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Assignment 2 - Alternate Education Twin Rivers Education Center

2018-2019 TREC School Learning Plan Video:

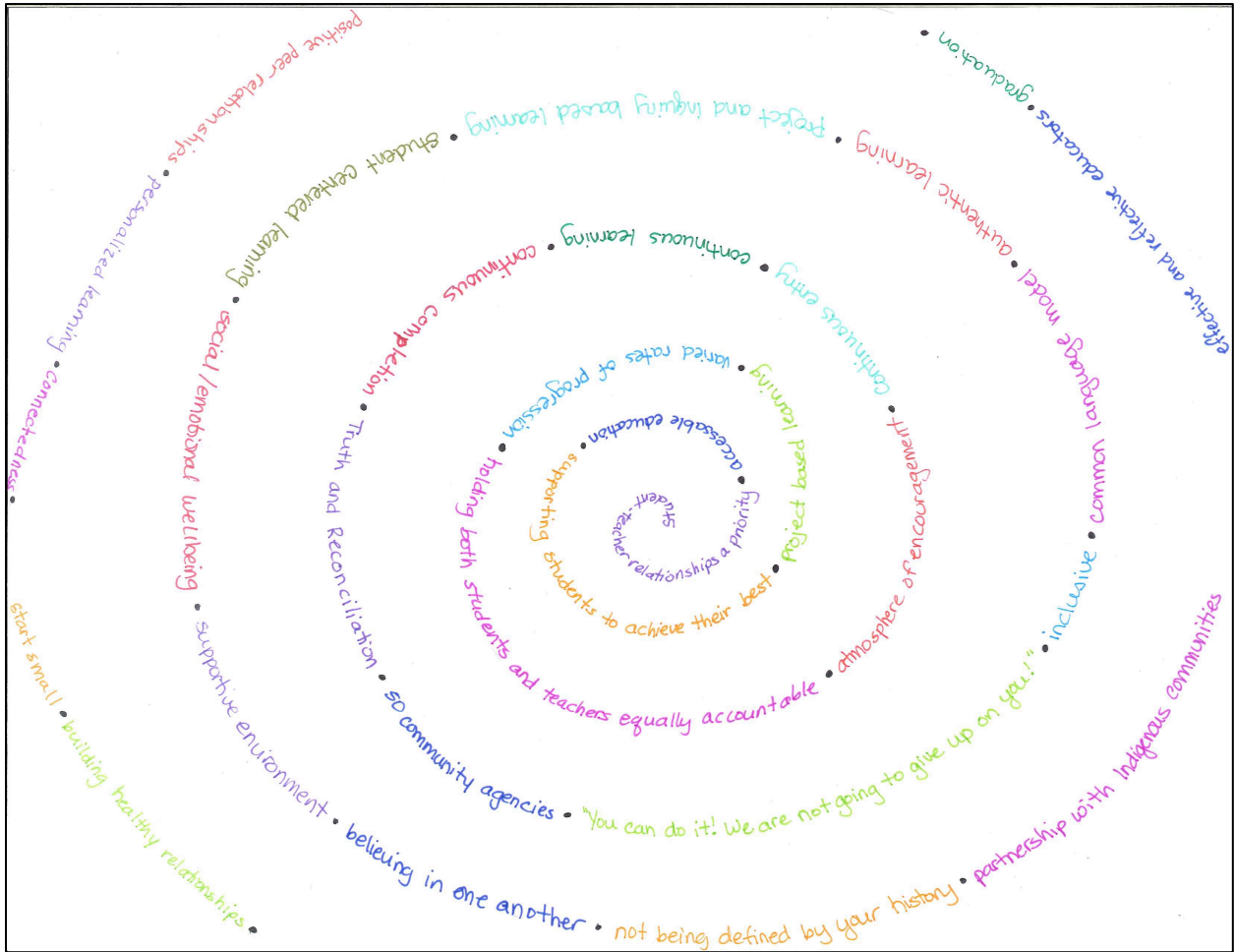
<https://www.youtube.com/watch?v=hvRPAkouePg&feature=youtu.be>

1. Summarizer/Visualizer (Melissa):

The Twin Rivers Education Centre (TREC) School Learning Plan is a reflection on the 2018-2019 academic year and explores some of the hopes and goals that the school has for 2019-2020. The TREC School Learning Plan (n.d.) describes TREC as having “14 programs, located over nine sites, working with an average of 1000 students a year spanning the ages of 12 to 85” (n.p.). The report provides an overview of TREC and the programs offered, shares stats from their annual survey, explores some of their priorities, and reviews the progress on their three goals while providing a summary for each goal. The document includes quotes from students and parents and information that has been gained through their annual survey, this information guides and directs administration in reflecting on their areas of strength and developing plans for the areas that require further support and improvement.

The School Learning Plan highlights the intentional work they are engaging in connected to Truth and Reconciliation and supporting Indigenous youth. This emphasis goes beyond supporting Indigenous youth in reaching the goal of graduation but includes the importance of staff “[furthering their] understandings of the residential school experience and its legacy” (n.p.). TREC describes their working alongside students of aboriginal ancestry as a privilege “to learn alongside of our students” (n.p.).

The report is an honest look at TREC, naming the areas that need more time and attention alongside the areas of transformative growth.



2. Webber/Questioner (Allyson):

Questions:

1. Movement towards a common language is a key theme at TREC and is provided in all classrooms, not just Math and English. The desired outcome is for students to be able to comprehend what is expected of them on provincial assessments. Although the document lays out some strategies and initiatives, I question what the actual plan entails to ensure they are able to achieve this initiative?

Working from the successful programs already employed at TREC, they could adapt some resources and create directives to extend the initiative. Having documents in different formats (examples: electronic, written) that break down the roles of the staff and the students readily accessible to each group would aid in some self-directive options. Including previous students or even current students who have already written assessments to speak to the process could be beneficial as a resource, as well. Additionally, having the students involved in the design of the common language model gives them the benefit of working with the language instead of simply using it for study purposes. Having a framework that is inclusive of the accommodations needed by the students for successful testing would be paramount in the construct of the common language model and moreover would provide a template for future students who would require the same or similar type considerations. Ideally, TREC will continue with their dedication to the development of a common language model, which I anticipate will include the suggestions above.

2. Goal #2 ensures each student is given the option of being connected with an outside agency for mental health support. This allows for the students to acquire supports and be better engaged in their learning while in TREC. I question whether they should not provide this service beyond the date of graduation to ensure the students can find success in the workforce or at the very least get their footing in their chosen employment field?

The institution already provides adult education through their Continuing Education Programs (Street School/KRCC/Skeetchesen/Vision Quest) thus determining that they have the foundation to support adults in their pursuits. Building from this foundation TREC could engage in an additional program that incorporates the outside resources as platforms of support during the transition from student life and focus to employment for TREC graduates. Allowing for a seamless move for students would reduce stress and

insecurity and see the students through the inevitable emotional adaptation that comes from the move into the workforce. The success of graduation could be overshadowed by the frustration and anxiety of suddenly finding themselves left on their own, therefore TREC has an opportunity to further their supports by enabling the graduates to maintain relationships with the outside agencies. Essentially, TREC has the unique capabilities to incorporate a program that would extend from or build on their existing programs to assist their graduates.



3. Wordsmith/Passage Picker (Anika):

- a. *“If we create deeper learning experiences in every subject, then we will see students pursue their personal passions and potentially realize a life learning path”* (Twin Rivers Education Centre, n.d., n.p.).

This passage is significant to our role as a teacher candidate and to our role as a future teacher. Long gone are the days of rote learning in the classroom, where students are merely presented with information in a lecture style, and then expected to memorize for the purpose of passing a test before moving onto the next subject or lesson/unit. Deeper learning experiences are now created through project and inquiry based learning opportunities for all students. These hands on, student centered learning experiences, create authentic learning and promote enthusiasm within the learner as they are in control of their learning experience. In our teaching we have the opportunity to use these techniques to inspire students discovery of their personal passions, facilitating a learning path that may lead to a potential career path.

- b. *“At the heart of TREC’s work is the relationships that are developed between students and adults in our buildings”* (Twin Rivers Education Centre, n.d., n.p).

This passage is of great significance to all teacher candidates, and to our role as a future teacher. Establishing a relationship and a connection with each student you will work with directly correlates with the success this student will have. Whether at an alternate school, or in “mainstream” public education, I believe you cannot positively impact a student's life without first ensuring that the student feels they are in a safe environment surrounded by adults they feel they can trust.

SOGI - Sexual Orientation and Gender Identity

“Unlike the acronym LGBTQ+, SOGI is a subject or topic and not a list of specific identities. It is an inclusive term that is relevant to all individuals regardless of where they identify on the sexual orientation or gender identity spectrums, as every person has a sexual orientation and every person has a gender identity. It includes identities like lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual, cisgender, and more” (SOGI 123, 2019).

“The primary focus of SOGI 1 2 3 is on terms and identities for people whose sexual orientation and/or gender identity is in the minority, because these people have historically been marginalized and often misunderstood” (SOGI 123, 2019).

At TREC a part of the school's vision is to make an impact on the lives of the students that attend. The school uses the acronym IMPACT to further explain what contributes to the impact they strive to make. The **I** is used to highlight the commitment to infuse Indigenous and SOGI content throughout the curriculum and the school learning experience helping each student to gain a sense of belonging in a safe and welcoming environment.

While the following two words may be familiar to everyone in the class, here they are highlighted in the context of TREC:

Social/Emotional Wellbeing - The staff at TREC strive for each student to have a sense of belonging. Outside agencies, such as counsellors, are in contact with students shortly after registration to ensure their social and emotional well-being is being attended to. A hot breakfast is provided at no cost to the students, and a low cost lunch program is available. While in attendance the students will not have to worry about going hungry.

Authentic Learning - The engagement in project/inquiry based learning that creates a deep understanding, develops passions, and provides the opportunity for community-based, job-embedded learning and training for all students.

Examples of project/inquiry based learning:

- Drum making
- Carpentry
- Cooking
- Art

4. Actualizer (Kelsey):

KWL chart activity:

Each student will get a “know, wonder, learn” worksheet at the beginning of our presentation. We will allow time at the beginning of the presentation for the students to fill out what they know, and what they are still wondering about TREC based off of what they understood from the assigned reading. The points that the students make initially on their KWL chart may only scratch the surface of the material that we read in the assigned readings, but we will allow time and encouragement for the students to dig deep into why we have TREC as an alternate school. Students will be working individually at this point on their KWL activity chart, the presenters will be walking around, and ask probing questions to students based off what they already have on their KWL chart. While this activity is not designed to bring deep underlying understandings and issues to the surface immediately, this should allow some time to provoke thought from the students that we will use later on in our second activity when we really want to see a deeper level of thinking.

Becoming an expert activity:

We came up with the idea to get the students into random groups so that people are encouraged to work with people that they may otherwise not typically work with for our activity. The goal for our activity is to assign each small group one of the programs that TREC offers to learn more about. For example, one group will become an expert (or at least as much of an expert as possible, with the amount of information that is available online) on the Four Directions Program using their devices. Each group will be assigned a white board to work at, and can create a list, mindmap, or any other representation of what they have learned from the readings and their research online. This is when we want students to dig deep into why they think the school district has these programs available to students, why the students have the resources they have, and why these are important building blocks in students academic and social well being in life. The members of our presenting group will be circulating and probing groups to get them to look into the deeper reasoning and rationale behind each program. We will come back together, each group will highlight three pieces from their conversations and write it on the mindmap on the front board.

References

SOGI 123. (2019). Retrieved from: <https://bc.sogieducation.org/q-a>.

Twin Rivers Education Centre. (n.d.). Retrieved from:
<https://twinrivers.sd73.bc.ca/en/inc/resources/TREC-SLP-2019---2020.pdf>