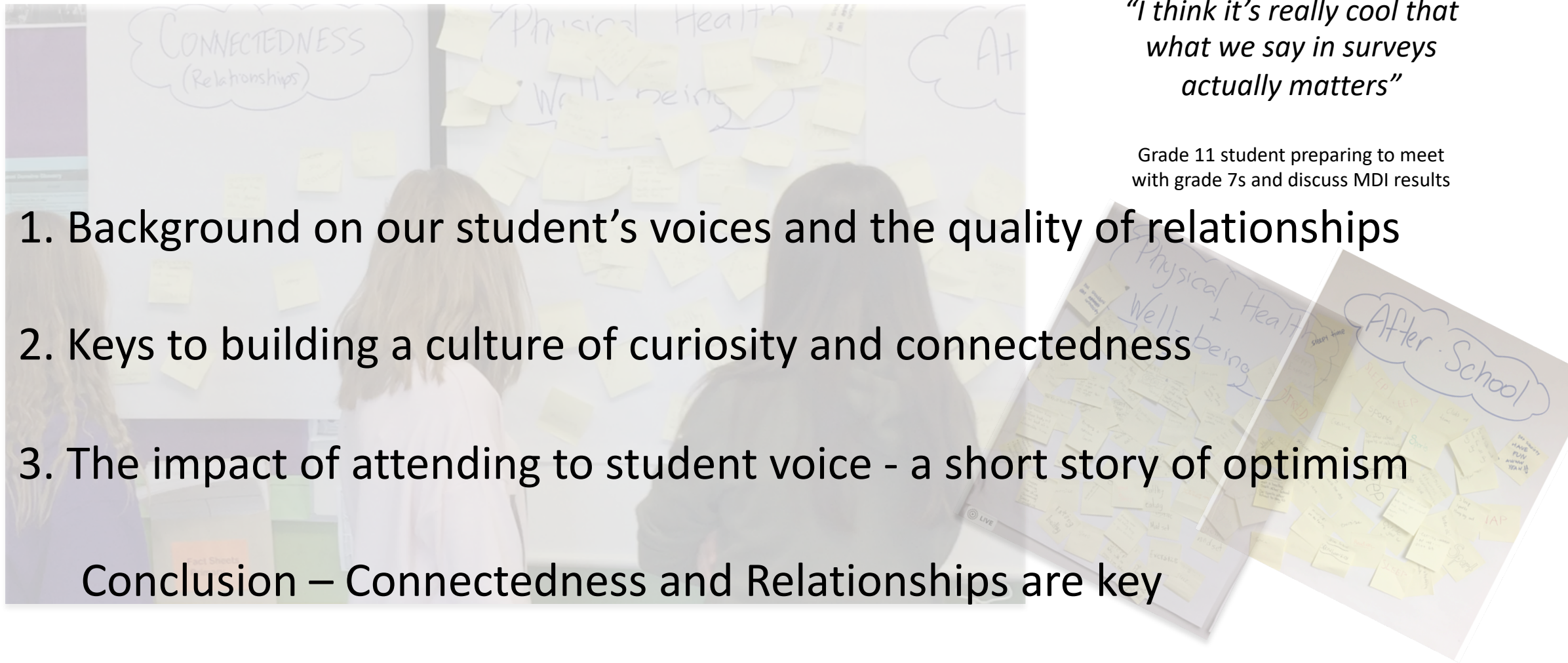
~ pandemic protection?

“I think it’s really cool that what we say in surveys actually matters”

Grade 11 student preparing to meet with grade 7s and discuss MDI results

1. Background on our student’s voices and the quality of relationships
2. Keys to building a culture of curiosity and connectedness
3. The impact of attending to student voice - a short story of optimism

Conclusion – Connectedness and Relationships are key



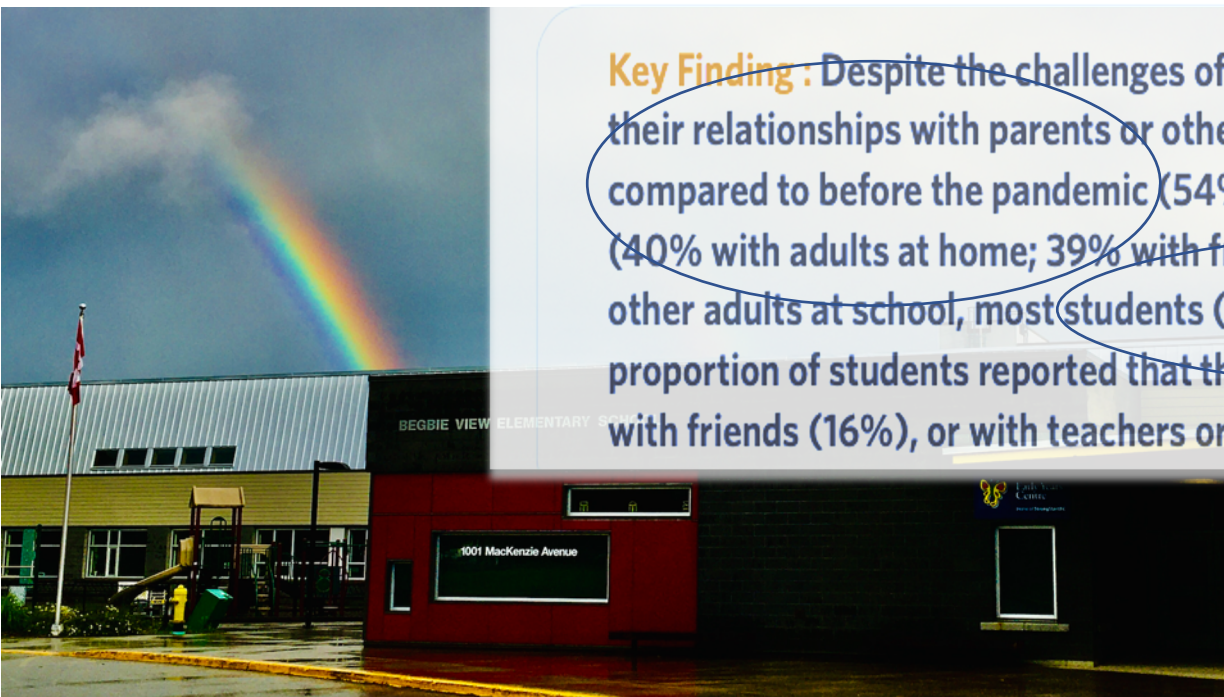
Focusing on Connectedness

2020-2021 MDI COVID-19 MODULE | REVELSTOKE



Changes in social connections during the COVID-19 pandemic

Key Finding : Despite the challenges of the pandemic, the majority of students indicated that their relationships with parents or other adults at home, and with friends, stayed about the same compared to before the pandemic (54% for adults at home; 45% with friends) or improved (40% with adults at home; 39% with friends). Regarding their relationships with teachers or other adults at school, most students (74%) reported their relationships stayed about the same. A smaller proportion of students reported that their relationships got worse with parents or other adults at home (6%), with friends (16%), or with teachers or other adults at school (7%).



Focusing on Connectedness



Youth
Development
Instrument

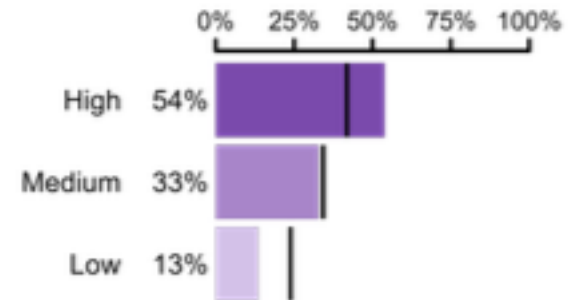
SCHOOL DISTRICT 19 | **Revelstoke**

SUPPORTIVE ADULTS AT SCHOOL*

Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me"

*called Adults at School on the MDI



89%

5+ adults

79%
average of reported
districts



≤10%

3-4 adults

13%
average of reported districts



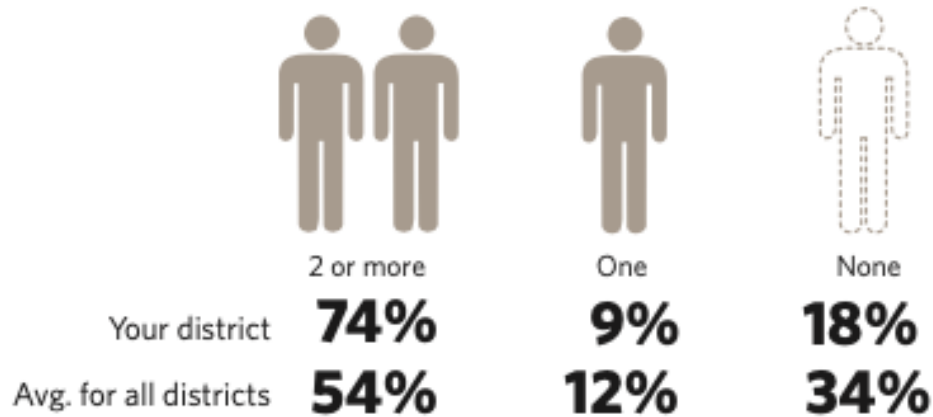
≤5%

0-2 adult

≤10%
average of reported districts

Focusing on Connectedness

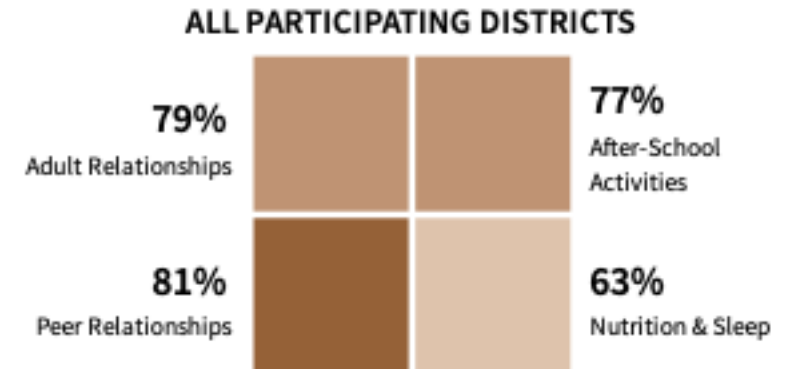
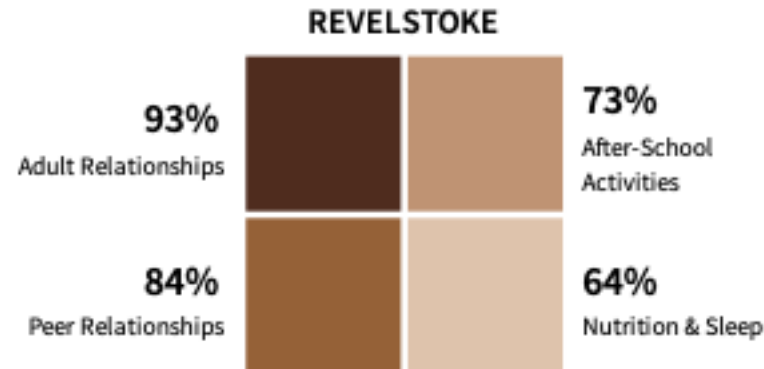
NUMBER OF IMPORTANT ADULTS AT SCHOOL



SCHOOL DISTRICT 19 | REVELSTOKE

SCHOOL DISTRICT REPORT

Percentage of children reporting the presence of an asset

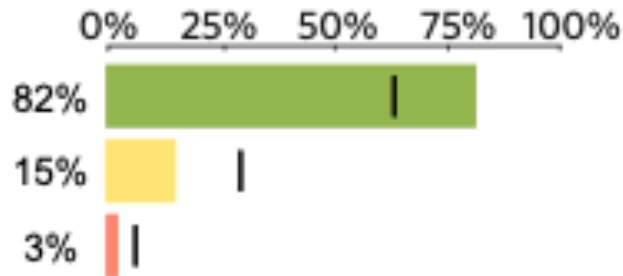


Focusing on Connectedness

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g. "At my school there is an adult who believes I will be a success."



ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g. "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g. "In my home there is a parent or other adult who listens to me when I have something to say."



"Strong social connections are a better predictor of well-being in adulthood than their academic achievement."

Building a culture of curiosity and connectedness

- Consistent messaging and focus over time

8 • REVELSTOKE REVIEW • Wednesday April 26, 2017

SCHOOL & COMMUNITY TOGETHER

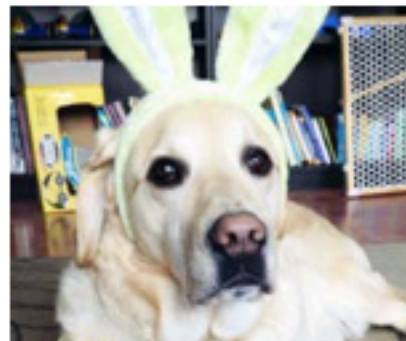
Supporting the health and well-being of our students

MIKE HOOKER
Superintendent

Student success is at the heart of the work in our schools. It is the focus of staff, students and parents, and figures into decision making at all levels in the district from the board table to the classroom.

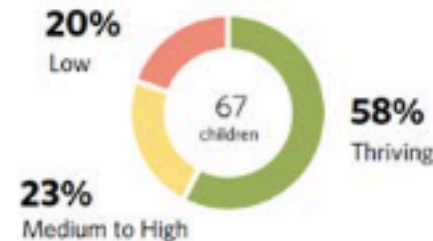
However, the definition of student success is continually evolving. Traditionally, we relied on graduation rates, report card marks, provincial exams, class assignments, quizzes and tests to provide snapshots of how individual and groups of students are succeeding. These measures are important to help track intellectual development, and Revelstoke students generally perform above provincial averages. (see <http://www.bced.gov.bc.ca/reporting/systemperformance>).

BC's new "redesigned curriculum" recognizes that the goal of supporting students to become well-educated citizens requires a wide lens, one that puts the overall health and well-being of students at the centre.

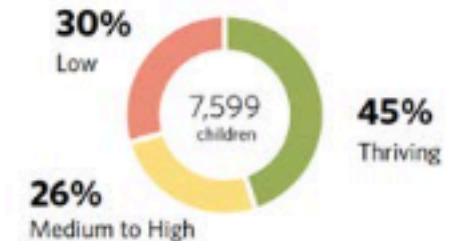


Results for your district

Revelstoke (SD19)



All Participating Districts



The Well-Being Index combines MIDI measures relating to children's physical health and social and emotional development that are of critical importance during the middle years. These are: optimism, happiness, self-esteem, absence of sadness, and general health. Scores from these five measures are combined and reported by three categories of well-being. The chart shows the grade 4 results from 2017. - Contributed

RSS CAREER PROGRAMS

A big thank you to our major partners Downie Timber, RMR and Chubby Funsters. These connections have allowed RSS students to explore trades career pathways through both work-experience and paid apprenticeships. Currently, these three partnerships can support several student positions in 6 different apprenticeable trades.

The advertisement features a collage of images: a person in a hard hat, a construction site with a crane, and a snowy mountain landscape.

Building a culture of curiosity and connectedness

- Setting goals and expectations for ourselves
- Consistent messaging and focus over time



Connecting District Planning and the Inquiry Approach with MDI common language

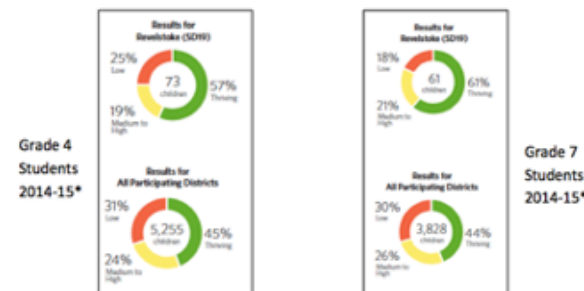
GOAL 1 – To SUPPORT STUDENT’S HEALTH AND WELL-BEING

Rationale

Analysis of the Early Development Instrument and Middle Years Development Instrument data indicate very low levels of vulnerability in Kindergarten and Grade 4 students; however, a focus on student health to enhance social and emotional well-being will reduce barriers to learning and enhance achievement for all students. Students who report that they are learning about staying healthy has dropped at the Grade 7 and 10 level. This is a focal point at each of our schools as overall health and wellness is embedded in our school connectedness goals.

The Well-Being index is a composite of 5 subscales: Optimism, Happiness, Self-Esteem, General Health, Absence of Sadness

Target 3: To increase the social and emotional well-being of intermediate students.



*Graphs from 2014 Middle Years Development Instrument Report

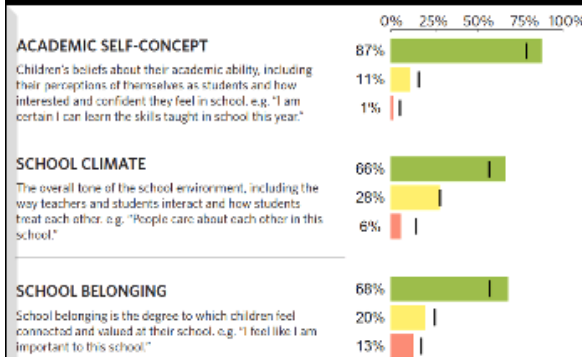
- Promote positive mental health in all schools
Implementation Details
 - Provide opportunities to connect to outside agencies
 - Provide Neighbourhood Learning Centre space for community partners in support of this goal
 - Continue education on tobacco use prevention and substances misuse
 - Continue offering Roots of Empathy
 - Support community partnerships for staff and student education in programs such as DARE
 - Liaise with community partners to support vulnerable learners and Children in Care
 - Provide culturally sensitive support through Aboriginal Education programmingEvaluation
 - Attendance and participation data
 - MDI data
 - Satisfaction Survey results
 - Children in Care grade to grade transitions
- Sexual Health Education for all students
Implementation Details
 - continue to offer health and career education for all students
 - utilize the support of Sexual Awareness for Everyone (SAFER) and HACE classesEvaluation
 - Grade 7 and Grade 10 participation rates
- Continue to support healthy nutrition opportunities
Implementation Details
 - Continue to support a healthy school on-site server program at Revelstoke Secondary School
 - continue to provide nutrition education to parents through school newsletters

Building a culture of curiosity and connectedness

- What are we hearing from students?
- Setting goals and expectations for ourselves
- Consistent messaging and focus over time

Mental Health Well-Being

NUMBER OF IMPORTANT ADULTS AT SCHOOL



I belong.

I am valued.

I am connected.

Building a culture of curiosity and connectedness

- What are we hearing from students?
- Setting goals and expectations for ourselves
- Consistent messaging and focus over time

Mental Health

Well-Being

Our Responsibility

- Of 200 grade 8, 10 and 12s, not a single one said they didn't **feel welcome in their school**
- One student only in that group responded that they weren't always **treated fairly**
- 13 students said they did not see **diverse sexual orientations and gender identities** represented in school activities

I Belong, I am Valued, I am Connected

Building a culture of curiosity and connectedness

- Building common language throughout our system
- What are we hearing from students?
- Setting goals and expectations for ourselves
- Consistent messaging and focus over time

Begbie View Elementary

2021-2022 Report to the Board

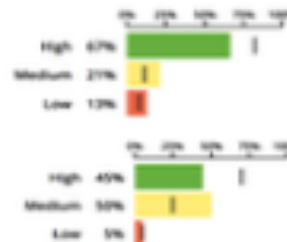


SCHOOL CULTURE



SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other, e.g. "People care about each other in this school."



Building a culture of curiosity and connectedness

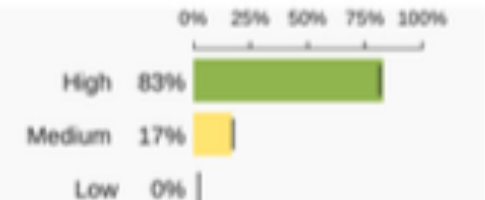
- Building common language throughout our system
- What are we hearing from students?
- Setting goals and expectations for ourselves
- Consistent messaging and focus over time



Spring 2021 *How does CPE feel this year for our grade 7's?*

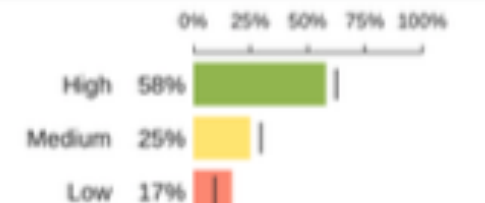
ACADEMIC SELF CONCEPT

Children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and confident they feel in school. e.g., "I am certain I can learn the skills taught in school this year."



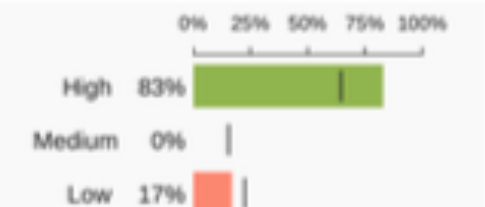
SCHOOL CLIMATE

The overall tone of the school environment, including the way teachers and students interact and how students treat each other. e.g., "People care about each other in this school."



SCHOOL BELONGING

School belonging is the degree to which children feel connected and valued at their school. e.g., "I feel like I am important to this school."

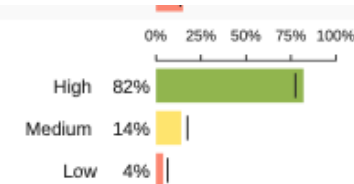


Building a culture of curiosity and connectedness

- Aligning 'our work' with 'our goals'
- Building common language throughout our system
- What are we hearing from students?
- Setting goals and expectations for ourselves
- Consistent messaging and focus over time

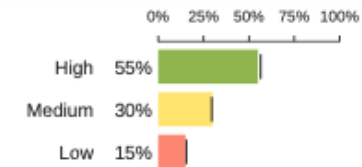
EMPATHY

Empathy is the experience of understanding and sharing the feelings of others. e.g., "I care about the feelings of others."



ABSENCE OF SADNESS

Sadness measures the beginning symptoms of depression. e.g., "I feel unhappy a lot of the time."



Teacher led inquiry projects:

Self Regulation
Healthy Habits
Soft Start School Days
Daily Activity – Morning Walk
Alternate Lunch Hours

Connecting projects:

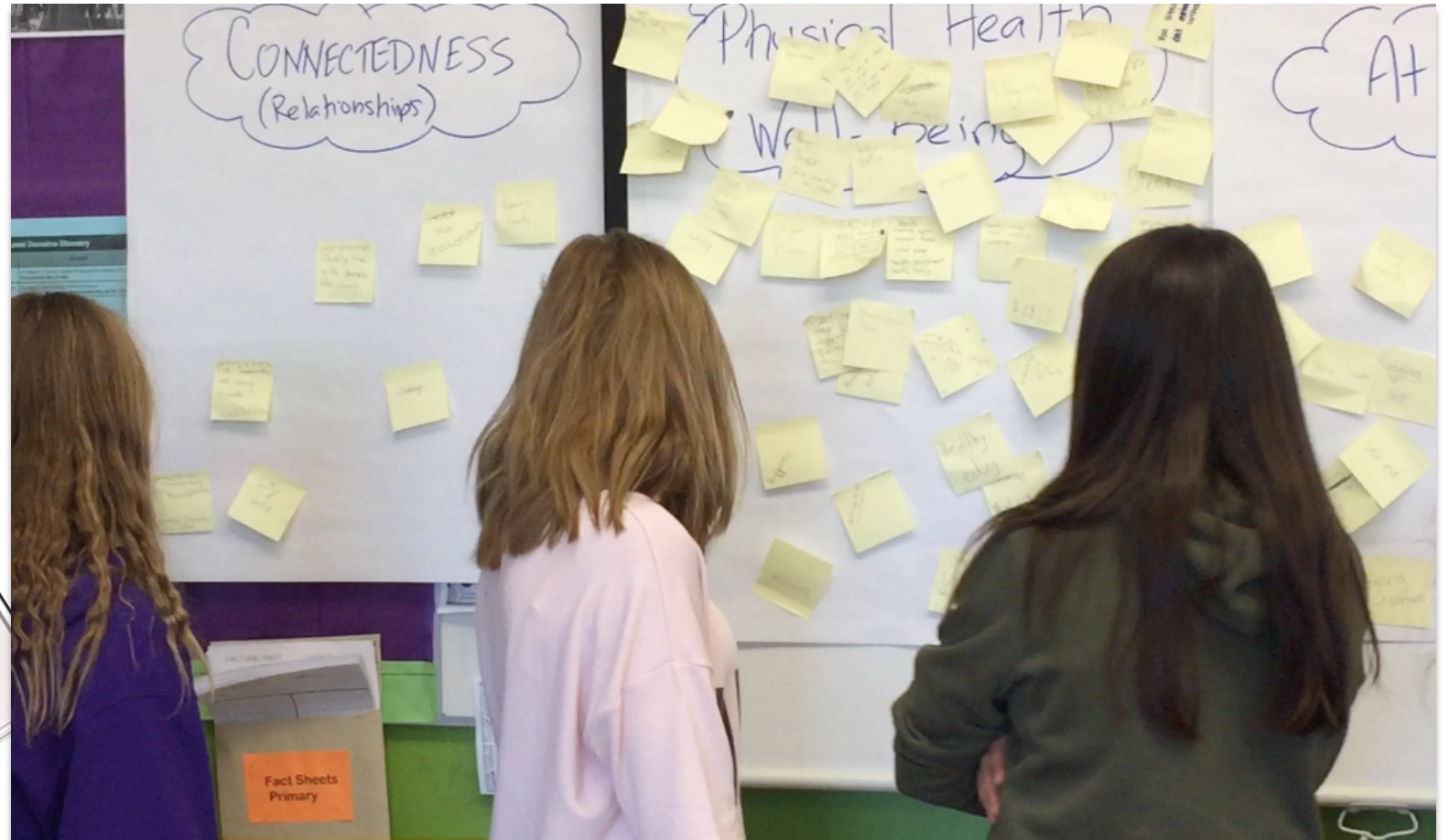
Peer Mentoring
Me to We, Pay it Forward...
Worry Dragons, Zones of Regulation
Safeteen
Mental Health Fairs

Setting conditions for meaningful student voice

~ pandemic protection?

“What have they got to be so worried about?”

Grade 12 student reviewing Grade 4 MDI results prior to going into their class

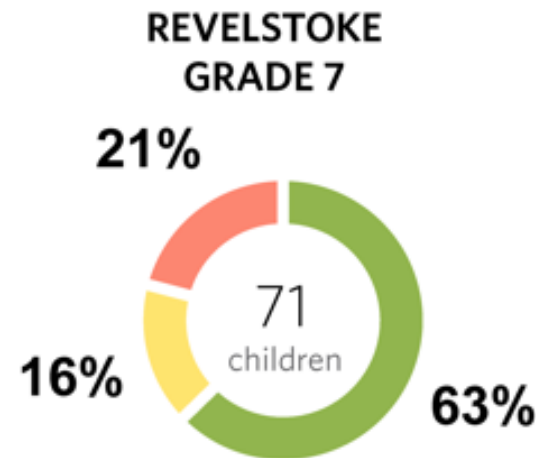


Setting conditions for meaningful student voice

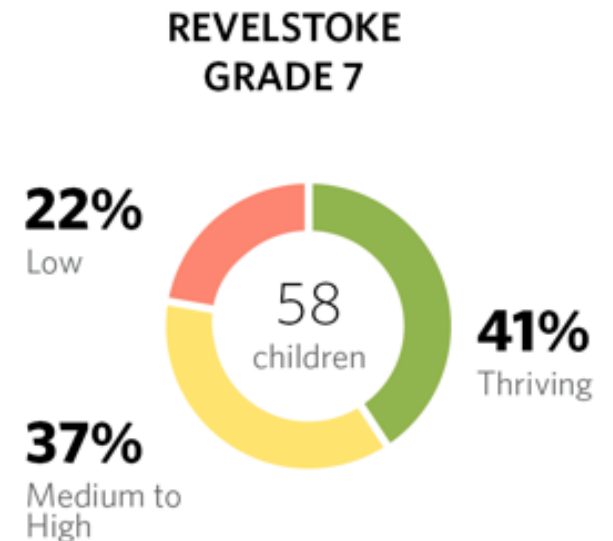
~ pandemic protection?

We had noticed a significant shift from one cohort to the next.

In their grade 9 and 10 years we brought together a student focus group to explore.....why?

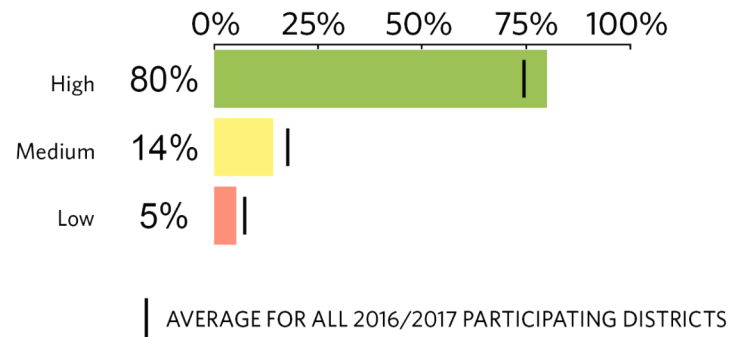


2017/2018 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE



2016/2017 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

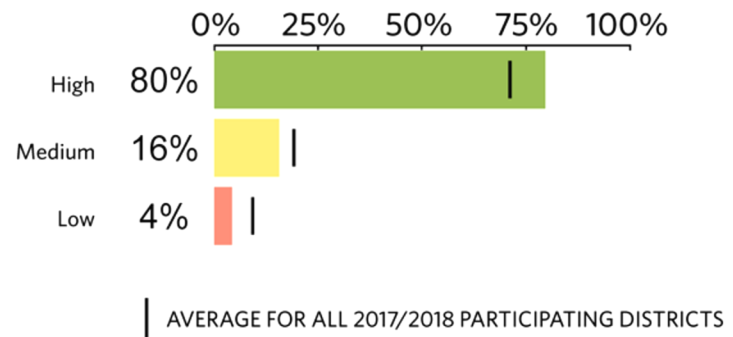
SELF-ESTEEM



2016/2017 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

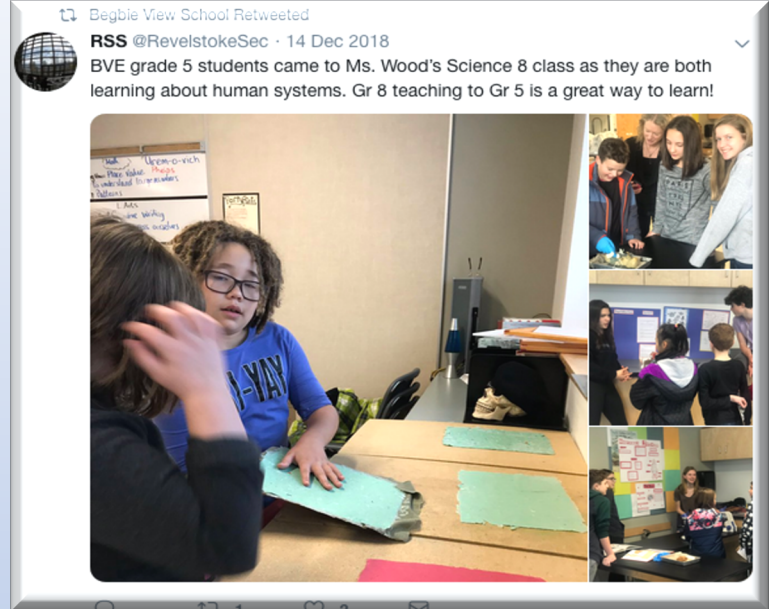
MDI

SELF-ESTEEM

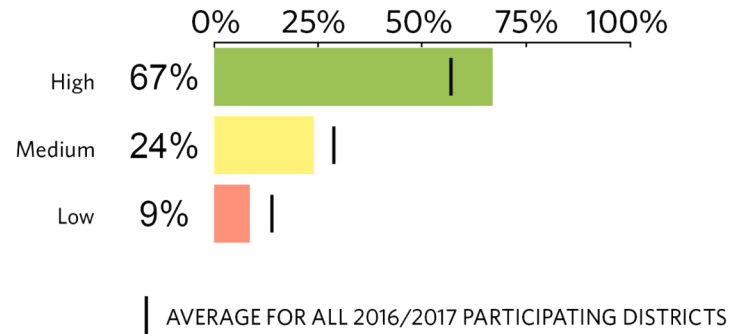


2017/2018 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

MDI



HAPPINESS



2016/2017 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

MDI

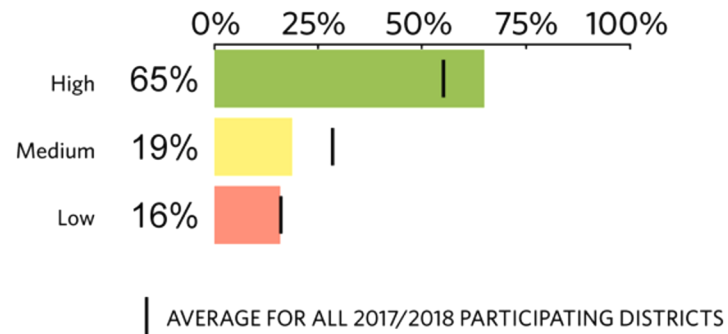
Begbie View School @bvebest · 18 Dec 2018

Thank you #Kawakuborevelstoke for providing lunch to @bvebest #spirits



HAPPINESS

7



2017/2018 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

MDI



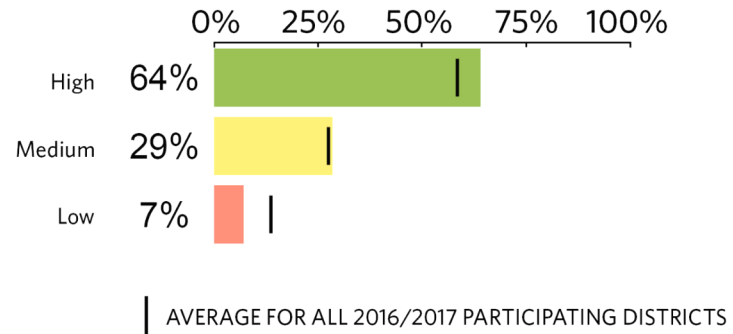
arrow heights elem @ancare · 13 Dec 2018

Learning about culture and the French language at AHE. Grade 6/7's making crêpes en français with Mme. Tedesco. On s'est beaucoup amusé! Yum!

Translate Tweet



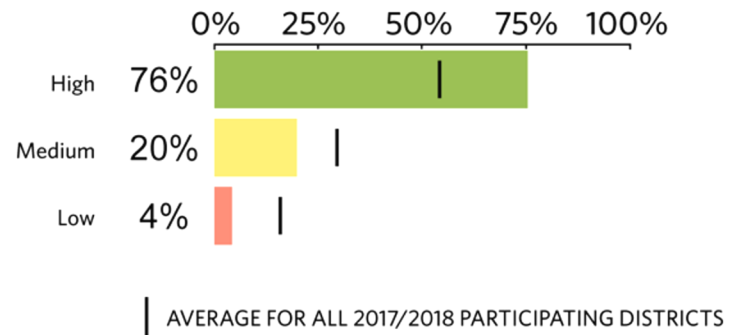
ABSENCE OF SADNESS



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MDI

ABSENCE OF SADNESS



2017/2018 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

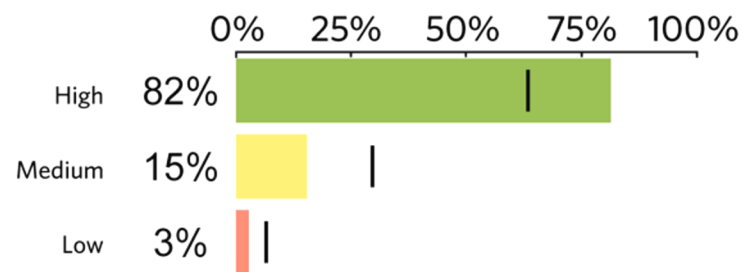
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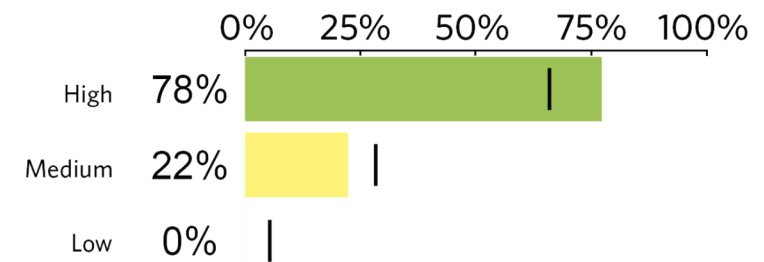
ADULT RELATIONSHIPS - AT SCHOOL

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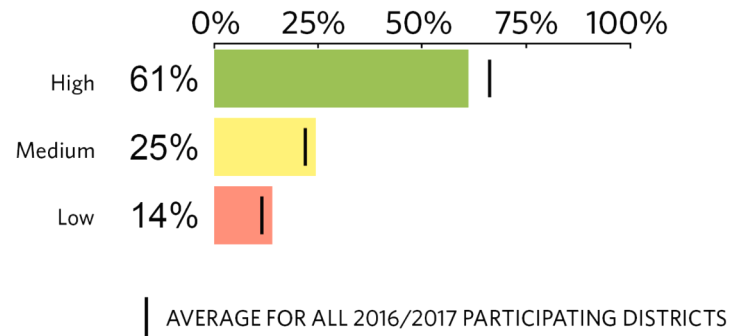
| AVERAGE FOR ALL 2017/2018 PARTICIPATING DISTRICTS

ADULT RELATIONSHIPS - AT SCHOOL



| AVERAGE FOR ALL 2016/2017 PARTICIPATING DISTRICTS

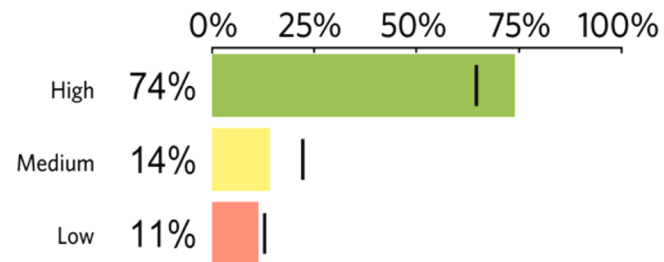
PEER RELATIONSHIPS - PEER BELONGING



2016/2017 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

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PEER RELATIONSHIPS - PEER BELONGING



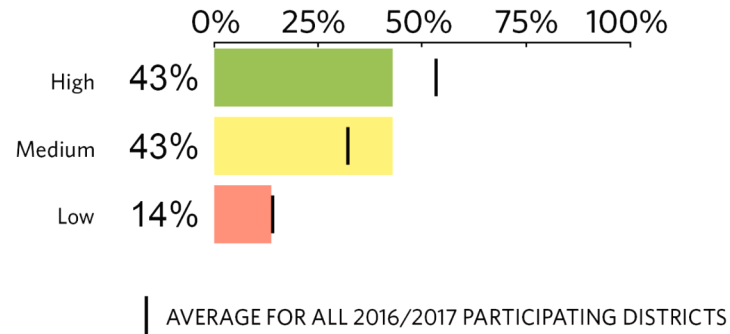
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PE @ColumbiaParkSch · 29 Nov 2018

connectedness with each other and with adults in the building are foundations for learning.



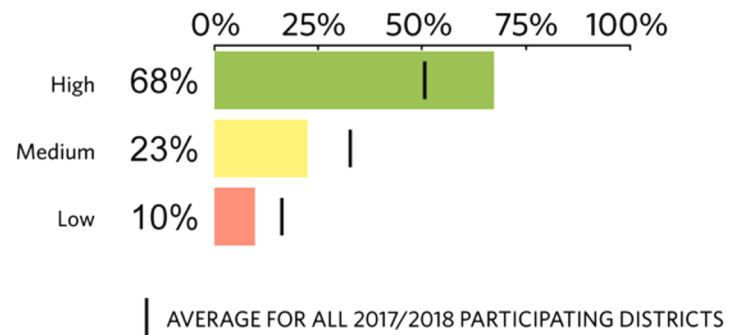
OPTIMISM



2016/2017 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

MDI

OPTIMISM

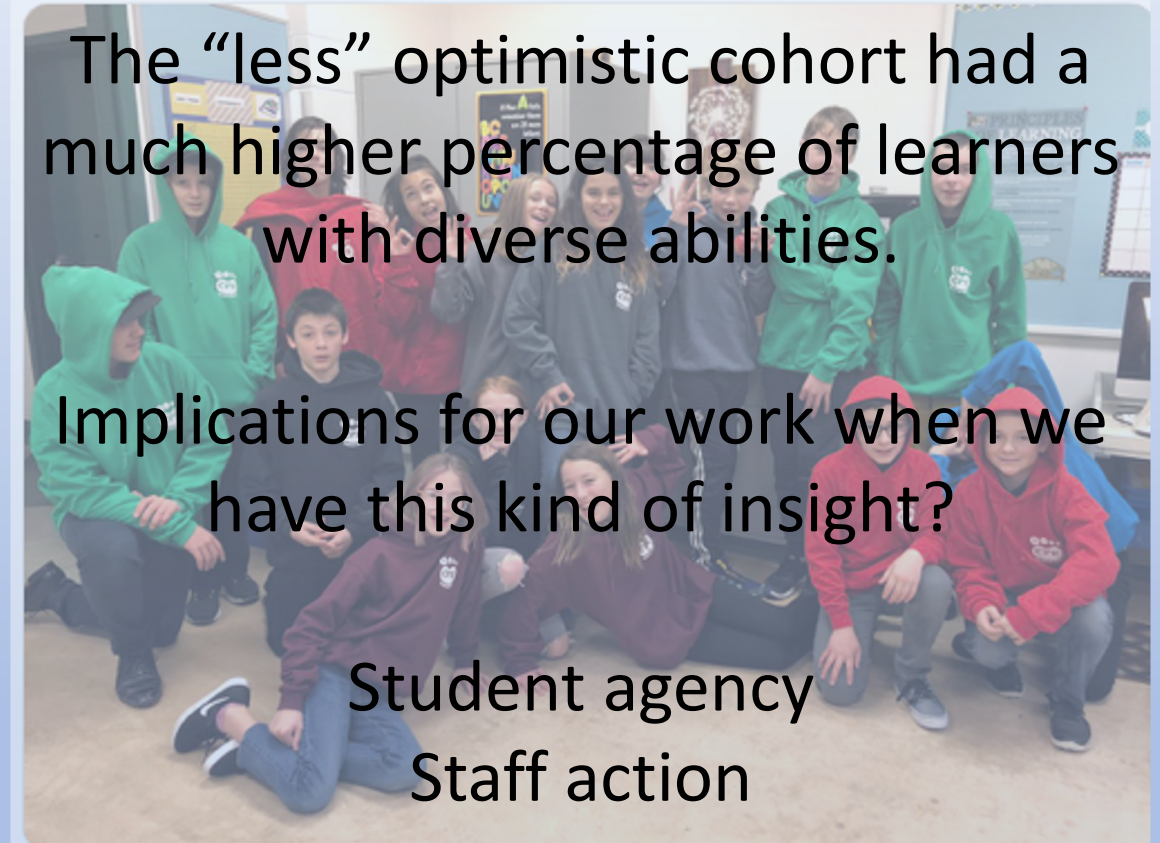


2017/2018 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

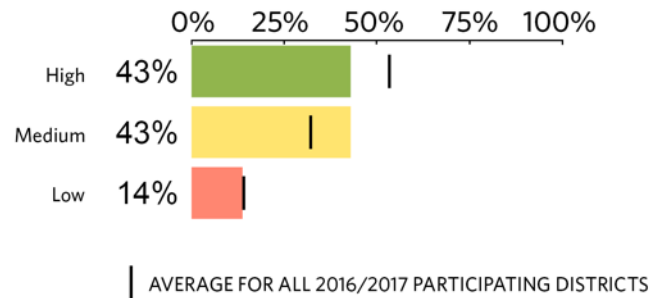
MDI

CPE @ColumbiaParkSch · 27 Nov 2018

#thehoodiesarein



Staying committed to student voice



In Grade 7.....

.....and four years later in grade 11

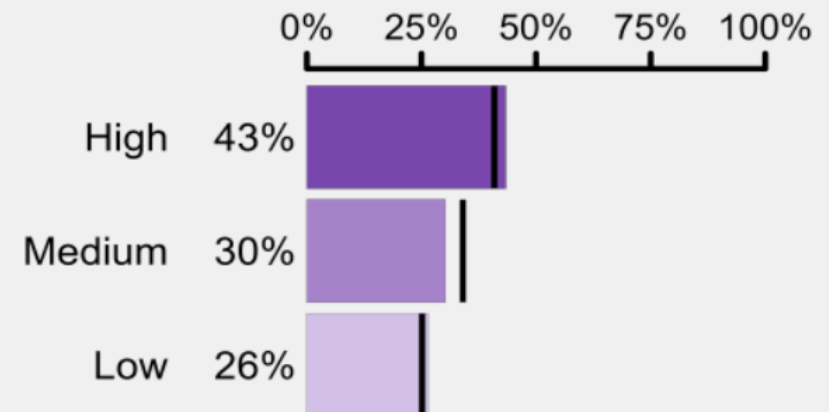
2016/2017 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE



OPTIMISM*

Youth's level of agreement with statements about whether they have a positive outlook on their life.

e.g., "I believe more good things than bad things will happen to me"



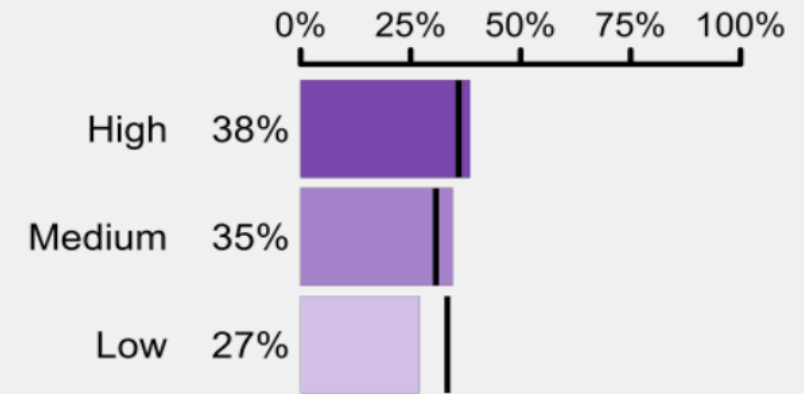
Staying committed to student voice

SUPPORTIVE ADULTS IN THE COMMUNITY*

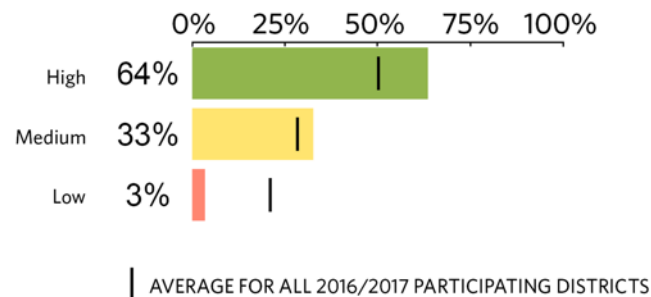
Youth's level of agreement with statements about how supported they feel by the adults in their community.

e.g. "In my neighbourhood/community, there is an adult who really cares about me"

*called Adults in the Neighbourhood/Community on the MDI



ADULT RELATIONSHIPS - IN THE NEIGHBOURHOOD/COMMUNITY



Collaborating and communicating with:

Families

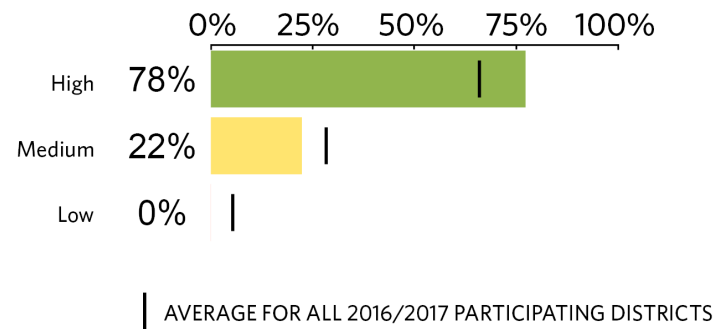
Social Development Sector

Service Organizations

Local Media

Staying committed to student voice

ADULT RELATIONSHIPS - AT SCHOOL



Celebrating
connectedness
with staff



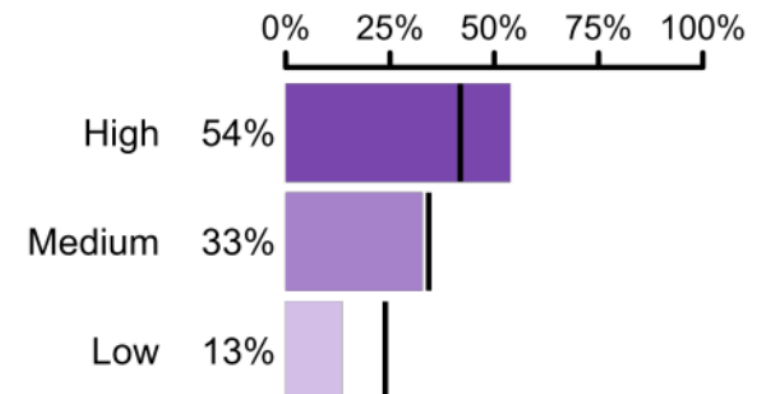
2016/2017 MDI GRADE 7 RESULTS - SD 19 REVELSTOKE

MDI

SUPPORTIVE ADULTS AT SCHOOL*

Youth's level of agreement with statements about how supported they feel by the adults at their school.

e.g., "At my school, there is an adult who really cares about me"



*called Adults at School on the MDI

Staying committed to student voice

~ believing it is a key to pandemic protection

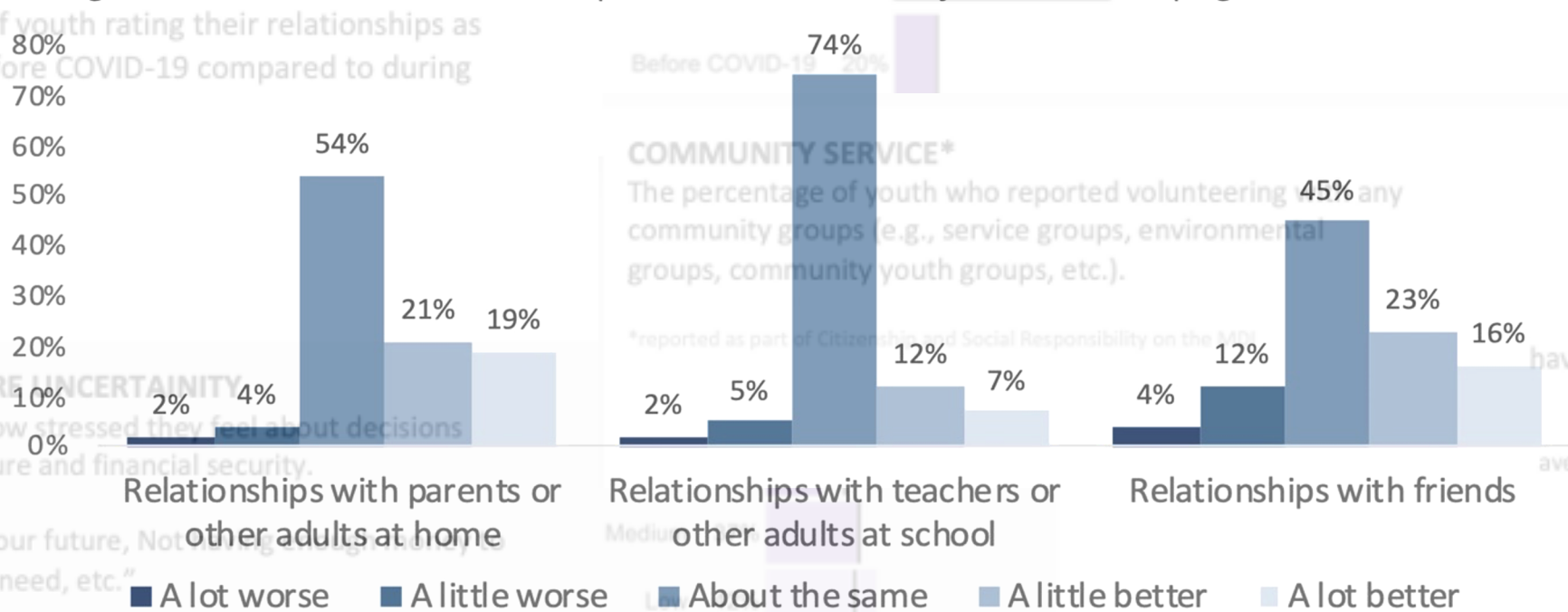
IMPACTS OF COVID-19



RELATIONSHIPS

The percentage of youth rating their relationships as 'poor' or 'fair' before COVID-19 compared to during COVID-19.

Figure 3: From before the COVID-19 pandemic to now have your relationships gotten worse or better?



STRESS OF FUTURE UNCERTAINTY

Youth's rating of how stressed they feel about decisions regarding their future and financial security.

e.g. "Concern for your future, Not being able to buy the things you need, etc."

COMMUNITY SERVICE*

The percentage of youth who reported volunteering any community groups (e.g., service groups, environmental groups, community youth groups, etc.).

*reported as part of Citizenship and Social Responsibility on the 100%



85%

have volunteered before
70%
average of reported districts

Focus on connectedness

~ believing it is a key to pandemic protection

The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.

~Margaret Wheatley

