



# AESN Impact Study

## *Creating a Learning Community*

Ecole Ballenas Secondary School

# AESN School Transitions Inquiry Project

Ballenas Secondary School Community- teachers, students, staff and community

School District 69, Qualicum

SD69 District First Nations Education Team

Rudy Terpstra- Principal @RudyTerpstra

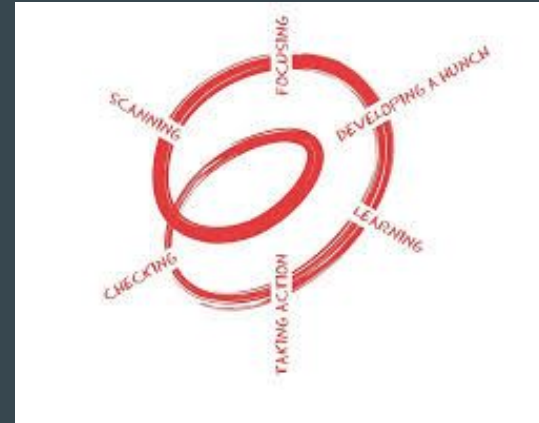
Trish Cathrine- Teacher @trishcathrine

Jane Reynolds- Vice Principal @jreynolds\_jane



# Spiral of Inquiry Framework

Grade 10 is a tough transitional year for all learners. We believe that having a more accessible and relevant curriculum will lead to greater student success. By teaching First Peoples English 10 course and using the the Circle of Courage, we hope that our Aboriginal students will be more engaged thereby increasing their transition to grade 10 and beyond.



# Local Aboriginal, Métis, and Inuit Enhancement Agreement (2015- 2020)



Goal: To support the transition of students between grades 10 to 12.

Rationale: We have noticed through the data (student marks and attendance) we have been analyzing that our students are doing well until grade 10. We have also looked at the data provided by the Ministry of Education's, "How are we doing report" to validate our findings.

We will maintain support for student transitions into grade 8 and through to grade 10 and continue to focus on transitioning students from grade 10 through to completion.

# Ballenas Learning Team: Collaborative Design Thinking



# Flex Learning:What is it? (link)

Flex Learning is a program that will provide an opportunity for students to engage in supported learning or choose interest based learning spaces. (see Ballenas Learning Blog)

- Wednesday mornings 8:40 - 10:00
- Regular A,B,C,D block 60 minute rotation for the rest of the day.
- LINK will meet on this day too.

# Collaboration Time - English Focus

Collaborative Time and Revised Curriculum

Strong Nations - Nanaimo

Local District Resource Centre

EFP 10, 11, 12

Professional Learning

Next Steps



# Why LINK @BSS?

1. To connect our students, in a meaningful and structured way, to at least one adult because this improves student success.
2. To improve student learning, graduation and transition to postsecondary.
3. To help students discover their passion and/or spark.
4. To develop resilient, active and flourishing students by promoting Social Emotional Learning (SEL).



# Circle of Courage in Action



Grade 8: BELONGING

Grade 9: INDEPENDENCE

Grades 10-12: MASTERY and GENEROSITY

# Next Steps, Next Year

Increase in Aboriginal focus in revised curriculum focused on English and English 10.

Including Student voice and feedback.

Responding.

