

2014-2015 Inquiry Case Study



School: A H P Matthews Elementary **District:** #36 Surrey

Area of Focus: Enhancement Agreement

Inquiry Team Members: Kym Baily-Cook, Marlene Brajak,
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Scanning: Our scanning process focused on the staff as learners. We noticed, that the staff as a whole, have a general sense of Aboriginal culture.

From our findings, we found that 30% of responders were not confident in teaching Aboriginal Education, and 60% were somewhat confident in teaching Aboriginal Education. Ten percent (two people), felt confident (both responses were from two Aboriginal staff members).

Focus: Our focus question initially focused on the culture of the school as a whole, but the question has been narrowed towards staff confidence in teaching Aboriginal Education.

How do we go about helping teachers feel more confident teaching Aboriginal Education?

Hunch: Our hunch is that experts are relied on to do the teaching of Aboriginal Education and the ownership of the teaching is not passed on to staff.

New professional learning: The results of the survey enriched us with some background knowledge of what the teachers know about Aboriginal Education, and how they go about teaching Aboriginal Education. We asked teachers to choose which presenters to come in for our Aboriginal Education Day, but we intend to ask the presenters to involve the teachers as much as possible in the presentations. It is hoped that this will help the teachers become more confident in presenting Aboriginal Education content. One of our members attended the NOII/AESN meeting and another member attended the Musqueam strand of Surrey's Teacher Convention, Strengthening the Circle: Making Cultural Connections.

Taking action: We will continue to develop the planning of the Aboriginal Education Day. In September's staff meeting, we hope to present the 'Bead of Time,' and invite another teacher to lead the workshop. We will also continue the discussion of creating our posts at school.

Checking: At this point, we can only discuss the evidence of our baseline results, and the intention of the direction we would like to take the staff. Attached, are the results of the data we collected from the survey.

Reflections/Advice: We learned that the inquiry process is going to take much longer than anticipated. We also learned that our focus was too broad, and that we needed to shift our focus to a much narrower inquiry. Initially, our focus was on the picture as a whole, rather than on significant pieces that had a strong effect on the bigger picture. We feel that the staff need to embrace the process of inquiry, to model inquiry in the classroom, and to work collaboratively to build on each other's knowledge of Aboriginal content. We feel once this evolves, the confidence in teachers incorporating Aboriginal content into their curriculum, will also evolve.