

2012-2013 Inquiry Case Study



NOII

School Name: Conrad Elementary
District: #52 Prince Rupert
Inquiry Team Members: Dale Boyle, Penny Hasell, Sandra Kenmuir, Tracey Minette, Debra Fabbi, Debbie Carter, Judy Zacharias

AEAA Goal Area: Making Changes to Enhance Aboriginal Students' Learning

Question/Focus: If we use the structure of the Daily Five (a student-driven management structure designed to fully engage students in reading and writing) will we see greater success for all learners?

Scanning

Students became more aware of their reading processes. Time spent on reading and writing were focused and yielded obvious results. Reading levels increased.

Focus

Focused reading instruction with an emphasis on “read to self” and “read to others.”

Hunch

Early readiness skills are low as evidenced by the EDI survey. The wide range of learning strengths and challenges in our classrooms require innovative practices.

We continue to search for ways to improve the life chances for our students. The focus on The Daily Five is an attainable goal for all learners and for their teachers.

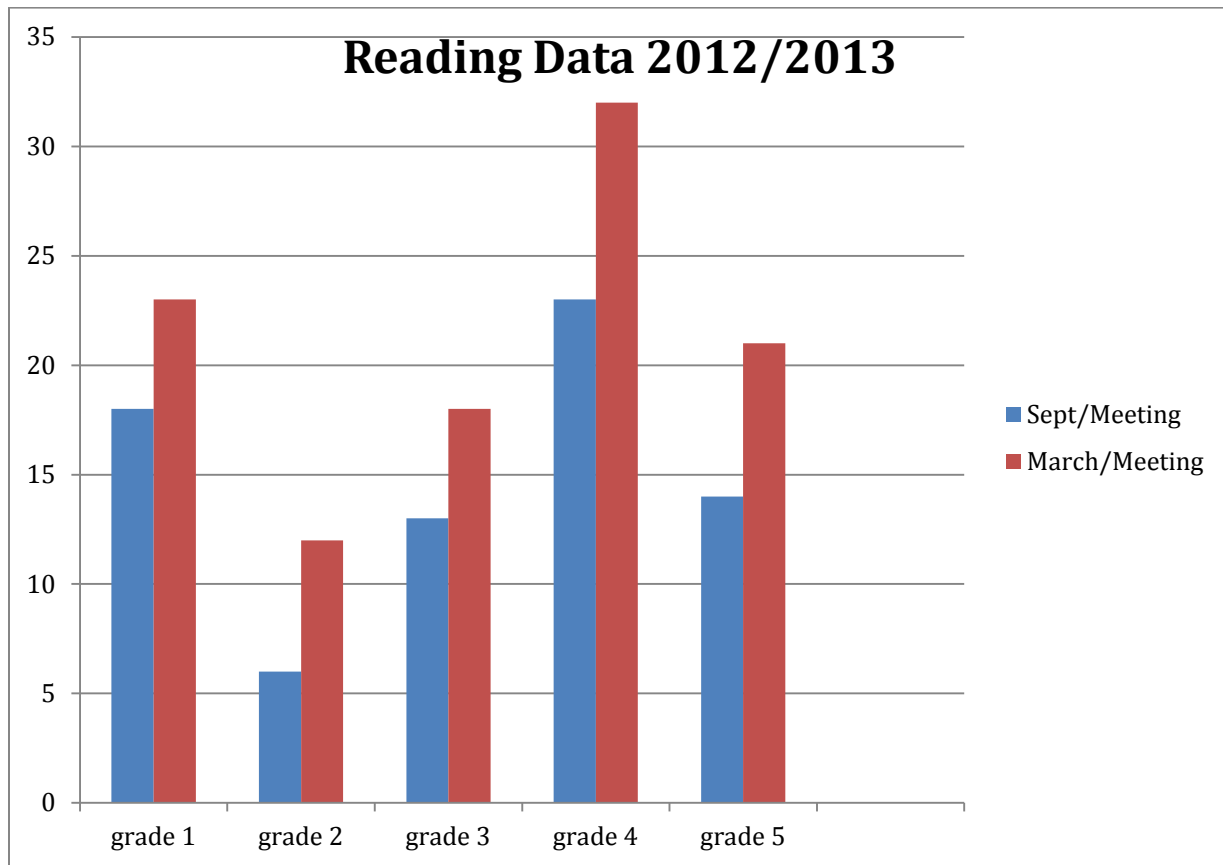
New professional learning

Through book clubs we read The Daily Five (Boushey and Moser), Teaching with Poverty in Mind (Eric Jensen), The Differentiated Classroom (Tomlinson) and Spirals of Inquiry (Halbert and Kaser). We attended NOII and AESN regional conferences and one member attended the provincial conference. Our collective understanding of our particular learners grew through these discussions. Our practices were in some cases affirmed and in others were reshaped to reflect what we learned.

Taking action

All three classroom teachers worked systematically and very much by the book through “read to self” and “read to others.” We met frequently to set up a system that was workable for teachers. Non-enrolling teachers supported classroom teachers and district staff including the Aboriginal Education Department assisted and advised. Our reading results confirmed that these practices were making a difference.

Checking.



Our NOII group made a significant contribution to Conrad School. Through staff meetings this group presented their inquiry and kept all members up to date on our progress. This moral imperative to accept responsibility for all learners, not just the ones we are currently working with set this course of action. The school will adopt “The Daily Five” as a school wide inquiry in September.

Reflections/Advice

We learned that this process cannot be rushed. It is important to stay the course and “walk slowly.” Collaborating and reflecting are key components. Share what you learn. Others may not get in the canoe with you but they will cheer you on as you journey forward.

EVERY learner crossing the stage with dignity, purpose and options.