



Insights Alberta

Building a Data Culture

#insightsalberta

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Student Engagement

The FSD Student Matters Committee

Our Student Matters Committee

- ▶ Student representatives from each of our schools with Div III or IV
- ▶ Meet 3 times per year
- ▶ Purpose:
 - ▶ Provide a student perspective to inform the vision
 - ▶ Engage in inquiry around current issues
 - ▶ Analyze and provide context and meaning for system level data
 - ▶ Inform decision making and professional practice at the System level

Issue
#1

DREAM LAND SCHOOL



Informing our Vision

Go to www.menti.com and use the code **46 85 16**

Mentimeter

A great teacher is

Someone who values a students trust

someone trying a different approach then the lesson teaches

Someone who helps with rough times, instead of making rough time

A great teacher pays attention to how the students learn

Someone who can teach not only the curriculum but really make a positive impact on their students

A teacher who wants to have a fun environment and still be able to send his message across.

Makes the education process fun and actually interesting. Not everything has to be textbook work.

Someone who in not afraid to speak to misbehaving students

A real person, not a talking head

compassionate

Someone who challenges our

 Voting is closed

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Making sense of System level data

- ▶ Students engage in a similar process around our system level data to our administration including:
 - ▶ Diploma/PAT Data
 - ▶ OurSchool/TTFM data
 - ▶ APORI
 - ▶ System level survey data
- ▶ Students work in groups to
 - ▶ Examine data
 - ▶ Provide context
 - ▶ Suggest actions

• Self esteem very low in females
 • No standard of excellence achieved in FLA 30-1 in 2016
 • Physics 30 - very low achievement/excellence
 • PATs are below provincial averages - math, science
 • ELA PATs are at provincial averages or above

<p>Here's What? <small>What does the data say? What trends do you see in the system level data? What is interesting?</small></p> <ul style="list-style-type: none"> • Females have higher elementary anxiety ↳ 2015 - August • Lower rates of bullying • Males have more advocacy @ school. • Effort is @ provincial level. • For 12 exams are mostly average, not excellent. • For 9-10 female anxiety is very high. ↳ bullying, harassment in 2014 • Females have more depression 	<p>So What? <small>What issues do you see in the data? What should we focus on as a school system?</small></p> <ul style="list-style-type: none"> • High school - Sr. High females struggle with depression, anxiety, self esteem. • Students are mostly at an acceptable level • Bullying is not a large issue.
<p>Now What? <small>What next steps do you think the school division should take to address these issues?</small></p> <ul style="list-style-type: none"> • More focus on exam prep, more help for struggling student • Programs to reduce anxiety before exams • More exams less stressful, more than one chance to score improve. • More attention towards FLA programs • More programs in schools that address social issues (self esteem, depression, ...) → address each grade/gender differently. • Mid-term rather than a full diploma. • Space out diplomas so that students don't even have to study for multiple at once. 	

Math 30-1, -2 no data in 2012.

Here's What?

- What does the data say? What trends do you see in the system level data? What is interesting?
- Females suffer more with depression and anxiety
- 2014 was a year most categories suffered with
- ♀ suffer the most with regitive social attributes.
- Bullying is generally a lower problem
- Positive relationships are generally lower amongst females
- Academic relevance and understanding
- Mental health goes up, grads go down ? vice versa.

So What?

- What issues do you see in the data? What should we focus on as a school system?
- Females suffer more with mental health
- Academic relevance is less frequently understood in elementary
- Mental health should be focused more in health class
- Understanding why your learning something should be essential

Now What?

- What next steps do you think the school division should take to address these issues?
- Communicate more about the importance of courses in school and let students know the importance of this in their everyday future life.
- Stress (not literally) the importance of mental health
- Ease the transitions into High and Jr. high
- take into account workload and education to help with anxiety ? depression polls.

Informing next steps with our Administration Association and Teaching Staff

SOME COMMENTS FROM STUDENT MATTERS LOOKING AT TTFM

- Anxiety, self esteem and bullying is an issue - particularly for girls
 - Some reported social networking core to this
- Need:
 - to work at stopping bullying
 - “student empowerment [with] social media awareness”
 - “Teaching kids more about the effects of bullying and how to avoid”
 - Stress the importance of mental health

Design thinking (HGSE):

- ▶ Plan for Empathy
 - ▶ Identify and role play every stakeholder
 - ▶ What's important about the problem
- ▶ Define
 - ▶ Clarify the problem
- ▶ Ideate
 - ▶ Come up with solutions
- ▶ Prototype & Test:
 - ▶ Engage in Feedback

- Thinking about what you are going to be doing in life after school; prepare us for self-motivation
 Rewards increase dopamine
 Modelling what we want
 R'ship between teacher & students
 Responsible for your own actions
 RESPECT in good and bad ways

How can teachers help students become intellectually engaged so they are motivated & interested to perform well when something does not count for marks?

- Know it already without instruction
 - not interested in subject area or are not motivated to be motivated
 learning isn't catered to everyone (2 or 3 specific ways)
 @ go to board
 @ notesheets
 - don't have consequences and make sure you are it's a bit strict
 - be honest with the grade
 - will what we already know
 - not hiding people
 - are some standard
 - recognition to every standard (60 and 75)
 - not offering options that interest students or changing minds to opportunities
 - make sure for different lessons
 - know the answer: always the same person to answer
 - speed things up/slow pace
 - easy questions → make us feel like babies
 - sarcasm or made fun of if answering the ques
 - actions of fear → lumbard with everyone (punished for other people)
 - homework when I already know
 - listening to teacher when I already know

Informing next steps with our Administration Association and Teaching Staff

Student Matters Say:

Complex Question for Exploration:

How can we intellectually engage students so they are motivated and interested to do their best when something isn't for marks?

Design a way for us to increase motivation and interest in student learning.



- Reaffirm importance in everyday life.
- Prepare us for self motivation.
- Make classes challenging
- Individualize learning
 - Easy questions make us feel like babies
 - Don't make me do homework when I already know it
 - Don't make me listen to you when I already know it
- Provide student choices:
 - Learning isn't catered to everyone. There is 1 or 2 ways like go to board and do worksheets

Informing next steps with our Administration Association and Teaching Staff

Student Matters Say:

Complex Question for Exploration:

How can we create a culture of attendance in FSD?

How can we develop schools that are safe, caring, welcoming and inclusive?

- Teachers should take the kids not achieving and sit down and get to know them and motivate them.
- Teachers should get kids that are understanding to help students who don't understand.
- Make time in the day where students and teachers have conversations and get to know each other.
- Respect us in good times and bad.
- Model what you want from students.
- Exercise consequences for good and bad grades. And appropriate:
 - Don't make one person wreck it for the whole class or have no consequence
- "You don't like me...so I don't want to...or I won't"



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