



## 2013-2014 AESN Case Study

**School:** Confederation Park Elementary      **District:** SD41 Burnaby

**Area of focus:** Student Level

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**Scanning:** Prior to our inquiry we had a limited number of books that adequately promoted indigenous learning and exploration. Many of the resources were outdated and seldom used by classroom teachers or our students. Although our population of indigenous learners is relatively small, we wanted to provide new and interesting resources both to them as well as the general population of our school.

**Focus:** Our key area of focus was on increased reading and literacy through indigenous books and resources. We chose this area as increased literacy is one of the goals of our school, but also due to the limited resources mentioned above. We also needed to promote these resources to our staff to ensure that they are aware of what is available to them in their daily lessons as well as in specific units of study.

**Hunch:** Our access to indigenous materials and study has been limited to pull-out programs for our Aboriginal students and to specific units of study, particularly in the grade 4 curriculum. This left a large number of students who might rarely have access to indigenous learning styles and resources. We wanted to make this information more widespread and introduce these concepts in a more “natural” and integrated fashion. We felt that using the library program as a catalyst for change might be one way to introduce both students and staff to these changes.

**New Professional Learning:** After attending workshops on inquiry and attending professional development on Aboriginal Learning, we explored some of the ideas presented using some of our new resources. We also invited an author to come and speak to many of our students about her new book. The teachers who attended were very inspired and looked forward to utilizing her new book in their classes.

**Taking Action:** We used the library program as a way of reaching out to both students and teachers, as it is the one time that all students and teachers meet in a learning environment to share ideas and resources. Throughout the year, the librarian, shared a variety of resources (books, posters) that highlighted the First Peoples Principles of Learning. For most staff these were new ideas that they could then implement and

include in their own daily lessons. How much this has been done? Probably more work must be done to increase implementation of these principles of learning.

**Checking:** Due to extenuating circumstances the assessment of growth is a bit challenging. We feel that there is a lot more work to ensure that all staff feel confident in integrating the materials and *Principles of Learning*. No doubt, teachers were interested in both of these areas, but direct professional development might also be helpful in finding ways of including these principles and materials into their specific programs, rather than it remaining isolated in the library program.

**Reflections/Advice:** As a committee we have become much more aware of the increasing wealth of Aboriginal materials and resources as well as of the First Nations Principles of Learning. We have become more knowledgeable and more comfortable in locating these resources and using them with our students. It has been successful to use the Library program as a “jumping off point” to make staff aware of these areas. However, in Burnaby, we are particularly fortunate in that we have an ongoing Library program, supported by our school district and understand that this is not necessarily the case in other districts. Continued inservice for teachers would be beneficial to extend the program and increase awareness with our staff.

One area that the Librarian has noted is the increase in the number of students taking out the new books that we have received through this grant. Some of our younger First Nations students have also been very keen to share the new books with their families and this has certainly been a highlight.