Coast Mountains Board of Education School District 82
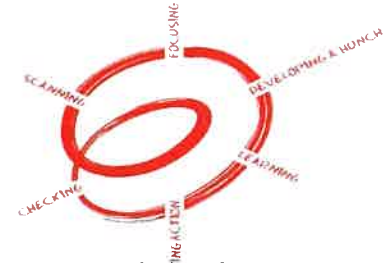
School Growth Plan 2022 – 2023

Northwest Trades & Employment Training Centre

Our mission statement: *Our mission is to recognize, supplement, enrich and credential all suitable learning that any given student is able to demonstrate.*

Demographics: The NTETC portfolio covers several different programs Kindergarten through grade 12, including career education, distributed learning, and CE or adult education. For clarity's sake we will take a moment to outline the various programs.

Distributed Learning: North Coast Distance Education (NCDE) is the distributed learning program which operates under the NTETC umbrella. Historically NCDE has offered a limited number elective and required courses for students in grades 10 through 12 who were looking to supplement a regular brick and mortar program. At the beginning of the Covid 19 pandemic many families across the district and the province chose to pursue a distributed learning program rather than send students to brick and mortar schools.

In order to meet these needs School District 82 decided to offer expanded DL programming and add a K-9 full time component. Enrolment in the K-9 program quickly reached 300 for the 2020-2021 school year. As families became more comfortable and confident with safety procedures in brick-and-mortar schools, demand for K-9 DL was reduced, and has now stabilized at roughly 24 FTE. NCDE now provides DL programing to a student population that is the equivalent of roughly 100FTE. The majority of NCDE students live within the boundaries of School District 82.

Career Education: The NTETC career education program is responsible for all Work Experience, as well as ITA career related programs across the district. In the case of work experience, NTETC allows any student holding paid employment to achieve a maximum of two grades 12 courses, depending upon how many hours are worked. NTETC personnel conduct site visits and liaise with employers in order to complete a training plan, (which is developed prior to the placement) as well as provide assessment and feedback to each student.

The two main ITA programs that NTETC grants high school credit for are the Youth Train in Trades Program (YTT) and the Youth Work in Trades Program. In the case of Youth

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Train in Trades, students pursue post secondary education during the school day rather than attending a typical brick and mortar school. Students are awarded grade 12 elective credits based on the length of the course being taken. Typical programs include carpentry foundations, hairdressing, welding, cosmetology, and electrical foundations. In the case of Youth Work in Trades, a student signs up and begins work under a certified red seal trades person. Work based training hours toward the relevant red seal trade are accrued for time spent on the job, as well as academic credits. A student enrolled in Youth work in trades can achieve a maximum of 4 elective courses. These are Youth Work in Trades 11A, 11B, 12A and 12B.

In addition to the academic programs listed above, NTETC personnel deliver several trades familiarization events (discovery events) to students in grades K-6 across the district.

Adult Education (CE): Currently, NTETC is responsible for the "Game Changer" program which provides a flexible, continually enrolling environment to students at Hazelton Secondary School. The Game Changer program operates out of a detached portable classroom and is designed to provide a self paced academic program. This allows students either more time than a typical semester to complete a course or allows students to focus on a smaller number of courses needed in order to achieve graduation. Like a distributed learning program, the game changer program allows students to pause schoolwork for circumstances such as summer break, then resume when returning to school.

1. **Scanning:** What's going on for your learners? How do you know?
   ⇨ *What student achievement evidence are you looking at? Include the evidence (non-student specific, i.e., PM Benchmarks, School Wide Writes, CMSD82 Numeracy Assessment, Provincial Grade 10 Literacy and Numeracy Assessments, Six-Year Completion)*

The nature of NTETC makes the typical assessment tools such as PM benchmarks and school wide writes difficult to administer efficiently. We are making efforts to have these assessments play a larger role in our new K to 9 full time programs. The biggest challenge we face is encouraging reluctant participants to engage in these activities, since the student is not physically in a classroom where the environment can be highly structured. We are currently working on strategies to overcome this challenge.

Since a large majority of NTETC students are interacting with non-school district personnel on a regular basis, we find the most effective strategy for "scanning" is by assessing pass rates, not only in high school courses but also in ITA programs, as well as conducting regular conversations with students and parents. Our goal is to achieve not only graduation for each student, but also to achieve the ITA credential the student is pursuing.

⇨ *What have you learned from your students when gathering their answers to:*

1. *What helps you to learn?*

   In our school we believe in the phrase "relationship trumps process". We have been told time and time again that a good relationship between our institution and our students fosters learning in a way than almost no other measure can. Students tell us that when they feel cared for, and connected to, learning takes place at a more natural pace.

2. *What are barriers in our school to your learning?*

   The main barriers to learning seem to depend upon what program we are addressing. In order to provide concise and useful information we have broken this answer up into the various categories.

   Distributed Learning: Without a doubt students tell us that staying motivated in a learning environment without peers, a schedule, or a timetable is extremely challenging. Parents and students tell us regularly that it is easy to put off until tomorrow what should be done today, especially when there is little consequence to doing so.

   Youth Train in Trades: Students who are in the 10-12 category regularly have difficulty in an "adult environment" where attendance and engagement are seen as more of a student responsibility. Instructors at the post secondary level also often (but not always) spend less time trying to motivate students to learn. Most post secondary trades instructors are experts in their fields, however, have limited post secondary training. This often results in a learning situation that is different than what our students are accustomed to.

   Youth Train in Trades and Work Experience: Surprisingly we generally experience the highest engagement and achievement levels in the programs where students are out on the job. Of the barriers that do exist in these programs likely the most significant is a lack of transportation, generally stemming from the length of time it takes to get a drivers license through the graduated licencing program.

   Adult Education: Students in the adult education program (Game Changer) tell us they face a variety of challenges when it comes to engaging with their education programming. These factors are varied, often beyond the control of the school and would require a longer document to discuss in detail.

3. *What do we need to do in our school to remove these barriers?*

   Distributed Learning: In this situation we are in a "catch 22". The nature of the program necessitates individual self paced learning, yet these circumstances create the issue itself. We have been told by students that sometimes the course material can be dry, or overly lengthy given what is expected at brick-and-mortar schools. We constantly pursue course development and attempt to make our courses as "efficient" as possible.

   Youth Train in Trades: In the case of Youth Train in trades we have learned that regular and detailed communication with families is the most effective tool for combating slipping engagement in programs.

4. *What is it adults do that shows they believe you will be a success?*

To re-iterate the phrase "relationship trumps process", our students tell us they succeed more in a program where they have a good rapport with the teacher. As one student recently put it;

"I do better when I have a teacher that likes me." In other words, if the adults in our system can behave with a sense of unconditional caring, it is likely our students will believe in themselves.

⇨ *__What are the opportunities to develop a deeper understanding of Indigenous ways of knowing?__*

The students we have questioned on this topic have responded resoundingly that the inclusion of community and family members familiar with indigenous ways of knowing from the inside is the most effective way of developing this understanding. Role models, Elders and community leaders are best suited to perform this task.

Focusing: Where does your focus need to be? What is your specific inquiry question? Why is this important? Where would you concentrate your focus to change the results and the experience of your learners? Must reflect one of the Board Goals and a focus on Aboriginal students.

Put simply, the focus of NTETC needs to be developing partnerships with employers, First Nations, Post-Secondary providers, and others, to expand our definition of "learning". We need to include and recognize "non-traditional" and "non-academic" forms of learning. We need to tap into the motivation and engagement that takes place outside our walls. How is it that we constantly see students show up regularly to jobsites at 6 A:M when many of these same students find it an extreme challenge to meet minimum attendance standard in school? How is it that so many learners who were unable to complete a dogwood go on to run successful businesses?

Our specific inquiry question is this: **In terms of engagement, how can we as a school emulate the success we see from our colleagues who employ our students once they leave our system?** We believe we have the best chance of success by liaising with employers, First Nations, community groups, and community members. We believe there are vast oceans of truth that these potential partners can share with us. We also believe that many if not all are willing to join us on such a journey.

2. **Developing a Hunch: What practices in your school are leading to this situation?** *(Focus on the areas over which educators have control – not parents, the system or the learner.)*
   Recently we have placed a tremendous focus on our Work Experience and Youth Work in Trades programs. We have spent a great deal of time out in the community talking to employers and building relationships. We have been very careful to value the expertise of the employer, and to honor the fact that they are willing to have us as guests in their place of business. There is much work to do on this front, but we feel we have made a great deal of progress of in the past 5 years.

3. **Professional Learning: What do the professionals in your building need to learn? How will this learning occur? What resources can you access? How will you build in multiple opportunities for learning?**

The professionals in our building need to learn how to function in situations or environments where we as educators are not in control. We need to continue to shift our mindset to a place where we are learner and facilitator, rather than expert. We need to move to a place where we feel comfortable deferring to others in their given area of expertise. It is only in this way that we can move toward the goal outlined in our mission statement.

Our best resource in this regard is our own inner drive to obtain knowledge, and the inexhaustible resource of information that is our community. Jointly there is more skill, ability, and knowledge contained within the population that we interact with, than can possibly be learned by any one individual in a lifetime. Our goal needs to be to identify successful practice and emulate it.

4. **Taking Action: What are you doing about it? What will staff do differently? How will you know if it's working? (Incorporate the 3 levels of Response To Intervention and a focus on First Peoples Principles of Learning)**
   - ⇨ *What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?*
   - ⇨ *What actions/ changes are happening based on what the students have identified as barriers to learning?*
   - ⇨ *How are you communicating this to parents and incorporating their feedback?*

   Our school is unique in that the tree levels of RTI may need to be slightly adapted to be applicable. For example, if our goal is to establish "high quality of instruction", we may find ourselves slightly challenged in the cases such as work placements or post secondary programs where the instruction is not directly provided by us. In some cases, we can influence instruction when no desirable results are indicated, such as a post secondary program where pass rates are low. In this case we can work with post secondaries on instructional technique, or, as a last resort, seek another post secondary partner.

   The problem becomes more challenging in regards to a work placement however. In this case the employer is participating voluntarily in our program and can simply terminate the partnership if it becomes "too much trouble".

   In this case the roles of the administration, and the teaching staff become vital. In our school we need to work on being more present at work sites and asking the questions that will allow us to move on to levels 2 and 3 of the RTI. In other words, our personnel need to become adept at building relationships of trust and confidence in order to pursue our inquiry question effectively.

   In terms of changes that are meant to address the challenges mentioned earlier in this document, we are currently pursuing a number. These were discussed in the previous section under "challenges" where each program was independently addressed.

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Finally, we have regular communication with parents, before, during, and after each program, in the form of info sessions, interviews and phone conversations. We do need to improve on soliciting feedback from parents specifically in terms of answering our inquiry question.

5. **Checking: Have you made enough of a difference? What evidence will you be seeking to know you are making a difference?**
   - ⇨ *When will you check in and how often?*
   - ⇨ *How can you do it in a way that allows for immediate adjustment?*

We believe there is one form of evidence that is more powerful than any we can conceive, and that is the evidence provided by the students themselves. As NTETC almost entirely offers programs of choice, students will let us know if we are successful by choosing our programs, or not. If we see enrolment changing in either direction, we intend to immediately investigate, solicit feedback, and adjust our practice.

School Principal Signature: _____