

2013-14 NOII INQUIRIES – A Focus on Creating More Innovative Learning Environments

updated March 24, 2014

	School	District	Focus / Inquiry
1.	Edgewood Elementary	#10 Arrow Lakes	In what ways can we build student confidence and by doing so improve achievement?
2.	Lucerne Elementary Secondary	#10 Arrow Lakes	Focus on fostering more self-awareness, ownership of learning and metacognition in my classroom?
3.	Lucerne Elementary-Secondary	#10 Arrow Lakes	The key area of learning focus will be Self-regulation. What do I notice in students' ability to self-regulate with the Daily Five program? What happens when I stop the Daily Five program for a short period of time?
4.	Nakusp Secondary	#10 Arrow Lakes	1) We are focusing on collaborative co-creating that is integrating cross-curricular concepts and experiences. 2) Within the BC Education Plan, there is a significant focus to personalize learning, work collaboratively with community, and develop opportunities for alternative pathways to graduation. Using an Outdoor Education/Entrepreneurial design may provide such a pathway. 3) How does shifting from grade based assessment to the use of peer feedback, take away sheets, descriptive feedback and no quantitative marking improve student performance and promote ownership of learning?
5.	Charles Hays Secondary*	#52 Prince Rupert	What will happen if teachers purposefully encourage and support self-efficacy and self-advocacy in the classroom and the school?
6.	Lax Kxeen Elementary	#52 Prince Rupert	Focusing on oral language and vocabulary building - to increase student choice in both topic and method of assessment, and through this, student voice and engagement in learning.
7.	Port Edward Community School	#52 Prince Rupert	Will direct instruction and practice of the Daily five strategies, the CAFÉ strategies (Boushey and Moser), along with Faye Brownlies key question: "Does it make sense?" help students improve their ability to listen, learn and become more independent/responsible advocates for their own learning?
8.	Prince Rupert Middle School*	#52 Prince Rupert	What will happen if teachers purposefully encourage and support self-efficacy and self-advocacy in the classroom and the school?
9.	Roosevelt Park Community School	#52 Prince Rupert	Can we use learning applications for tablets, Smart Boards or computers, which increase engagement for visual-spatial learners? Would students self-regulate more if they could have access to technology as a learning tool? Would the benefit translate across all curricular areas?
10.	Smithers Secondary	#54 Bulkley Valley	Will teaching grade 8 science with an inquiry and project-based approach, while incorporating the principles of self-regulation, improve student learning and conduct?
11.	Walnut Park Elementary	#54 Bulkley Valley	In what ways will intentional teaching of self-regulation, focusing on learning environments, help students own and optimize their learning?

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12.	Charlie Lake Elementary	#60 Peace River North	Will explicitly teaching our students strategies for recognizing their own energy levels, and strategies for helping themselves up or down-regulate those energy levels, lead to students having increased self-awareness and appreciation for the differences within their class?
13.	Dr Kearney Middle School	#60 Peace River North	What can we do to help others build relationships with distressed youth?
14.	Duncan Cran Elementary* Strong Start Program	#60 Peace River North	How does presenting “loose” art supplies to children impact their engagement with art, with each other and their self regulation? <ul style="list-style-type: none"> • What skills might children be developing through exploratory art? • What conversations and meta-cognition might we foster with children as a result of their self-directed art activities? • How can we make learning through exploration with art visible for families?
15.	Robert Ogilvie Elementary* Strong Start Program	#60 Peace River North	
16.	SD60 Gifted Cohort – School TBD	#60 Peace River North	Students in this multi-age congregated program require additional in-depth opportunities to practice the skills in the 4Cs: Collaboration, Communication, Critical Thinking and Creativity, in order to develop the deep thinking they are capable of.
17.	Upper Pine Elementary	#60 Peace River North	Will teaching our students to have a growth mindset and to explicitly teach the steps in the writing process, improve the students willingness to make a genuine effort to express themselves through their writing?
18.	Stelly’s Secondary	#63 Saanich	(Science 10) Will using individual whiteboards as a formative assessment tool help teachers give more regular and individual feedback? Will the use of these boards engage our most vulnerable learners?
19.	Stelly’s Secondary	#63 Saanich	(Mathematics 10) We want to experiment with the use of individual whiteboards as a formative assessment tool. Will using individual whiteboards as a formative assessment tool help teachers give more regular and individual feedback? Will the use of these boards engage our most vulnerable learners?
20.	Pleasant Valley Elementary	#68 Nanaimo Ladysmith	The focus is to continue to build inclusiveness through a multi age clan support system derived from the teachings of Dr. Martin Brokenleg. This year the focus has been on the Metis peoples of Canada and their historical significance and culture. We have used writing rubrics and student exemplars, developed over the last three years, to assess, teach and build writing development with all students. We will also be focusing on improving learning with a connection to reading.
21.	Woodbank Primary School	#68 Nanaimo Ladysmith	The focus would be to adopt a student-centered approach to literacy learning which would increase the opportunities for students to engage and help them achieve learning objectives more successfully.

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22.	Ucluelet Elementary	#70 Alberni	How can we increase student engagement in writing/representing by focusing on meaningful relevant experiences? A second inquiry this year will be to explore the benefits (if any) of using gender groupings during literacy blocks allowing for deeper and more specific conversations and hopefully engagement in the process.
23.	Deroche Elementary	#75 Mission	With a focus on intentionally taught writing elements, will the inclusion of Aboriginal literature (fiction and non-fiction) with reading and oral storytelling, motivate and inspire students to improve their own writing skills, specifically in the area of creative writing?
24.	Cowichan Secondary	#79 Cowichan Valley	Can using technology (Siri and Pages) help students become more independent in writing and editing their own work?
25.	Nisga'a Secondary	#92 Nisga'a	Will targeting specific literacy skills each month using a pre-test, teach, post-test framework with regular feedback to students improve students' overall success in school?
26.	Northern Hub of Yukon Rural Schools	#98 Yukon Education	If we create a large-scale meaningful hands-on learning opportunity open to students from several small communities across the Northern region of Yukon, can we create the conditions for a broader and deeper social network for both students and teachers? Will a larger social network enhance the development of social competency and student/teacher engagement?
27.	Watson Lake Secondary	#98 Yukon Education	Will an individualized blended learning model, online content combined with face-to-face learning, provide more effective one-to-one teacher support and result in greater student engagement, attendance, course completion and achievement?