



2013-2014 AESN Case Study

School: Pineridge Elementary

District: SD#52

Please indicate your major area of focus:

TRANSITIONS: STUDENT LEVEL INQUIRY: AEA:

Inquiry Team Members: Sheryl Sadorski, Shauna Moore

Contact Information: ssadorski@sd52.bc.ca

Question / focus area:

Scanning: Two to three sentences to summarize your scanning process. What did you notice about the experiences of your learners that was most important to your team?

The classroom we had chosen displayed students struggling with attention, lack of focus and difficulties with transitions and routines. We felt if we could teach students how to cope by using strategies and tools to self-regulate, that these issues could begin to disappear and our students could then have quality learning experiences.

Focus: What key area of learning was your focus? In one to two sentences, explain what your driving question or focus was and why you selected this area.

If our Aboriginal learners learn how to self-regulate and have a choice of strategies and tools, would this remove stressors, and positively affect their ability to learn? Our students need to learn how to up and down regulate so they are in the best mind set to learn in a focused, calm and alert way.

Hunch: Two to three sentences to describe your hunches about the ways in which practices at the school may be contributing to a need for change. Briefly describe your hunches about what you as a team might do to make things better for your learners.

We first asked ourselves what was working in the classroom: our classroom was using lessons of high interest; teachers were demonstrating a mix of hands on, visual and oral learning; technology was integrated; and more than one style of teaching was being offered. We then identified what was not working and tried to address these issues: students are getting frustrated with work and frustrated with each other; work was not being completed in class; and students are wandering in class, using excuses not to work.

New professional learning: Two to three sentences to summarize the new areas of professional learning you explored and what you found most effective in supporting the learning of your team.

Our team worked with Stuart Shanker and his team for a year and a half through the BC innovations grant project as well as studied documentation and books by Shanker such as *Calm Alert* and *Learning*. We researched *Zones of Regulation* by Leah M. Kuypers and piloted the Zones Program in 2013 with sample classrooms and have gone school wide this school year.

Taking action: Two to three sentences about the actions or strategies you and your team decided on and how your actions worked out.

We started with a self-regulation survey that was given to each student then introduced Zones of Regulation which was taught twice a week in the classroom. We integrated iPads for self-regulation and learning in the classroom, piloted the district stability ball project and offered a wide array of tools and resources for the classroom.

Checking: Two to three sentences to describe the difference you made. Was it enough? Were you satisfied? What did you use as baseline - and change - evidence? If your focus was in an area where performance standards are available, please show what changes were evident. In other areas, be clear on what you used as evidence of growth.

We finished our project off with an exit survey done with each student and have noticed that students output of work has improved and they are able to choose strategies in class to stay calm, alert and ready to learn. When outbursts happen, students down-regulate quicker. Students find it easier to transition from subject to subject, demonstrate more success with following routines, and peer relationships have improved in the classroom and out of the classroom.

Reflections/Advice: Four sentences about what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.

Here are some questions we have moving forward:

- 1) Flexibility VS Control: How much flexibility should we give? Is too much a possible road block?**
- 2) Equality VS Equity: How do we effectively teach students and give students what they need which may not be what is fair to all?**
- 3) Opportunities: How many chances do you give students to re-try tools once they have been taken away because of ineffectiveness?**

We had much success with our heritage fair projects this year and hope to use self-regulation along with the Excellence Writing program and do more project based learning next year.

NOII is dedicated to:

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

ALL learners leaving our settings more curious than when they arrive.

ALL learners gaining an understanding of, and respect for, Aboriginal knowledge and culture.