

**ABORIGINAL ENHANCEMENT SCHOOLS NETWORK
2011-2012**

**LILLOOET SECONDARY
#74 Gold Trail**

Leadership Team

Paul Beland, Lisa Oike, Lemya7 Michelle, Natasha Street

Contact

pbeland@gw.sd74.bc.ca

School Context/Community Involvement

Lillooet Secondary School is a Grade 8-12 rural school nestled in the interior of BC along the Fraser River. The school population is about 260 students with the majority of them being of First Nations ancestry. The community as a whole is very supportive of the education of their children and the yearly graduation ceremony is a focal event attended by a varied cross section of the residents of Lillooet and the surrounding area. Formative assessment and the usage of the performance standards have become a fact of daily life at Lillooet Secondary. There are two ongoing inquiry networks happening at LSS.

School Inquiry and Action

School Question

Will using daily math problem solving questions with a local Aboriginal flavour, help Aboriginal and non-Aboriginal students gain a better understanding of local First Nations culture?

Focus of Inquiry

This inquiry is designed to find out if a connection exists between local culture and math problem solving, especially word problems. Even though we are using Math Makes Sense textbooks, which do have some Canadian and Western Canada content, we feel it would be beneficial for our students to entertain questions that have a stronger relevance to them, especially students with Aboriginal ancestry.

Links with District Enhancement Agreement

5.0 Purpose

ii) To ensure that all students and educators have access to and have a good understanding of the history, language and cultures of the First Nations in whose Territories they reside.

(page 3)

Strategies

Grade 8 Math students will be given one problem solving question for each topic or lesson. When possible, these questions will consist of a picture and content which is of a local Aboriginal flavour. In this way it is hoped that all our students will be able to increase their knowledge base. By making questions that make sense to them, their desire and curiosity will be enhanced.

Focus on Formative Assessment Learning Strategies

Learners Own Their Learning. Learners are able to think about their thinking, reflect on it, and are active participants in their learning.

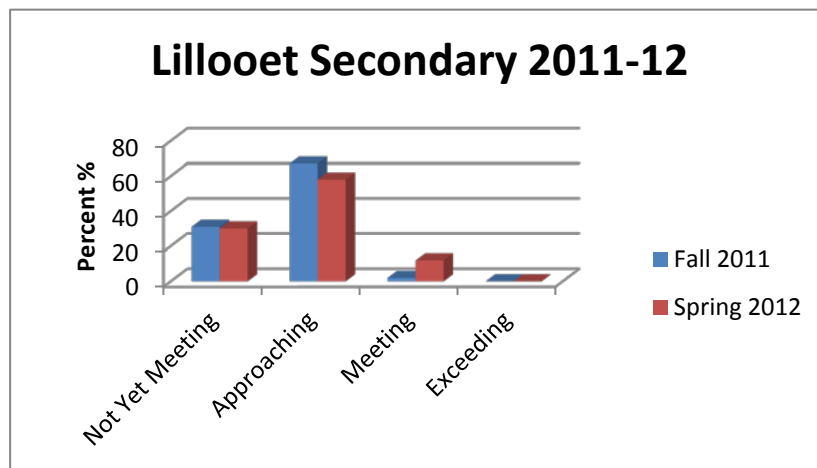
By exposing learners to a local culture on a regular basis, they will come to understand the need to embrace and be cognizant of the aspects of that way of life.

**ABORIGINAL ENHANCEMENT SCHOOLS NETWORK
2011-2012**

School Findings

	NY	A	M	E	N=
Fall 2010	n/a	n/a	n/a	n/a	n/a
Spring 2010	5	47	5	0	57
Fall 2010	14 (31%)	30 (67%)	1 (2%)	0 (0%)	45
Spring 2011	10 (30%)	19 (58%)	4 (12%)	0 (0%)	33

The data is indicating a slight shift from Approaching to Meeting which is a good sign. Normally the re-testing would happen a little earlier as opposed to mid-June. This may be the cause of a significant lower number of participants.



AESN Plans for 2012-2013

We plan for at least two enhancements. The first is to have students bring in pictures, works of art, that are Aboriginal in nature and can have a math question developed from them.

The second tweak is to have the students develop the actual questions that can be used in class and also in an assessment tool.

Reflections, Advice

The BCTF job action prevented us from pursuing this program with the rest of the staff but we anticipate continuing the inquiry next year. We plan to do more presentations to our staff and also our district numeracy committee to spread the word to other schools in our district. By keeping the focus on this topic it is hoped that it will become a cross-curricular activity. At first I thought there may have been a sort of reluctance to engage in this activity from non-Aboriginal students but I was pleasantly surprised not to hear any type of negative comments during this section of the lesson. It soon became an ingrained function of the math class and I believe that most students were looking forward to the mini-quizzes.