



## 2013-2014 AESN Case Study

**School:** Armstrong Elementary    **District:** SD41 Burnaby

**Area of focus:** Student Level

**Inquiry Team Members:** Marija Kos

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**Question / focus Area:** Will providing literacy support and using Aboriginal Resources help students improve their literacy?

**Scanning:** We scanned all the Aboriginal students on the list and decided to give support to students that were not already receiving resource support. Out of the students not receiving learning supports we collaborated with teachers to see which ones were not meeting expectations in language arts or mathematics. We then looked timetables to see when the best times of the week would be to provide support.

**Focus:** Our focus was to improve Aboriginal Students literacy. This was the chosen area because if students struggle in this area then academics in general become difficult and frustration or other negative emotions can take place.

**Hunch:** There needs to be an environment which facilitates increased collaboration of Aboriginal Education with classroom teachers to more effectively incorporate Aboriginal resources into the classroom. For example, ensuring teachers use at least one Aboriginal novel study program throughout the year. Also, for the Aboriginal teacher to effectively follow up how much Aboriginal resources have been used throughout the year in the classroom.

**New Professional Learning:** The new areas of professional learning that were explored were using the Jerry Johns as an example of inquiry based learning to better promote student engagement. What we found most effective was working in really small groups and establishing a great connection with these students to help them better enjoy learning by making it somewhat predictable and fun.

**Taking Action:** We used Aboriginal resources with Aboriginal students to help them appreciate their culture and to improve their literacy. Apart from this we also invited an Aboriginal author to our school for one day during our Literacy Week. He was here for the whole day, and even grade 8 Aboriginal students were invited from Cariboo High school so that we could all appreciate the Aboriginal Culture together. Following the

authors visit, we had students from the school coming to the resource room to borrow these books because they loved the stories and the moral lessons taught.

**Checking:** Definite progress was made as indicated in the following table...

Students	Sept Assessment	June Assessment
Student 1	Pm Benchmark 3 (beg Gr 1)	San Diego Quick (End Gr 1)
Student 2	Pm Benchmark 1 (beg K)	Pm Benchmark 5 (Beg Gr 1)
Student 3	Pm Benchmark 8 (mid Gr 1)	Pm Benchmark 17 (Beg Gr 2)
Student 4	Alta Diagnostic Gr 5	Alta Diagnostic Gr 6
Student 5	Alta Diagnostic Gr 3	Alta Diagnostic Gr 6
Student 6	Alta Diagnostic Gr 6	San Diego Quick Beg Gr 7
Student 7	Alta Diagnostic Gr 6	San Diego Quick Beg Gr 7

**Reflections/Advice:** We learned that all students learn at a different pace and that it is important to use the same assessment in September and in July for a more accurate report on progress.