DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Inquiry Hub Secondary School

2025-2026

Intellectual Development

Goal: Continue to develop a transdisciplinary STEAM model in our Core 9-10 classes.

Rationale:

We have been developing Grade 9 & 10 'Core' classes. They integrated Humanities, Applied Design, and Science, using a project management process using SCRUM. Last year we still had a Math/Science and English/Socials split. We can do better.

Planned Actions:

- Coordinated project planning between teachers.
- Grade-wide and school-wide cross-curricular inquiry projects. (Not just our Shakespeare Project.)
- Continual feedback from students (student interviews).
- Improved assessment practices including common rubrics.

Indicators of Success:

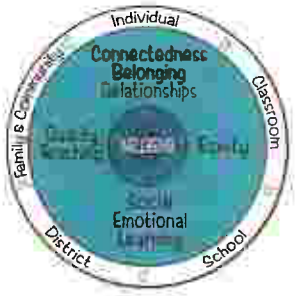
- Student engagement survey.
- Teacher observation regarding on-task behaviour during our DCL (student directed learning) time.
- Student and teacher (and possibly parent) responses to final projects compared to previous years.

School Community Engagement Process:

- We've been developing our 'Core' classes and using SCRUM for a three years now. The move to inquiry based transdisciplinary projects has been heavily based on student feedback as we have developed this plan.
- Staff meetings and Pro-D
- PAC Principal's Report



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Human and Social Development

Area of focus:

Cultivate social-emotional well-being through personal and social awareness and responsibility, empathy and resilience. See the Circle of Courage in the next Area of Focus as well.

Planned Actions:

- Skills taught over Gr. 9 and 10 in CLE 10, which include supporting kids to develop their executive functioning skills such as: planning , setting goals, meeting deadlines, and self-advocacy.
- Continue reflection with students filling out competency skills reflection during reporting periods. Teacher feedback on reflections, when they see a mismatch in student and teacher perspectives.
- IEP goals reflective of Core Competencies.
- Monthly cross-grade events (field trips, and in-school activities).

Indicators of Success:

- Regular 'Care and Concern' meetings to get a picture of when students are struggling in just one class or in more than one class and needing additional support.
- We will be keeping the self-reflections of students and we can compare them year-by-year to see improvements in their competencies.

School Community Engagement Process:

- Student feedback
- PAC Meeting Discussions
- Meetings with Staff (Ongoing) - Teacher identification that self-regulation is one of the greater challenges we face in reducing student stress and fostering greater wellbeing and student success.



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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

We have transitioned our DCL - Dream::Create::Learn motto as a guiding principal to the Circle of Courage

Planned Actions:

- Provide teachers access to resources, time, and support for developing and implementing the Circle of Courage into their courses.
- Highlight each of the aspects at all of our school functions.
- Create transdisciplinary projects that highlight positive aspects and learning from the Circle of Courage.

Indicators of Success:

- Evaluate our success in implementing transdisciplinary projects that highlight positive aspects and learning from the Circle of Courage... How well did we implement? What was the quality of the student projects and presentations?
- Student and teacher questionnaires and reflections of their understanding and implementation of the Circle of Courage into the teaching and learning at iHub.

School Community Engagement Process:

Over this year we have:

- had professional development sessions to look at the Circle of Courage
- Had discussions at our PAC about the change in focus.
- Used the Circle of Courage to define what we recognized in our students during our Annual/Grad celebration.
- We plan to explicitly teach, and embed into our teaching, the use of this model and these principles into the culture of all that we do at our school.



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Reflection

As we start our 13 school year after inception, Inquiry Hub has already had 12 different iterations. And after each year we reflect on where we've come from, what we've accomplished, and what we want to do next. These APL goals align very well with our trajectory. Growth is a continuous process, and Inquiry Hub's commitment to innovation and student development remains strong!

Projects like our cross-grade Shakespeare videos bring students together and provide a rich learning experience... and many students consider this experience a highlight for the year. We had our second Senior Spring Formal, and our 2nd school-wide camping trip, and these provided engaging and memorable opportunities for our students to build community. We will build further on these in 2025-2026.

Our Annual & Grad night was again a success, with 7 different performances from students, and a celebration that was far less about awards and far more about celebrating student Generosity, Independence, Belonging, and Mastery, as guided by the Circle of Courage.

We have truly embraced the areas of focus in our APL and we plan on further developing our capacity to provide rich intellectual and social development that are respectful and thoughtful of Indigenous ways of learning.

Signatures

Title	Name	Signature	Date
Principal	David Truss		7/2/2025
Assistant Superintendent	STEPHEN WHIFFIN		7/10/2025