

The background is a vibrant, stylized illustration of a natural landscape. On the left, a large, bright yellow sun with a scalloped edge is partially obscured by dark blue, layered mountain peaks. A white bird with its wings spread is flying towards the left. In the center, a green hillside with several tufts of green grass leads down to a blue stream. The stream flows from the right, where it appears to be a waterfall or a small dam, and curves towards the bottom right. The sky is a pale, light blue with a few soft, white clouds. The overall style is clean and modern, using a limited color palette of blues, greens, yellows, and greys.

Twin Rivers Education Centre

ALTERNATE EDUCATION

Matthew, Landon, and Adriana

The background features a stylized landscape. On the left, there are light blue, fluffy clouds. In the top right corner, a bright yellow sun with a scalloped edge is partially visible. The bottom of the image shows a blue river or stream flowing through a green, textured landscape. The overall style is simple and illustrative.

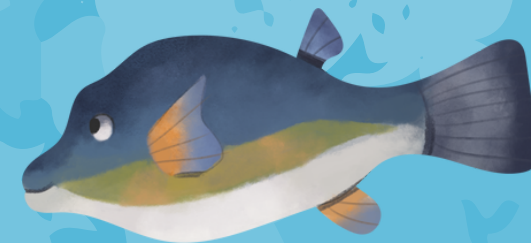
LAND ACKNOWLEDGMENT

Weytk-p! We humbly acknowledge that we are uninvited guests living and learning on the traditional and unceded lands of the tk'emlúps te Secwépemc within Secwepemcúl'ecw, territory of the Secwépemc people. We acknowledge that this region extends to the territories of the St'át'imc, Nlaka'pamux, Nuxalk, T̓silhqot'in, Dakelh, and Syilx peoples. As future educators, we are committed to Indigenizing our teaching practices by incorporating Indigenous ways of Knowing and Being and are committed to decolonization and reconciliation by implementing trauma-informed practices.

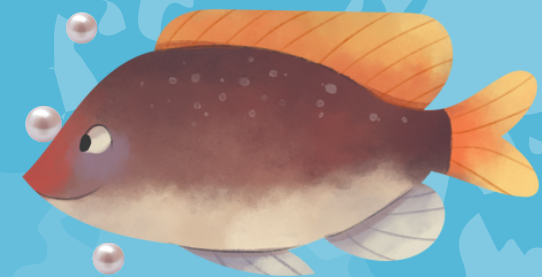
TABLE OF CONTENT



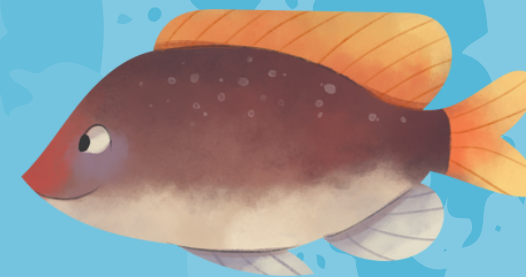
Summary



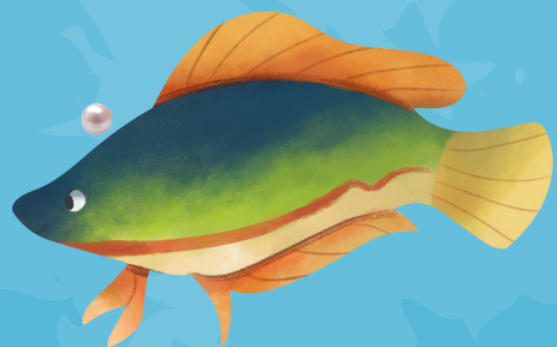
Webbing Map



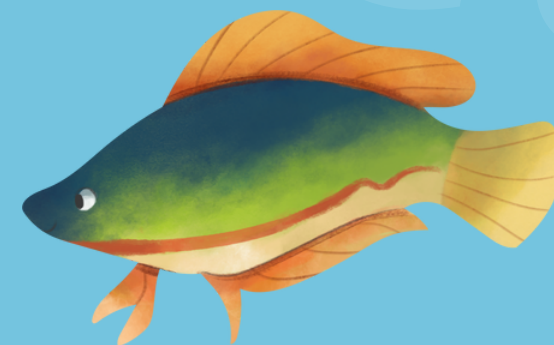
Drawing



**Questions
and Key Words**



Passages



Activity

TRADITIONAL EDUCATION

1.

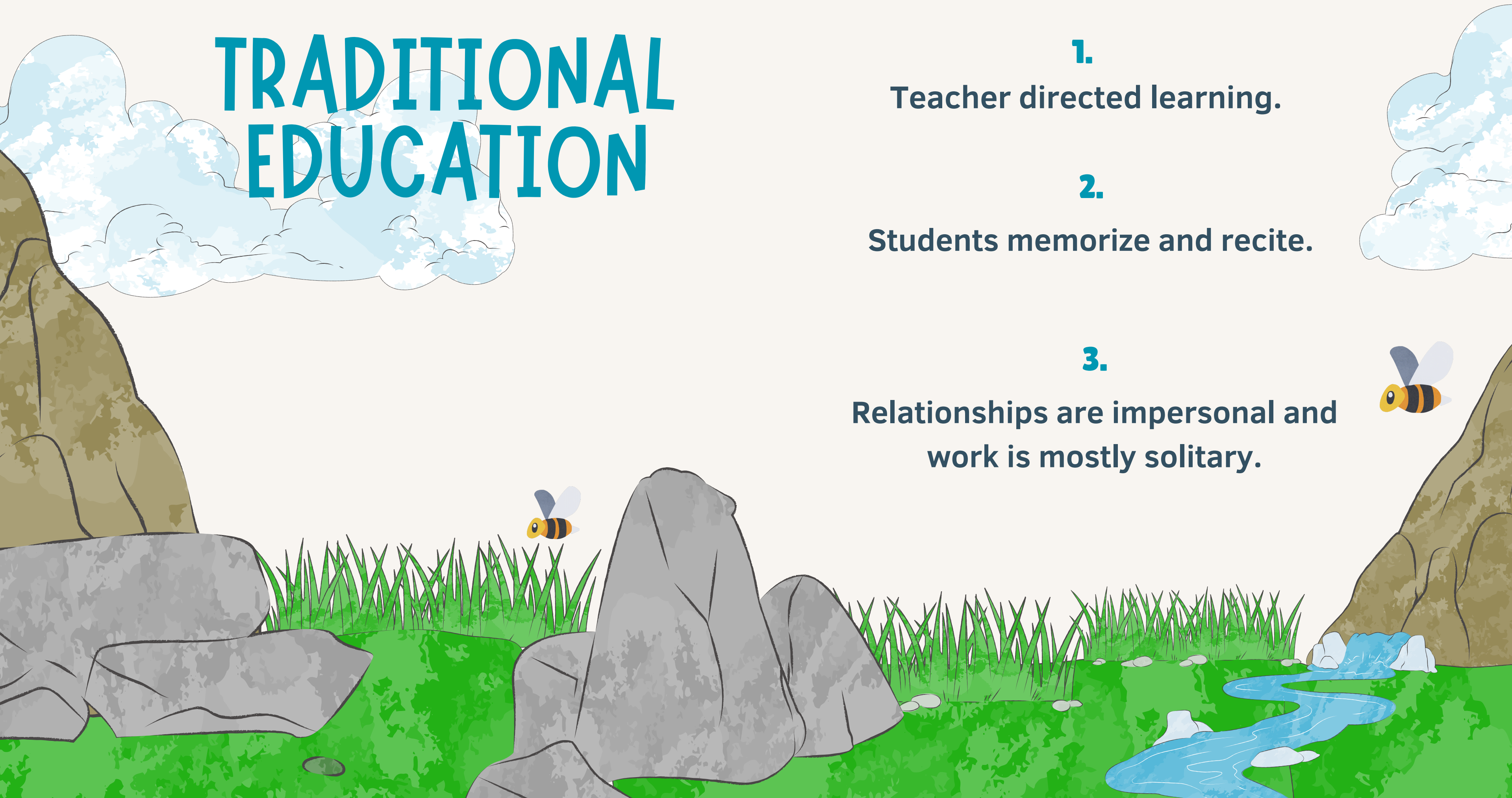
Teacher directed learning.

2.

Students memorize and recite.

3.

Relationships are impersonal and
work is mostly solitary.



ALTERNATIVE EDUCATION

1.

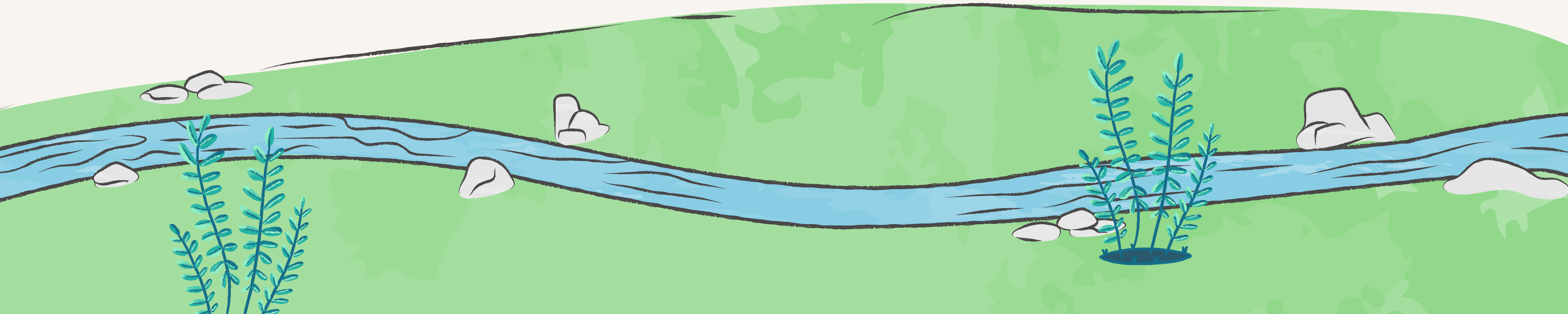
Education needs are interlinked with emotional needs.

2.

Learning is seen as holistic with differentiated instruction used to meet the students where they are at.

3.

Smaller classes emphasizing well-being, community, and relationship.





Who is it for?

1.

Children in poverty

2.

Children involved in
drugs/alcohol/sex

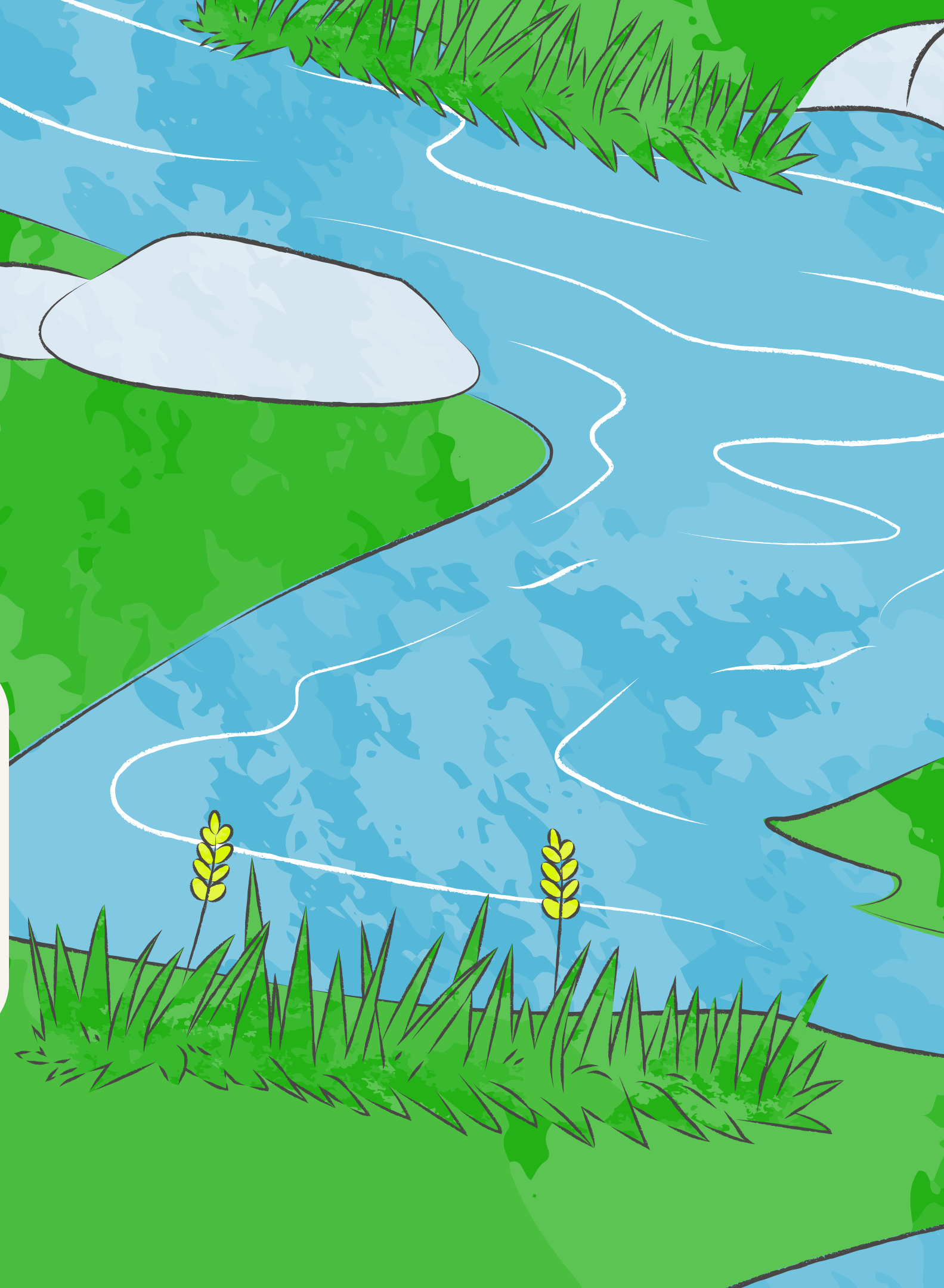
3.

Children struggling
with mental health



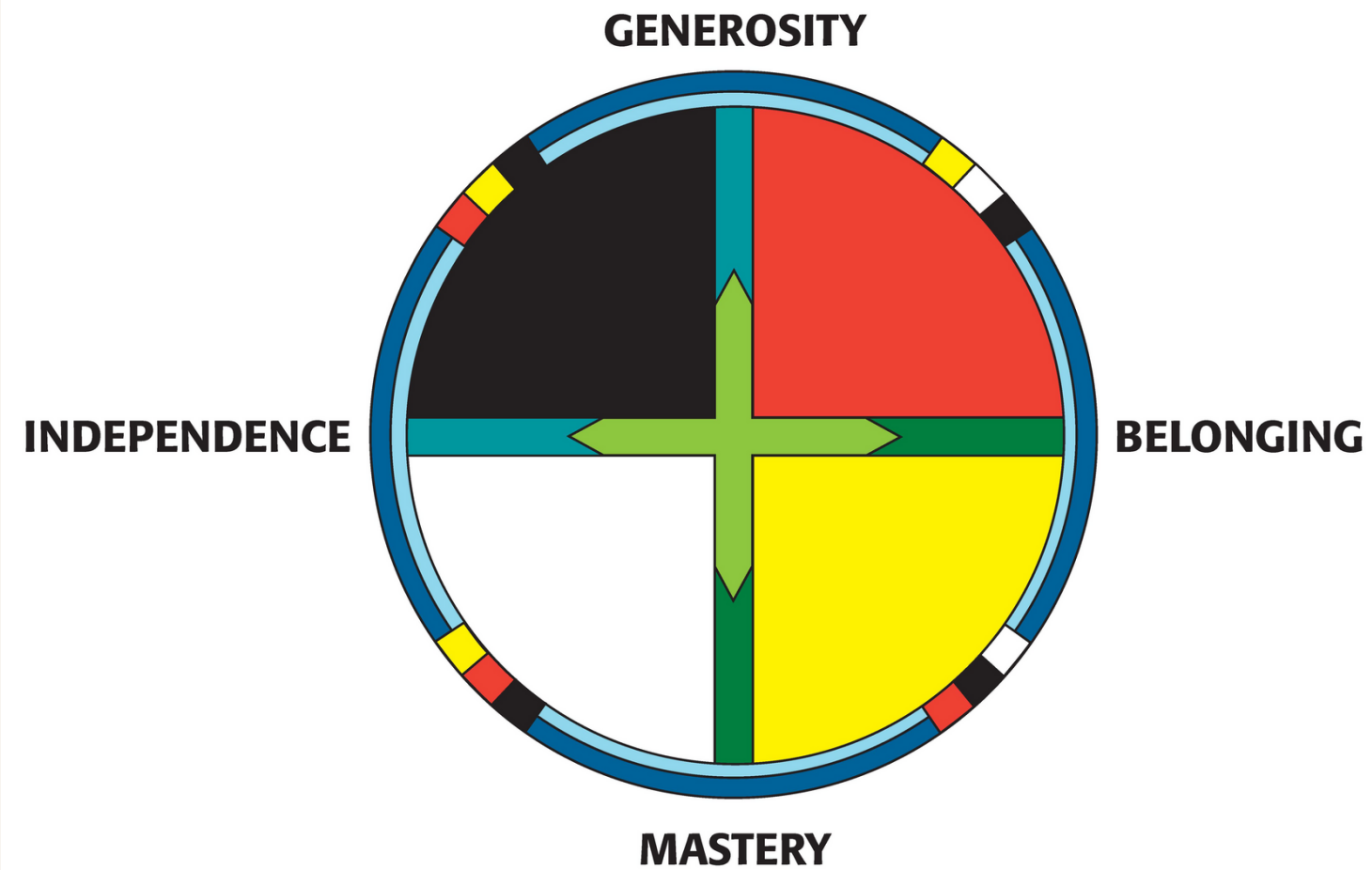
LEARNING AND WELLBEING GOALS

“if we can get the students into our buildings, we can help them learn to ultimately achieve their goal of graduating with purpose, dignity, and options.”



CULTURAL GOALS

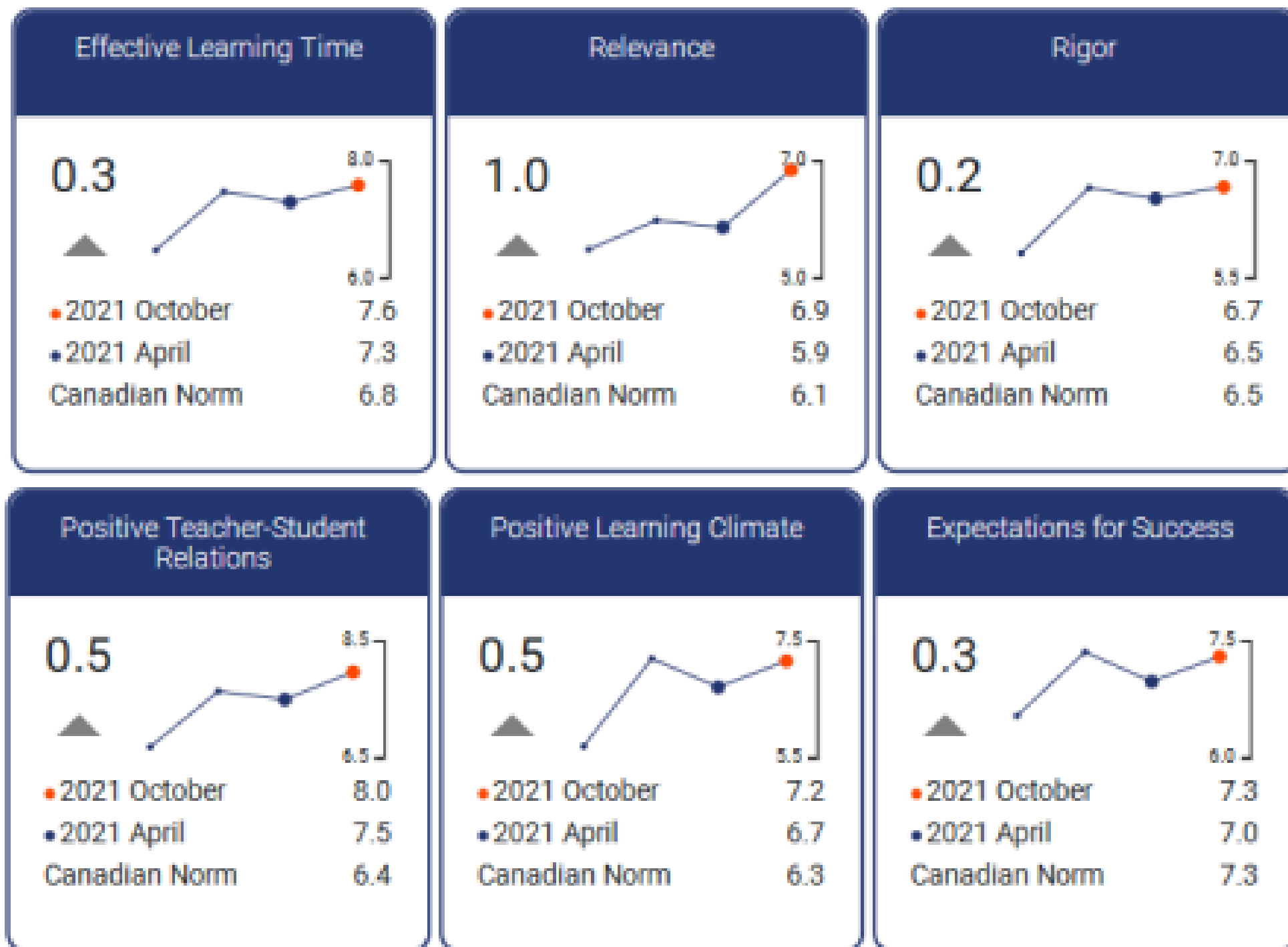
Dr. Brokenleg's Circle of Courage



KEY PASSAGE #1



Students at TREC feel more supported and feel like they're learning is more relevant than students at traditional schools.



KEY PASSAGE #2

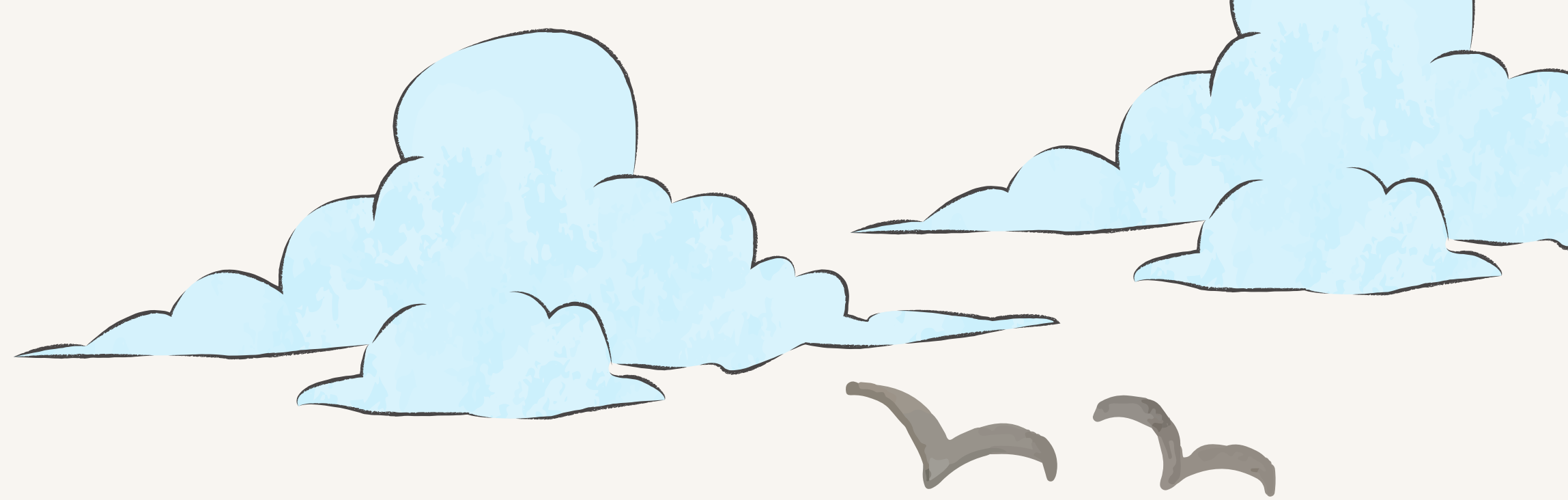
Why They Stay:

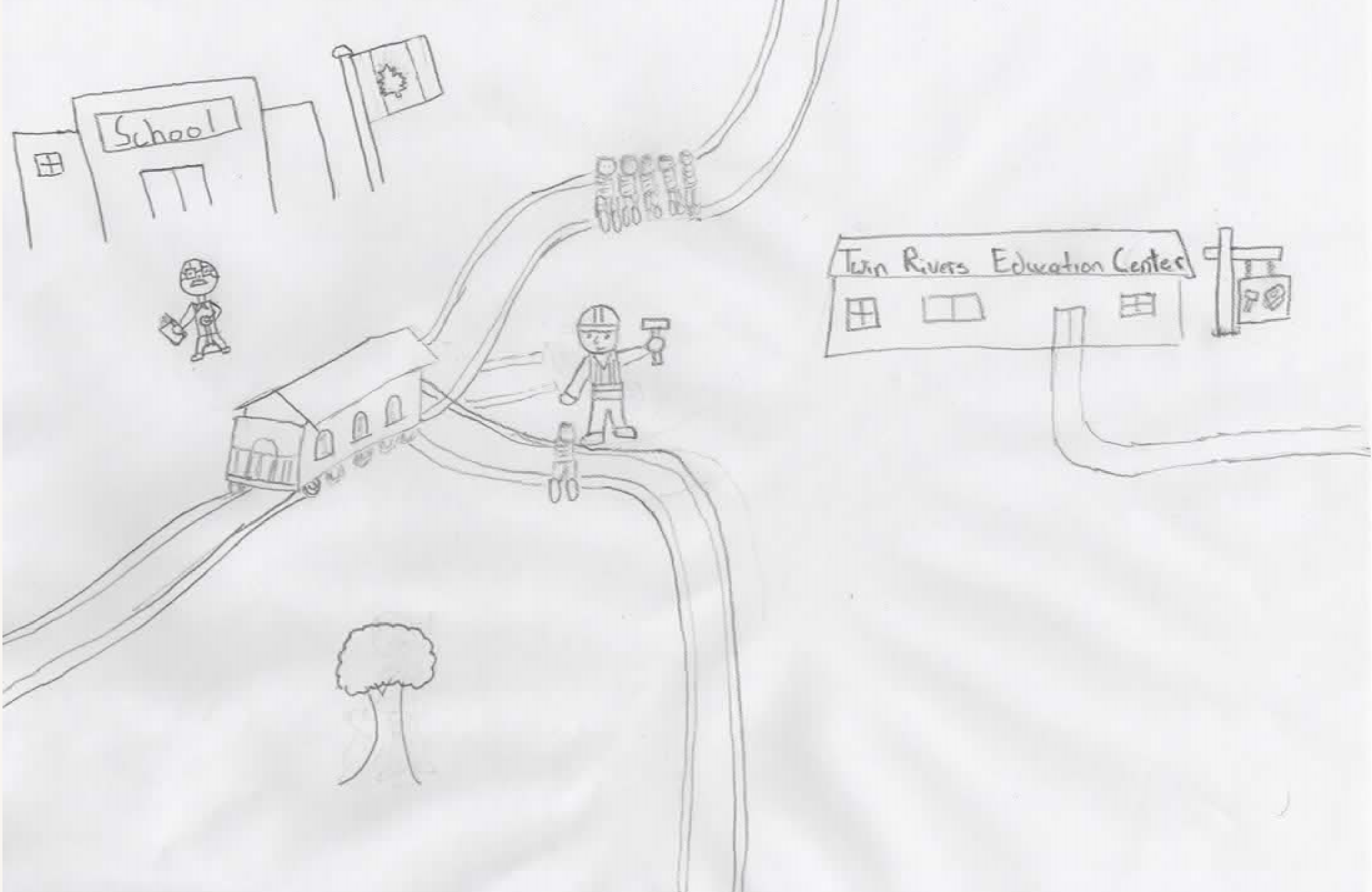
73% Additional support

69% Self-paced learning

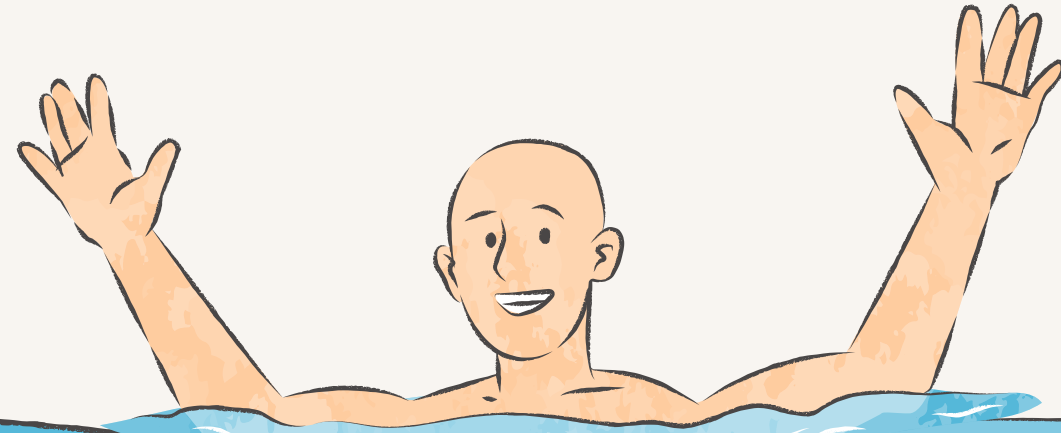
60% Flexible time schedule

53% TREC's Structure





KEY WORDS: PARITY



Definition: The state or condition of being equal, especially regarding status or pay.

- The reading speak of “parity” in the context of striving to equalize indigenous and non-indigenous graduation rates.
- “Achieving parity with the indigenous graduations rates and non-indigenous graduation rates is always at the heart of our practice” (p.2)
- Achieving parity is the central focus of all alternative education
- TREC provides equitable opportunities to allow the educational outcomes of vulnerable students to be the same as that of non-vulnerable students

KEY WORDS: DIGNITY

Definition: The quality or state of being worthy of honour or respect

- TREC prioritizes helping students to “achieve their goal of graduating with purpose, dignity, and options” (p.2)
- The life circumstances of many at risk students can have detrimental effects on their perception of self-worth and individual abilities
- The systems put in place by TREC to address the basic underlying human needs of students are instrumental in restoring their basic sense of value in the community, which in turn allows them to focus on their education and graduate from their program as a dignified individual in society

KEY WORDS: ABORIGINAL

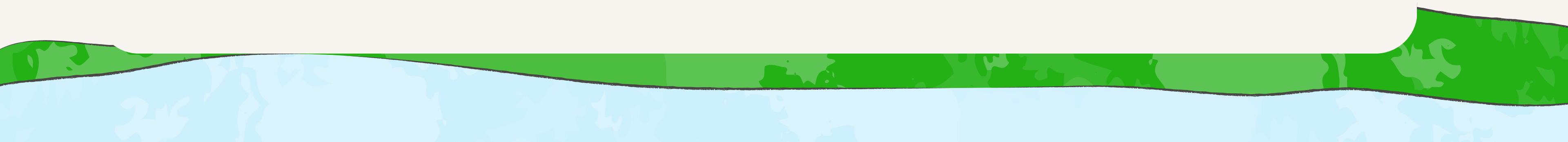
Definition: The First Nations, Metis, and Inuit Peoples; the original inhabitants of the land that is now Canada

- Annually nearly 50% of the student population of TREC declare aboriginal ancestry
- TREC is committed to ensuring the success of all learners by working alongside Aboriginal education workers, family counsellors, and consultants
- School plan calls for educating students on the impacts of the Canadian government's history with Aboriginal peoples
- TREC promotes the continuous engagement of their educators to further their knowledge of reconciliation so that they can be more reflective and inclusive in their practices

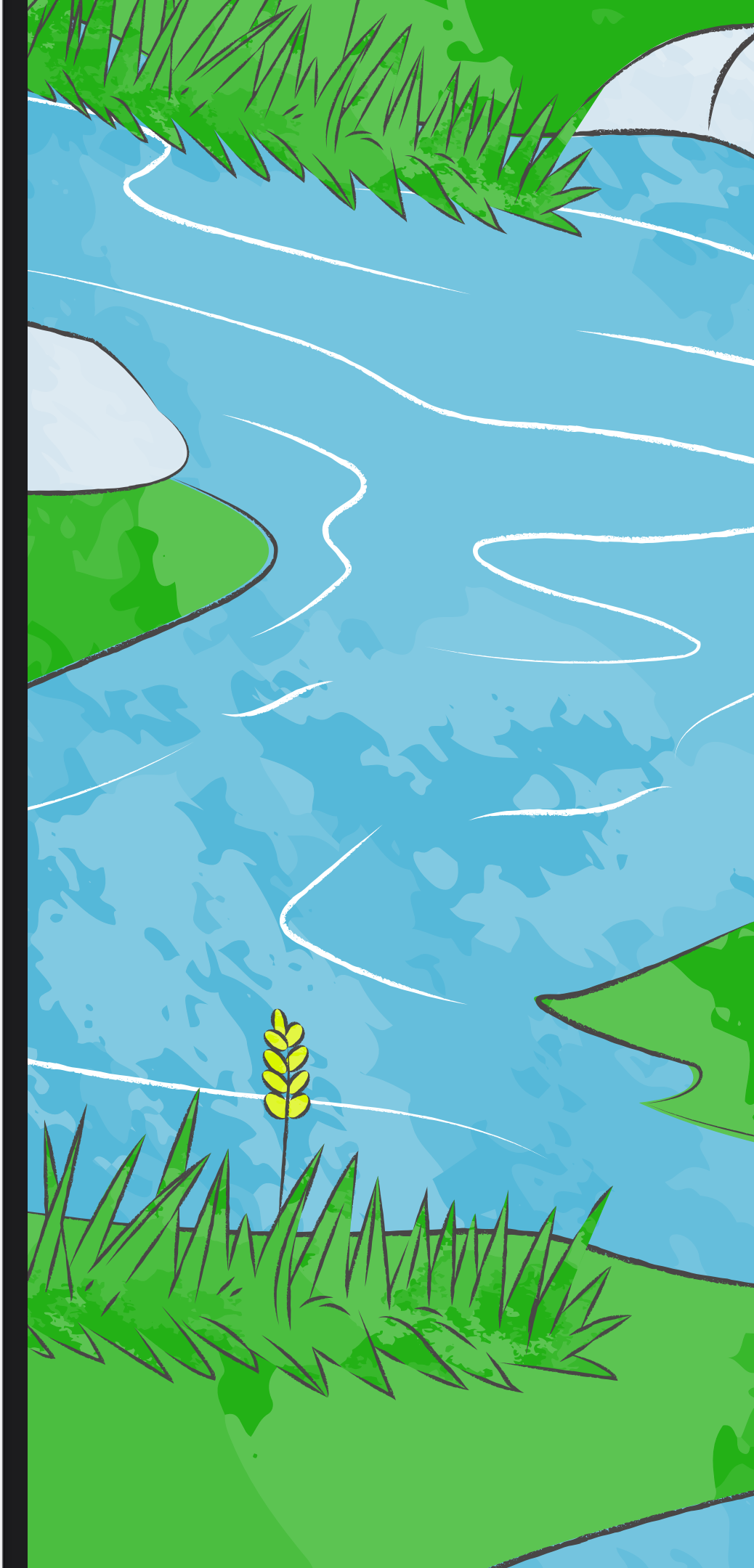


REMAINING QUESTIONS

How exactly is TREC altering their approach at educating to meet the diverse needs of the nearly 50% aboriginal student population?

- Four Directions Secondary School
 - Focuses significantly on Aboriginal culture and learning through an Aboriginal lens
 - Focuses on developing students' spiritual, emotional, mental, and physical well-being through academic achievement, cultural enhancement, experiential learning, and parent & community engagement.
- 

Four Directions Secondary School



REMAINING QUESTIONS

The TREC annual plan states that one of the areas that they could improve in their educational services is by developing structures to assist younger vulnerable students (grades 8-9) so that they do not disengage from education all together. This raises the question of how exactly does TREC plan on reaching through to younger vulnerable students?

- The Bridges Program
- The bridges program is aimed at students 12-14 who are experiencing difficulties transitioning between elementary school and secondary school systems
- Focuses on addressing the needs of the individual while maintaining a focus on meeting core and curricular competencies
- Goal of eventually reintegrating students into the secondary school system

A vibrant, cartoon-style illustration of a landscape. In the top left, a bright yellow sun with a scalloped edge is partially obscured by a large, fluffy white cloud. To its right, another large white cloud floats in the sky. On the right side, a large, textured brown rock formation rises. In the foreground, a green grassy bank slopes down to a body of blue water with a mottled, textured appearance. A small, brown dog with a yellow collar and purple ears is sitting on the grass. To the left of the dog is a large, rounded green bush with some thin black lines representing leaves or branches. The text "ACTIVITY TIME!" is centered in the middle of the image in a bold, blue, sans-serif font.

ACTIVITY TIME!



ACTIVITY OPTIONS



**Crossword
Puzzle**

**Scavenger
 Hunt**

**Reading
and Writing**




10 Minute Countdown Timer for Kids with Alarm and F...

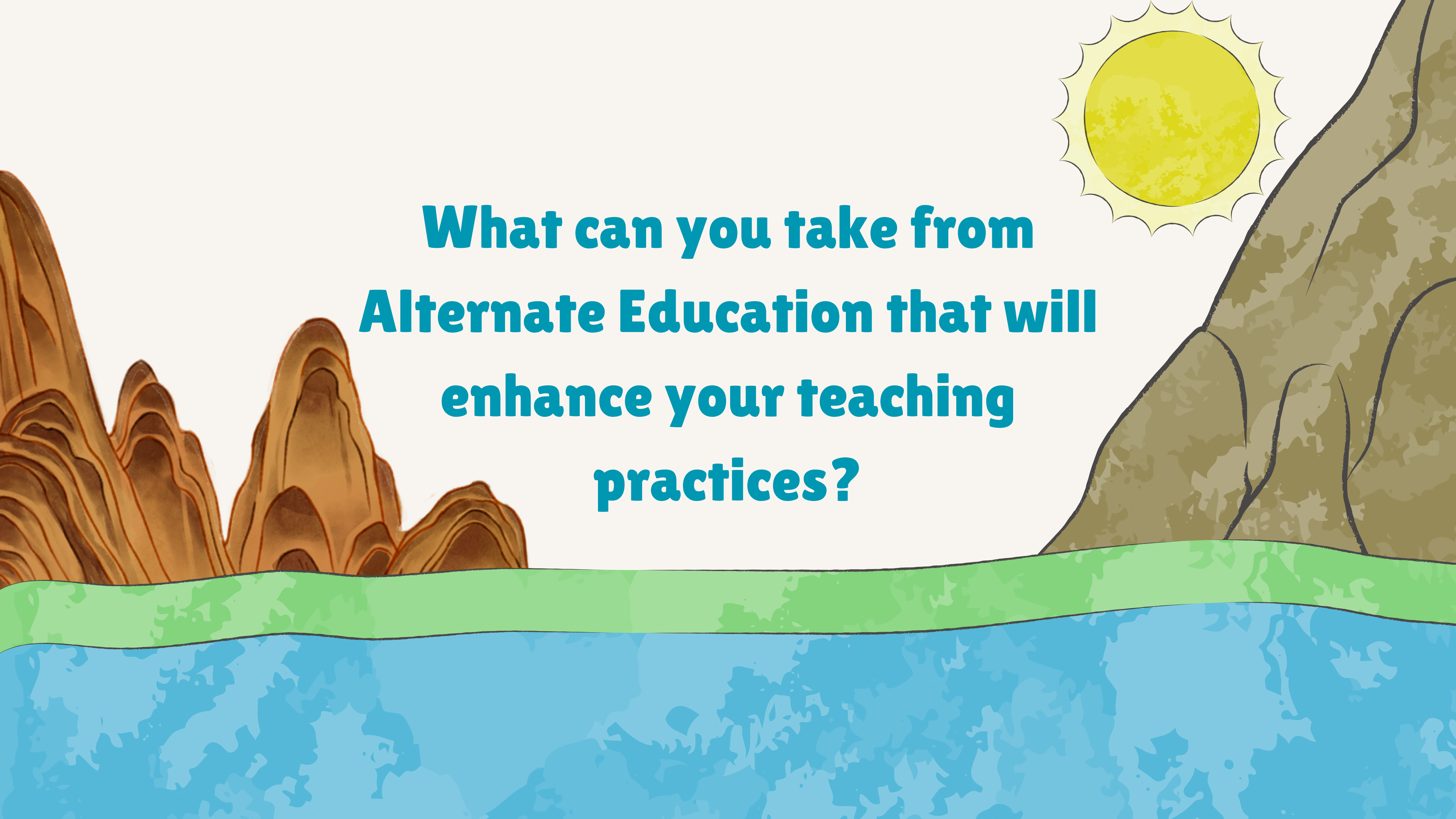


Copy link

10:00



Watch on  YouTube



**What can you take from
Alternate Education that will
enhance your teaching
practices?**



REFERENCES

Brokenleg, M., Brendtro, L., & Von Bockern, S. (2013, June). The Circle of Courage: Developing Resilience and capacity in youth – eric. Institute of Educational Sciences . <https://files.eric.ed.gov/fulltext/EJ1301374.pdf>

Province of British Columbia. (2022, March 31). Alternate education program. Province of British Columbia. <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/alternate-education-program>

SD 73. (2022, September 20). Annual school learning plan 2022–2023. <https://www.sd73.bc.ca/en/schools-programs/resources/SLP/2022/TREC-SLP.pdf>



THANK YOU!

Kukwstsétselp!