

Flexible schedule, over longer period of time

- Having time to get to know students, felt better able to determine what scaffolds and supports are needed.
- Giving learners time to build up their confidence to do well curriculum.
- Start slow to go faster later. There was an absolute payoff. (Semester format was key to give us time).
- Be flexible, don't take resistance personally.
- Creatively finding/making time within our teaching structures.
- Cohort model could allow us to take multiple curricular strands out of one project or assignment (i.e. Raegan marked for content, Anna marked for writing/communication skills).

Universal supports, projects, portfolios

- Different for everyone, but available to everyone.
- Teach learners how to use supports (i.e. speech to text).
- Normalizing support to reduce stigma.
- Gamifying content and developing challenges / team building activities: i.e. Escape room, Survivor
- Evidence of Learning Portfolio Assessment: Keeping folder systems supports organization, abseteeism, scan for learning outcomes, fill gaps if away, assess growth over time, students couldn't lose work, scaffolds executive functioning.
- Using movies, film, video, diagrams / visuals to support learning. Build up background knowledge.
- Chunking smaller assignments or sequences into a larger projects.

Building trust, relationships, and belonging

- Break down anxiety, avoidance, reluctance (defensive behaviours).
- Find ways to break down barriers and 'learned helplessness'.
- With a sense of trust and established relationships we could set expectations of 'no opting out'
- Food and Fun. Social-emotional mindfulness. Casual lunch time conversations. (10x2 strategy, knowing them as people, part of their family/community lives).
- Humour.
- Learning from the Land / Role Models: Butze, mini-pole tour, Skeena River trip, and CHSS pole
- Facilitating friendships between students, sense of belonging.

Quotes from our learners...

“they tell me to keep trying hard and help me as much as they can”

“they made me feel motivated and worth something”

“they told me I could do it when I said I couldn’t, and lifted my spirits”

“they help me and explain things to me when I can’t understand something”

“they tell me I’ll be successful and always help me”

“they support everything I do”

“they help and encourage me”

Quotes from parents and members of the team...

"This is _____'s best school year in a long time"

"_____ is doing so well this year. I'm so proud"

"This is the first time he's been excited about school and telling us what he is learning about"

"I wish there were more opportunities like the supported cohort in schools"

"I'm so impressed to see _____, _____, and _____ attending this year. What a difference."

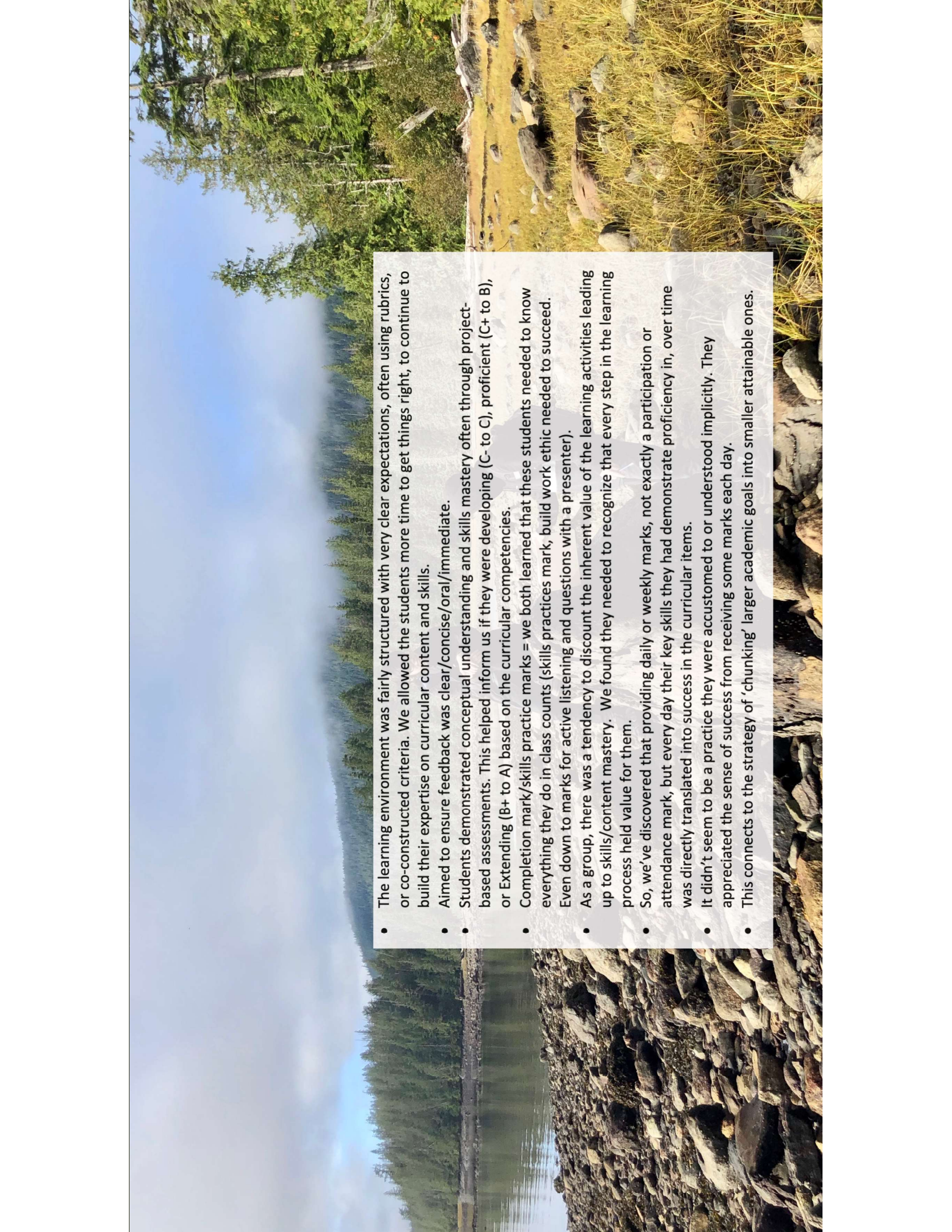
"everyone we talked to during course selections was interested in coming back next year"

"I wish we could expand on this program and offer more cohorts in the school. It could benefit so many more"



Communicating Student Learning

Gathering evidence of
learning through
portfolios

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- The learning environment was fairly structured with very clear expectations, often using rubrics, or co-constructed criteria. We allowed the students more time to get things right, to continue to build their expertise on curricular content and skills.
 - Aimed to ensure feedback was clear/concise/oral/immediate.
 - Students demonstrated conceptual understanding and skills mastery often through project-based assessments. This helped inform us if they were developing (C- to C), proficient (C+ to B), or Extending (B+ to A) based on the curricular competencies.
 - Completion mark/skills practice marks = we both learned that these students needed to know everything they do in class counts (skills practices mark, build work ethic needed to succeed. Even down to marks for active listening and questions with a presenter).
 - As a group, there was a tendency to discount the inherent value of the learning activities leading up to skills/content mastery. We found they needed to recognize that every step in the learning process held value for them.
 - So, we've discovered that providing daily or weekly marks, not exactly a participation or attendance mark, but every day their key skills they had demonstrate proficiency in, over time was directly translated into success in the curricular items.
 - It didn't seem to be a practice they were accustomed to or understood implicitly. They appreciated the sense of success from receiving some marks each day.
 - This connects to the strategy of 'chunking' larger academic goals into smaller attainable ones.

The background of the slide is a network diagram. It consists of numerous small, light-colored human icons (silhouettes) arranged in a grid-like pattern. Each icon is enclosed within a small circle, and these circles are interconnected by a web of thin, dark lines, representing a network or community. The overall color palette is muted, with shades of grey, blue, and white.

Networking Opportunity

*Sharing our collective
experience and expertise*

Thinking about the learners we work with

*Thank you for spending your
valuable time with us today.
We hope to see you again soon.*

*T'oyaxsut 'Nüüsm
Dm al gyik niidzn*