



2012-2013 AESN Inquiry Case Study

School Name: New Hazelton Elementary School

District: #82 Coast Mountains

Inquiry Team Members: Alison Campbell, Jutta Hobenshield

AEEA Goal Area: Literacy

Question/Focus:

Question: How can a community of learners focused on collaborative inquiry and formative assessment practices enhance student literacy learning while celebrating Aboriginal languages and cultures?

School Question:

Will a focus on metacognitive strategies improve students' written responses to literature?

Scanning

After implementing direct instruction around metacognitive strategies using books and the resources available in the Aboriginal Reading Assessment tool Jutta noticed that students were discussing read materials using correct language terms, such as inferences, connections. Students were more able to discuss read stories with comprehension and written responses demonstrating deeper comprehension. Jutta noticed that the use of learning intentions and criteria helped focus the students during task completions.

Focus

The key area of focus was improving student's use of metacognitive strategies and developing learning mindsets around the use of learning intentions and criteria when reading Aboriginal literature. Bringing the Aboriginal culture teacher into the classroom has expanded the opportunities to authentically use Aboriginal literature. Students have responded positively to the use of Aboriginal literature.

Hunch

Observing the students' use of metacognitive strategies has helped us realize the importance of understanding what is read, developing personal connections and ensuring that teachers start developing these strategies in kindergarten, building upon them each year in order that students can benefit.

New professional learning

Jutta used the Aboriginal Reading Assessment tool but recognized that it did not totally suit her needs. She combined her knowledge of Adrienne Gear's Reading Powers and revised the tool.

Taking action

We were able to use the assessment data collected to develop our question. Our question led us to develop the plan. The previous year The Aboriginal Reading Assessment tool was introduced. Although using the tool interested us, we did not think it met our needs, so we undertook to revise it, specifically focusing on learning intentions and criteria. We used the Aboriginal literature available in the kit. We felt that we made a difference in the students' learning and the Rainbow tool supported that belief.

Checking

Our information has been submitted to Vancouver Island University using the Rainbow tool. We know that we made a difference because students demonstrated a greater comprehension capacity in oral discussions and written responses. On Reading Performance Standards we were able to identify specific areas that students developed, such as using connections.

Reflections/Advice

We will definitely continue with this inquiry question next year, and hope to have more staff involved in the inquiry. Students need to have consistent experiences using metacognitive strategies across the curriculum. There are many resource books available in the Aboriginal Reading Assessment tool and we are looking forward to continuing to work with our Aboriginal culture teacher.

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