



## 2012-2013 AESN Inquiry Case Study

**School Name:** North Cedar Intermediate  
**District:** #68 Nanaimo-Ladysmith  
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### **Question/Focus:**

Can Aboriginal learners articulate school behavioral expectations?  
Are Aboriginal learners able to describe what it means to be self-regulated?  
Do our Aboriginal learners see themselves as problem solvers?

### **Scanning**

Our focus is on building healthy relationships as our learners are frequently not able to resolve conflict in more appropriate ways. Some have challenges getting along with staff. Comments from students, parents and returning staff (70% turn over in staff including principal) see such conflicts as an inability to problem solve, being mean and bullying. This leads us to believe that students do not see themselves as having the necessary interpersonal skill sets to problem solve other than to blame others as bullies.

### **Focus**

Our key area of learning was social responsibility. By introducing a formal Positive Behavior Intervention System (PBIS) we wanted to see changes in attitude, knowledge, skills to grow EQ or emotional intelligence. Such guidance will enable them over time to be a problem solver and thereby increase self-regulatory and empathetic and metacognitive behavior.

### **Hunch**

Response to social responsibility has not been systemically taught school wide.

## New professional learning

We constructed a renewed look at our school mission, values, vision and goal (social responsibility). We designed a new acrostic (team logo is a Timber wolf) for our behavioral expectations, PACK - problem solver, accountable, cooperative and kind and a new school motto – Who I Am Makes a Difference. We designed lessons to reinforce those behaviors and a school wide recognition system and discipline system. We tied our new learning into human motivation theory and interpersonal and intrapersonal skills employers expect.

## Taking action

We involved the students in designing a school behavioral matrix. We taught our behavior concepts through a regular assembly program which also acknowledged student strengths and recognition. We held a monthly draw for lunch with the principal. We partnered with the local high school for high school presenters to offer the Red Cross program and also sent an enrichment art group for our school to the high school to design our behavioral logos. District teachers helped us through peer coaching and we taught common lessons in the classroom as well school wide. We partnered with Vancouver Island University Aboriginal program to teach elder protocol and other cultural knowledge related to social responsibility.



## Checking

We started a baseline this year in recognition tracking and office referrals. This will be used as our baseline. We also did a *Survey Monkey* based upon our behavioral expectations. For example, using problem solving skills with peers in the general school population was always or usually 55% and sometimes 35%. With Aboriginal students this was 27% and 45% respectively. With using problem solving skills with school work the general population was 58% always or usually and 27% sometimes. With Aboriginal students it was 31% and 50%. Report card results are also tracked in the area of behavior and work habits using the performance standards ratings 1-4. We will use final term results as a progress measure as well as a base line for next year.

## Reflections/Advice

We learned that having known common expectations helps a school culture where people interact. Next year we will increase the frequency and thereby the intensity of instruction for each age group by having *weekly assemblies* directed separately at each grade based upon general expectations and specific feedback about the needs of that particular grade level. We are not building expectations just for school but for life. Our purpose in having expectations is to learn *to feel* the right thing to do in each situation, *know* the right thing to do and then *want* to do it. Our attitudes, knowledge and practiced skills will lead to ***EVERY learner crossing the stage with dignity, purpose and options.***