



## 2013-2014 AESN Case Study

**School:** Prince George Secondary School

**District:** SD57 Prince George

**Area of focus:** Student Level

**Inquiry Team Members:** Steve Bordeleau, Dave Davidson

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**Question / focus area:** If we, as a school, allocate time and resources to traditional teachings and activities through Elders and educational staff, can we minimize at risk behaviours and increase individual success rates in and out of the classroom?

**Scanning:** We found that most of our learners could not provide their own supplies. As long as materials were supplied, our learners were eager participants. We found that enticing the students with food also helped draw students toward our activities.

**Focus:** Our key area of focus was incorporating traditional knowledge working with Elders. We wanted our learners to have a connection to the Elders within our community so they, themselves could take pride and ownership with their own culture.

**Hunch:** We have a hunch that we still need to change our practices because some priorities in regards to our allocated time slot were changed. We experienced challenges in keeping a core group of students with us throughout the inquiry.

**New professional learning:** We explored incorporating Traditional Ecological Knowledge through Elders and we found having the Elders an invaluable resource. The Elders had a passion for working with youth and were really eager to share their knowledge.

**Taking action:** We met regularly to discuss outcomes, and we were proactive in scheduling alternative activities and field studies as well as in-house activities. We found a lot of participation with these activities, as long as they were hands on, interactive activities.

**Checking:** We do not believe that we have made enough of a difference. We believe it would have been enough if we would have had all students finish school last year. Some students were really excited about the activities we did, and some asked if our group is going to be putting on activities again.

**Reflections/Advice:** We learned from this inquiry that there is some genuine interest in culturally based activities. The students like working with Elders and people within the community. We would like to see more work done with Elders this year. Our advice to schools with a similar interest is to make sure they establish a connection with community members and try to create an inclusive environment. Encourage students to show appreciation for the time and energy that the Elders put in. The Elders need to know that their activities are appreciated.