

Insights Conference - OurSCHOOL Survey Results and an Example of using Feedback

So What. What's Next?

Anthony Costa, Dean of Students Greenwood College School

- Not an expert in data analysis
- This just one way to act upon feedback, not **THE** way
- Many individuals have worked on this process, although I have had a part in developing these ideas many of my colleagues must be acknowledged

General Information 2022

395 Participants (Gr 7 - 54, Gr 8 - 54, Gr 9 - 82, Gr 10 - 73, Gr 11 - 83 Gr 12 - 49) - Series of Questions that collected feedback around the following 21 Indicators broken into 7 categories

- Social Engagement
 - Participate in sports/clubs, sense of belonging, positive relationships
- Institutional Engagement
 - Value school Outcomes, Truancy, Homework behaviour, positive behaviour at school
- Emotional Health
 - Anxiety, Depression, Self Esteem
- Wellbeing
 - Self Regulation, Cultural Awareness (own and others)
- Quality Instruction
 - Effective Learning Time, Relevance, Rigor
- School Context
 - Bullying and Exclusion, Feeling Safe and Advocacy at School
- Family Context
 - Advocacy outside of school

Understanding of Cultures

No Canadian
Average

Own Culture

Greenwood - 49%

Girls - 49%

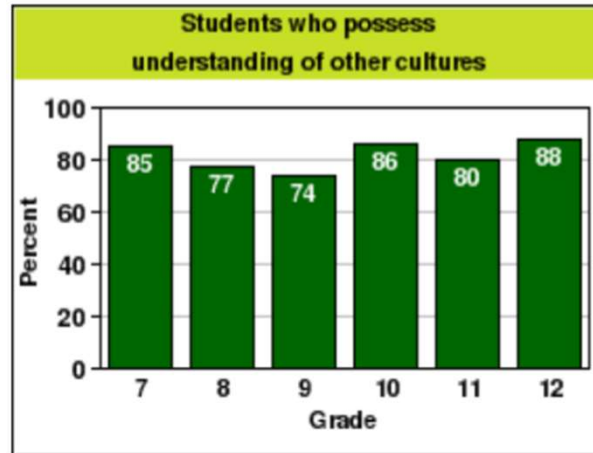
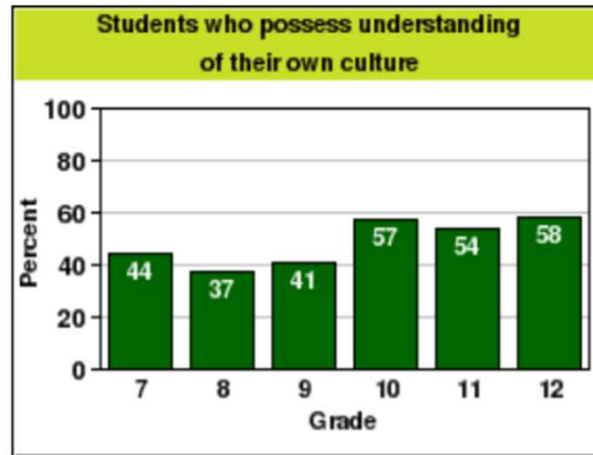
Boys - 47%

Other Cultures

Greenwood - 81%

Girls - 82%

Boys - 79%



Cultural Awareness - Own~**

● 2021 December 49%
Canadian Norm N/A

Only 1 data point available.

Cultural Awareness - Others~**

● 2021 December 81%
Canadian Norm N/A

Only 1 data point available.

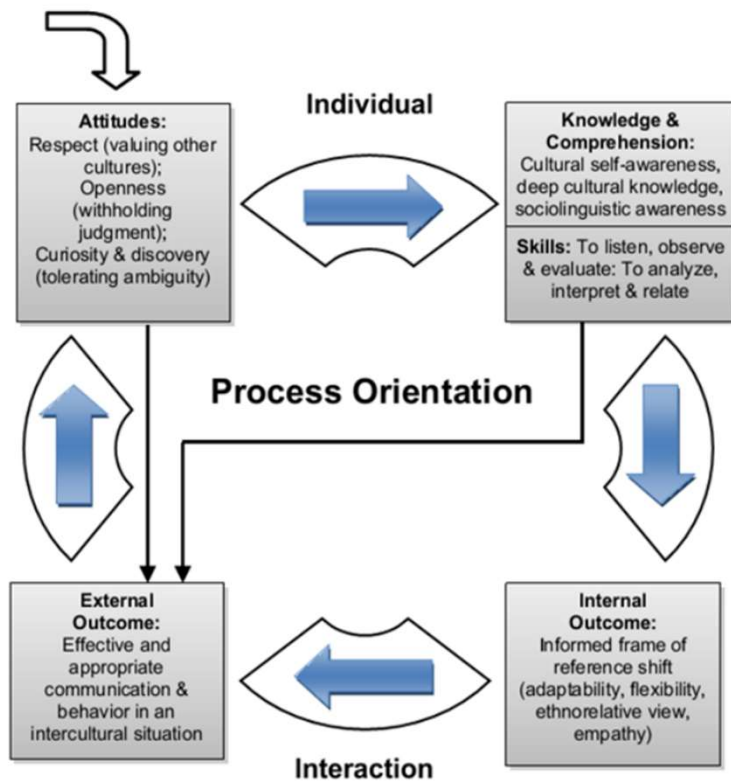
What was observed? What did we consider?

1. Large discrepancy between the perception of students understanding of “other cultures” when compared to their “own culture”.
2. Why is this occurring?
 - a. Do our students see their identified culture represented in the work that we are doing in terms of DEI?
 - b. Do our students recognize when work is done that relates to their culture?
 - c. Do students have a deep understanding of their own culture?
3. **What can we try to do** to work towards helping students understand who they are more effectively?

In other words, how can this information help to inform our actions moving forward.

SO WHAT. WHAT'S NEXT?

What were we doing with our DEI programming?



Goal - to create Culturally Competent individuals upon leaving Greenwood

Focused Sessions and Lessons; In Adviser Groups

- Days of Significance (Orange Shirt Day, Monthly themes, small group discussions after presentations (groups of 10 - 12 students)
- informational, Historical Significance, teaching about other cultures ...
- teaching content and history, in the hope of sparking empathy, interest, social awareness, etc.

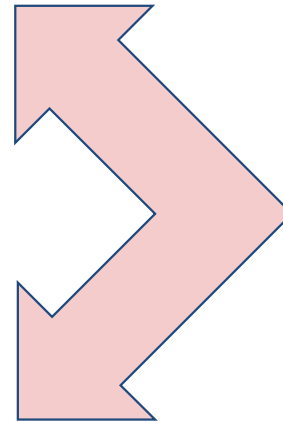
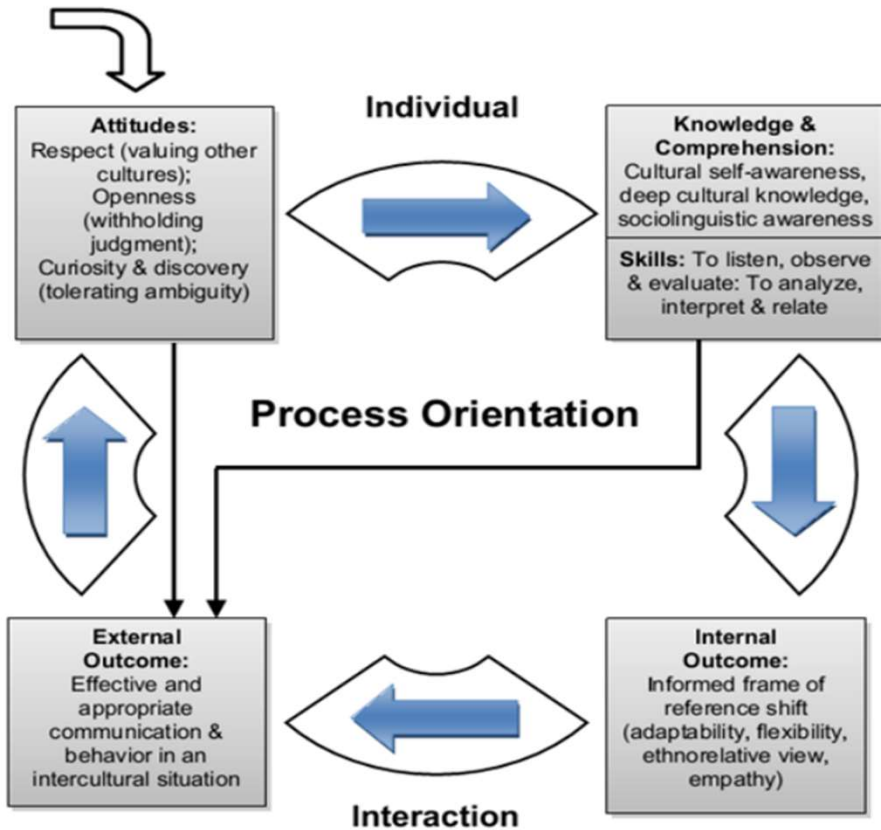
Focus Groups

Met with a variety of people (staff and students of varying ages) about the results and posed the same questions and discussion

1. Why might such a big discrepancy in results exist?
1. What ideas do we have/can we generate to try to improve our results in our students understanding of their own culture?



What we are doing with our DEI programming?



Our answer to questions 2 + 3 from slide 5

Focused Sessions and Lessons; In **Partnered** Adviser Groups

Positionality, Intersectionality, Anti-Racism, Anti-oppression and Social justice

What does this look like at Greenwood?

Small Group Teacher Led discussions (10 - 15 students)

- Collaborative mini lessons are created by DEI Committee (comprised of Staff and Students)
- 2 staff in each of the sessions
- Session ran prior to and after days of significance, guest speakers, cultural learning opportunities

The emphasis of these lessons focused on

- Positionality - differences in social position and power shapes identities and access in society
- Intersectionality - the interconnected nature of social categorizations such as race, class, gender as they apply to individuals and groups which create overlapping and interdependent systems of disadvantage

Goal - have students understand what they bring from their past experiences, culture, sets of beliefs into the learning environment when developing of Cultural Competence.

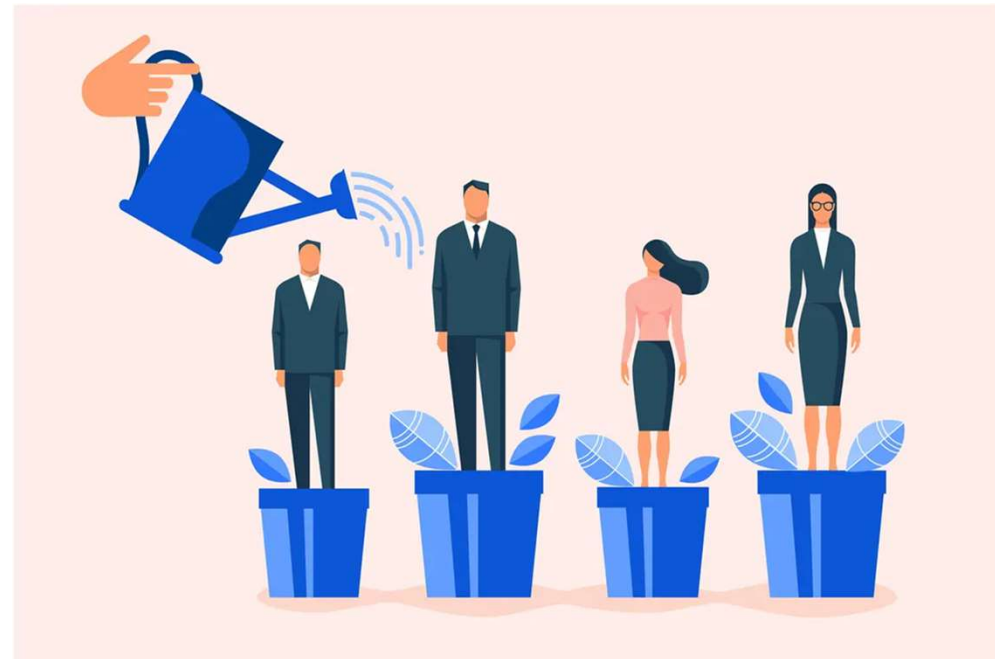
Staff Training

Lunaria

8 Self Paced Units - 3 - 4 modules is each

- Terminology, Introductory Concepts, making the invisible visible, scenarios to help critically think through the challenging situations

- Biases
- Allyship
- Race and Racism
- Gender and Sexuality
- Disabilities and Ableism
- Religion and Religious Discrimination
- Anti-Asian Racism
- Appropriation vs. Appreciation



General Information 2022 - 2023

Data Collected from 270 students around 21 different indicators as outlined below

Social Engagement

- Participate in Sports, Participate in Clubs, Sense of Belonging Positive Relationships

Institutional Engagement

- Values School Outcomes, Truancy, Homework Behaviour, Positive Behaviour at School

Emotional Health

- Anxiety, Depression, Self Esteem

Wellbeing

- Self Regulation, Cultural Awareness - Others, Cultural Awareness – Own

Quality instruction

- Effective Learning Time, Relevance, Rigor

School Context

- Bullying and Exclusion, Feeling Safe at School, Advocacy at School

Family Context

- Advocacy Outside of School

Cultural Awareness - Others

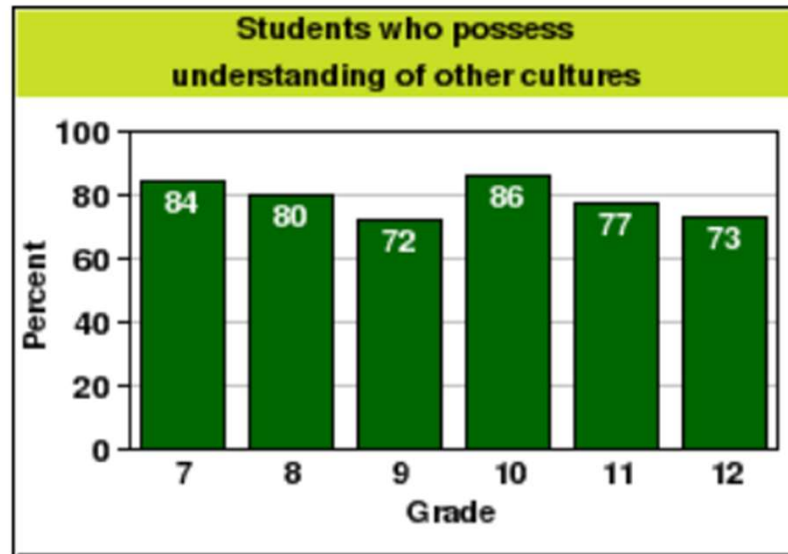
Cultural Awareness

Canadian Average - NA

Greenwood - 79%

Students Who identify as
Male - 75%

Student Who Identify as
Female - 82 %



Cultural Awareness - Own

Cultural Awareness - Own

Canadian Average - NA

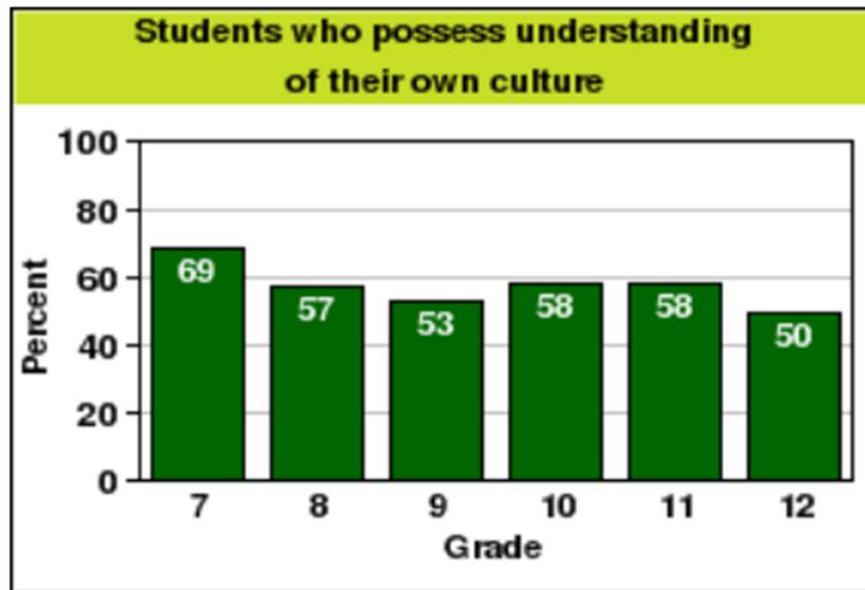
Greenwood - 58%

Students Who identify as

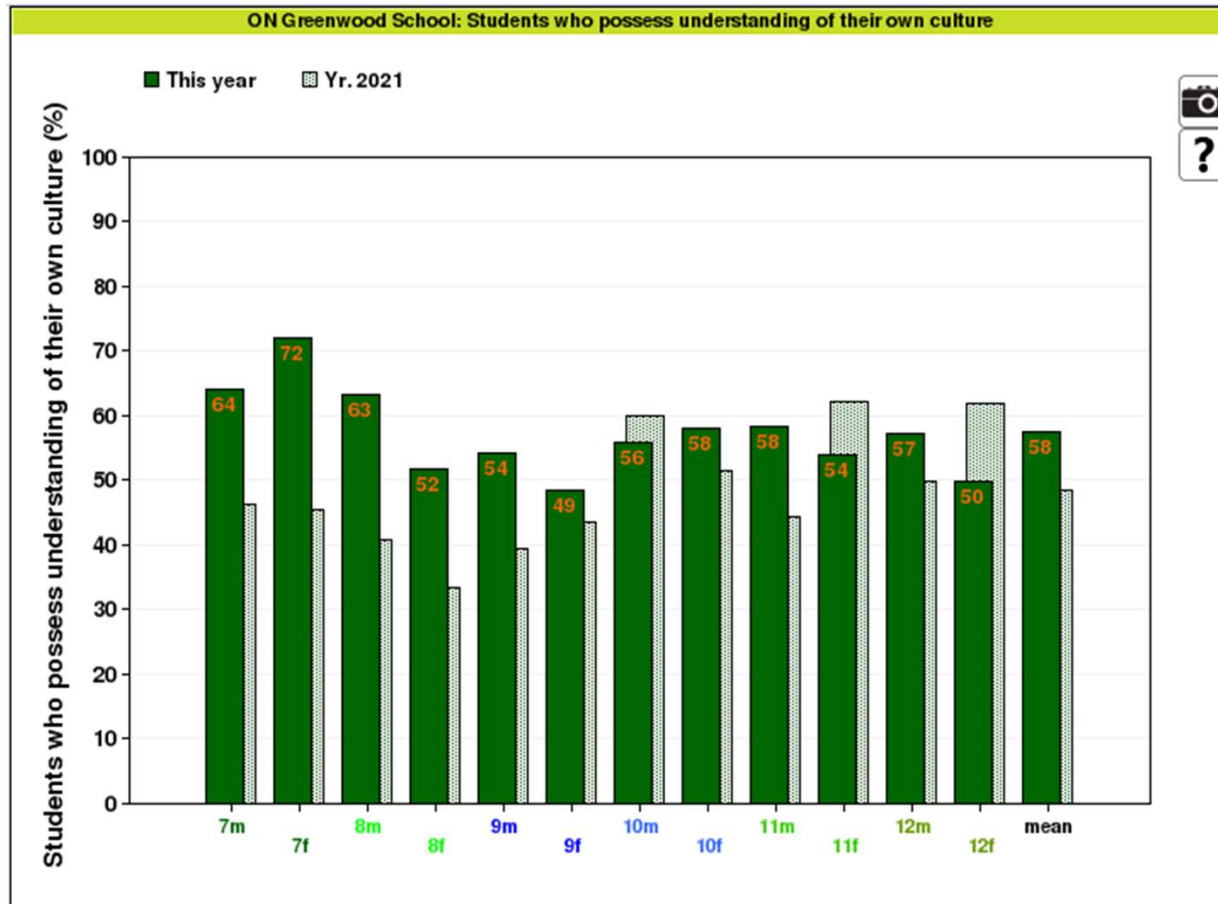
Male - 59%

Student Who Identify as

Female - 56%



Cultural Awareness - Own, All Grades



Have the changes made positive impact?

I STILL HAVE A LONG
WAY TO GO



BUT I'M ALREADY SO FAR
FROM WHERE I USED TO BE



AND I'M PROUD OF THAT.

Change in programming has to make sense based on the systems that your institution uses. What worked for us, may not work for you... all we can do is try.

How have we looked at “what’s next” this Year?

1. Upon looking through the results, which ones stand out to you based on the grades of students you work with? Why?
2. Based on what you have listed in the previous question, what specific actions can you take to help create more positive results? List 2 - 3 small acts that can be included into your daily routines as we move towards the end of the school year.



Staff Responses

Ideas from Staff - small actionable reflections.



Some Example Reflections...

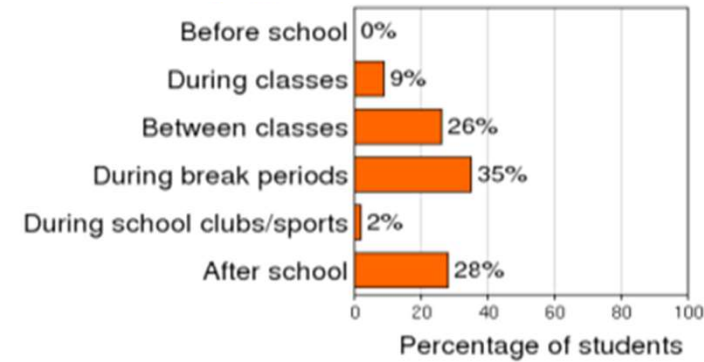
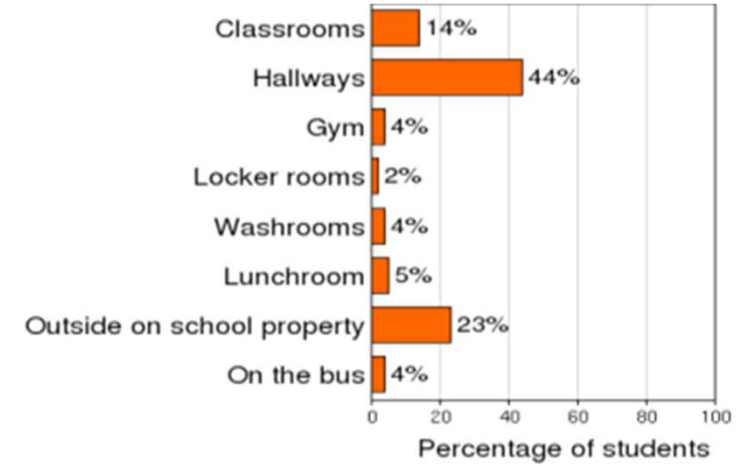
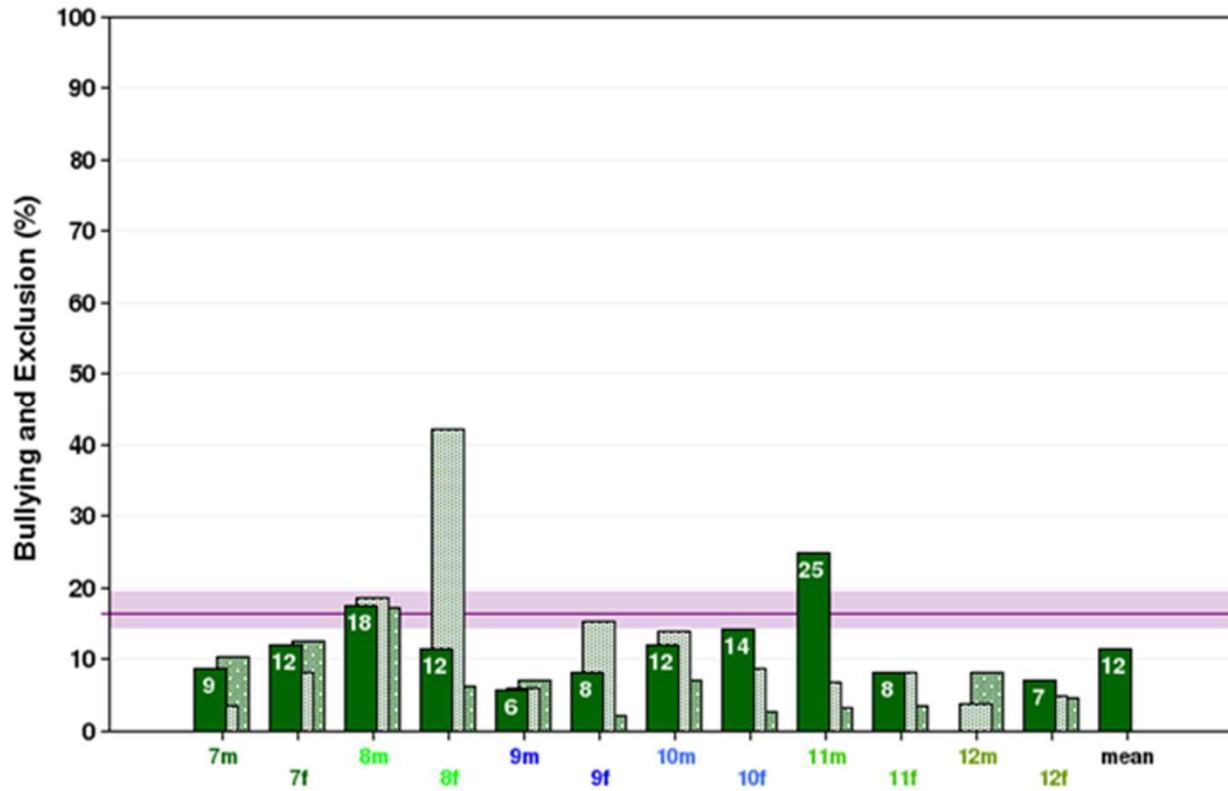
- Include discussions about the mathematical discoveries from other cultures to see how various cultures have impacted our math world
- Ensuring that my classroom remains a safe space, and asking students for their opinion on the class (through more class surveys and reflections)
- I want to coddle students less and have high expectations. Perhaps I can have less (and more relevant) AOLS: Is the workload contributing to the high anxiety and depression? I should find out more about this... why is this the case? Do students feel high levels of burnout? Do they feel like they're on a conveyer belt? More information is needed behind the higher anxiety and depression.
- Building meaningful relationships with each student (e.g., teachers tracking once in awhile to ensure we're actually having moments of connection with each student)
- Validating their experiences / perspectives (e.g., ensuring our students have a voice and feel safe to express it even if we as teachers hold different viewpoints)
- Include rationale/reasoning/relevance more often in lessons "we are learning this because..." "In the future this will help you to..."
- Make more time to check in with female students one-on-one (can help with workload anxiety if they break it down with teacher). Add in more community-building activities to help with social anxiety.
- Further conversations around growth mindset vs marks in the younger grades. Taking steps to continue to support students in the provision of feedback and discussions around personal successes.

What do YOU notice?

Your Task

1. Upon looking through the results, which ones stand out to you based on the grades of students you work with? Why?
 2. Based on what you have listed in the previous question, what specific actions can you take to help create more positive results? List 2 - 3 small acts that can be included into your daily routines as we move towards the end of the school year.
1. On your own or with your table partners what about this data do you notice?
 2. Name actions you can take that you think will make positive improvements?
- In other words, what would be next for you?

Bullying and Exclusion, All Grades



Thank you very Much!

If you have any feedback/questions about this session, please feel free to speak to me or email me at:

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