

NETWORKS OF INQUIRY AND INNOVATION www.noii.ca
2014-15 NOII INQUIRIES – A Focus on creating more Innovative Learning Environments

The “7 Principles of Learning” from the OECD project *Innovative Learning Environments*

1. **Learners at the centre** – learners are both metacognitive and self-regulated
2. **Learning is social** – well organized cooperative learning matters as does personal research
3. **Emotions are central to learning** – the adults in the learning environment are highly tuned into the emotions and motivations of their learners
4. **Individual differences are recognized** – the adults pay a great deal of attention to prior knowledge and individual differences are attended to through small and large group learning opportunities
5. **Stretching all learners** – every learner is asked to do hard work and accept challenges – but each learner is not overloaded
6. **Assessment for learning is a way of life** – formative assessment is regular and learners get meaningful feedback. This individual feedback helps the individual learner. The assessment culture shapes the overall learning environment
7. **Building horizontal connections** – thoughtful connections are made between areas of knowledge. As well regular and well-designed opportunities take place in and with the broader community. The authenticity of these experiences promotes deeper understanding.

33 Schools (updated Feb 17, 2015)

	School	District	Focus / Inquiry
1.	Golden Secondary	#06 Rocky Mountain	1) We will focus on our learners developing their self-regulation and accepting challenges. 2)Our group is focusing on the learner. We would like to understand why students are resistant to internalizing feedback to move forward with their learning. <i>1)Learners at the centre & 5)Stretching all learners</i>
2.	Nakusp Secondary	#10 Arrow Lakes	Will using geographic principles to assess impacts and consequences of student decisions and interactions on a global scale affect student views regarding environmental sustainability and cultural viability? <i>1)Learners at the centre</i>
3.	Dorothea Walker Elementary	#23 Central Okanagan	If we intentionally build connections in our DWE community will we feel an increased sense of connectedness resulting in improved student well-being and learning? <i>3)Emotions are central to learning</i>
4.	R C Garnett Demonstration Elementary	#35 Langley	Will using inquiry and project based learning improve student’s motivation to problem solve?
5.	Tamanawis Secondary	#36 Surrey	How will portfolio assessment allow our students to deepen the understanding of their learning and prepare them for their futures? <i>6)Assessment for learning is a way of life</i>

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	School	District	Focus / Inquiry
6.	Mitchell Elementary	#38 Richmond	Can a change in curriculum with an indigenous focus help students more deeply understand their learning by honouring multiple perspectives, recognizing the connections across cultures and subject matters, teaching about the how of learning, and by valuing curiosity? <i>1)Learners at the centre & 7) Building horizontal connections</i>
7.	Mamquam Elementary	#48 Sea to Sky	Focus: to create a learning environment where connections between the arts and all other areas of learning are made automatically and organically as often as possible, both during the learning process and in choosing authentic ways to share that learning. <i>7)Building Horizontal Connections; 6)Assessment for learning is a way of life;</i>
8.	Stawamus Elementary, and Mamquam Elementary	#48 Sea to Sky	What strategies and methods can teachers use in order to promote ownership, authentically connect with learners, and help them regulate their emotions/behavior in order to make the learning meaningful day by day? <i>3)Emotions are central to learning</i>
9.	Pacific Coast School	#52 Prince Rupert	Will our new course: Information and Communications Technology 11 help students engage in school and make graduation requirements and successfully transition into the workforce or post-secondary?
10.	Port Edward Community School	#52 Prince Rupert	Our focus will be on teaching students the “how to” of self-regulation; the practical strategies that actually will affect their ability to cope with anxiety and stress.
11.	Prince Rupert Middle School	#52 Prince Rupert	Focus: to increase each students reading levels by teaching them the skills that they need in the way they learn best. This will also reflect that emotions are central by focusing on student learning styles and needs. <i>1)Learners at the centre</i>
12.	Roosevelt Park Elementary	#52 Prince Rupert	Will students arrive earlier and/or on time to school with the implementation of a fun, morning, movement program? Will classroom behaviour, focus, attention, and self-regulation improve due to daily physical activity? Will students benefit physically from this program?
13.	Silverthorne Elementary	#54 Bulkley Valley	Focus: to develop the language of self-regulation and to help students tune into and regulate these emotions. <i>1)Learners at the centre; 3)Emotions are central to learning</i>
14.	Smithers Secondary	#54 Bulkley Valley	We can help our students to be aware of their stress and the impact on their learning. If they are aware, they can start to use strategies to manage it. <i>3)Emotions are central to learning</i>

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15.	Penticton Secondary	#67 Okanagan Skaha	Participants are interested in looking at educators' (grades 4-12) definitions of authentic assessment and assessment practices in order to notice transition opportunities and vertical connections that improve success for all learners and align colleagues in shared student success.
16.	West Bench Elementary	#67 Okanagan Skaha	Considering how language impacts assessment is important for both the teacher and the student in order to help students achieve their goals around learning intentions in a way that connects intelligence to social and emotional learning. <i>1)Learners at the centre; 2)Learning is social; 3)Emotions are central to learning; 4)Assessment for learning is a way of life</i>
17.	West Bench Elementary & District	#67 Okanagan Skaha	Participants are interested in looking at educators' (grades 4-12) definitions of authentic assessment and assessment practices in order to notice transition opportunities and vertical connections that improve success for all learners and align colleagues in shared student success. <i>6)Assessment for learning is a way of life</i>
18.	Bayview Elementary	#68 Nanaimo Ladysmith	Many of our students come to school with big emotions. Emotions can be confusing and over-whelming for children. It is important for us as educators to help students understand the connection between their emotions, their sensory systems, and how they relate to others and the world. When they learn about and understand their emotions, then they can think about how their behaviour affects relationships and learning. Students who relate well in the school and classroom will help build a comfortable learning environment. <i>3)Emotions are central to learning</i>
19.	Brechin Elementary	#68 Nanaimo Ladysmith	How can the use of Response-ability Centered Discipline and direct instruction on self-regulation create a safe classroom environment that promotes literacy learning? <i>3)Emotions are central to learning</i>
20.	Brechin Elementary	#68 Nanaimo Ladysmith	Our focus is that the students learn strategies to help them regulate and understand their emotions. We are interested to see what correlation there is between academic achievement and self regulation. <i>1)Learners at the centre</i>

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21.	Departure Bay Elementary	#68 Nanaimo Ladysmith	There is a wealth of recent research supporting the importance for students to play and have direct interaction with their natural physical environment. The research supports many mental health and social benefits. Understanding that emotions are central to learning, we wondered if we would see positive learning effects for our students if we offered them more regular opportunities to play and learn outside. <i>3)Emotions are central to learning</i>
22.	Forest Park Elementary	#68 Nanaimo Ladysmith	Will teaching and learning independence through the Daily 5 "read to self" structure create a sense of urgency and passion for reading in all Forest Park students? Will an increase in reading engagement lead to an increase in reading achievement? <i>1)Learners at the centre</i>
23.	Nanaimo District Secondary	#68 Nanaimo Ladysmith	How can staff use Professional Learning Communities (PLCs) and action research (student surveys) to build differentiated learning packages to better support both classroom teachers and students?
24.	Woodlands Secondary - I	#68 Nanaimo Ladysmith	We will focus on self- regulation strategies as we believe they are essential for students to meet classroom expectations and learning outcomes and to become independent, self- directed learners. <i>1)Learners at the centre</i>
25.	Woodlands Secondary - II	#68 Nanaimo Ladysmith	Cooperative learning and sharing is a critical, twenty first century skill. Communicating with others is crucial to students' metacognition and self- regulation. In addition, students learn better when they have a chance to share their ideas or teach each other concepts they have mastered. If you can build a collaborative model, students can scaffold each other. <i>2)Learning is Social</i>
26.	Ballenas Secondary	#69 Qualicum	Focus: to support learners as the "central players" in the learning environment and help them to develop as self-regulated learners which will directly impact our learners and their future successes. <i>1)Learners at the centre</i>
27.	Errington Elementary	#69 Qualicum	Focus: to keep students at the center of our professional actions in a way that is meaningful and supports deep learning but is sensitive to the compressed school year.

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	School	District	Focus / Inquiry
28.	Nanoose Bay Elementary	#69 Qualicum	To foster higher order thinking skills, curiosity, and imagination. The goal is to develop a Makerspace for the use of all students. The philosophy behind a Makerspace promotes higher level thinking skills, deeper understanding, curiosity, imagination and thoughtful connections made between areas of knowledge. <i>7)Building Horizontal Connections</i>
29.	Oceanside Elementary	#69 Qualicum	By making assessment an integral part of the planning and delivery of the curriculum we are able to encourage students to become self-directed learners. The development of the ability to conduct self-evaluations marks the shift from teacher-directed learning, where students are passive, to an active self-regulatory process in which students become accountable for their learning. Being able to recognize what you have learned, how you learn, and to predict future learning needs is vital to the development of self-regulated learners. <i>6)Assessment for learning is a way of life</i>
30.	Deroche Elementary	#75 Mission	Stretching all learners with scaffolding will be a good strategy to encourage emerging and developing and somewhat reluctant writers by building on skills and prior knowledge. <i>5)Stretching all learners</i>
31.	Dewdney Elementary	#75 Mission	We want our Aboriginal learners to feel proud of their heritage and culture and all our learners to embrace the contribution, knowledge and understanding around the land that the Aboriginal population brings through a group project. We feel this will build a sense of connectedness within our learning community. <i>2)Learning is Social & 7) Building horizontal connections</i>
32.	New Hazelton Elementary	#82 Coast Mountains	Focus: a) to help our Gitksan language learners become more actively engaged in learning the language. b) to help our Gitksan language learners take part in oral language exchanges more willingly.
33.	Kyuquot Elementary	#84 Vancouver Island West	Focus on emotional needs of students. <i>3)Emotions are central to learning</i>
34.	Alert Bay Elementary	#85 Vancouver Island North	How will providing students with rich, hands-on, local experiences combined with explicit teaching of the 6+1 Writing Traits increase the student's ability to write. <i>5)Stretching all learners</i>
35.	Evelyn Dickson Elementary	#91 Nechako Lakes	We will focus mainly on the emotional regulation and development of our learners. If we can help increase the stability of emotions in our learners, they will benefit socially, academically and mentally. <i>3)Emotions are central to learning</i>

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36.	Chief Paul Niditchie School	Tsiigehtchic, NWT	Will adapting the Health curriculum for our grades 4-9 classes, providing a focus on mindful leadership, resiliency, conflict resolution, and social and emotional aspects of learning, increase the resiliency of our students in terms of reducing aggressive behaviours and developing conflict resolution skills? <i>3)Emotions are central to learning</i>