



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Brackendale Elementary

School District: SD#48 Sea to Sky

Inquiry Team Members: Angela Uren, Shannon Fieldhouse, Jack Fieldhouse

Inquiry Team Contact Email: auren@sd48.bc.ca

Type of inquiry: AESN

Grade levels: Primary (K - 3), Intermediate (4 - 7)

Curricular area(s): Arts Education, Language Arts - Literacy, Language Arts - Oral Language, Language Arts - Writing, Social Studies

Focus area(s): Aboriginal understandings (for example, Traditional Knowledge, oral history, reconciliation), First Peoples Principles of Learning, Growth mindset, Self-regulation, Social and emotional learning

In one sentence, what was your focus for the year?

Growth Mindset and oral storytelling (literacy and social/emotional well-being and self-regulation)

Scanning: Briefly summarize your scanning process. How did you use the four key questions as part of the scanning process? What did you notice about the experiences of your learners that were most important to your team?

We noticed and focused on the principle that learning is embedded in memory, history and story. We felt it was important that students learn the importance of connecting themselves to growth mindset and story. Through classroom/school collected data and observations we noticed many children in our school can't seem to appropriately handle little "bumps"/conflicts in a healthy way. Our literacy data shows students in need at several grade levels. We believe there is a correlation between these two areas and want to explore through oral storytelling and growth mindset stances through the aboriginal lens.

Through the use of our Engagement survey (two questions: Adult who cares? Adult who



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

believes you can learn?) and our Growth Mindset inventory (school designed and under development) we noticed collecting data in this area is difficult to measure due to children's maturity level and ability to self- reflect.

Focus: In a few sentences, explain why you selected this area. What changes were you hoping to obtain for your learners?

We wanted to build on the momentum of our oral storytelling project and continue to improve student's social and emotional well-being, particularly in the area of growth mindset.

Hunch: Describe your hunches about the ways in which practices at the school may have been contributing to the experiences of your learners that were of concern to you.

We wonder if some children have not been given opportunities to develop growth mindset traits through their early life experiences. Also we recognize the need to provide a safe environment/setting in which they can "fail successfully". If we teach growth mindset then students will have more strategies to stay the course when things get tough and be better able to learn.

Even though we provided both a safe place to 'fail' and First Nations connection (story) we are not sure how to accurately measure the impact. We have anecdotal, real life situational examples that would lead us to believe we have made a difference.

New professional learning: What new areas of professional learning did you explore? What resources were most helpful? What specific designs did you use to support the learning of your colleagues?

Staff are using a research base to further develop their understanding of growth mindset and Aboriginal ways of knowing. Some examples of resources and activities include: "A Mindset for Learning" by Mraz/Hertz, District Aboriginal Enhancement agreement , guest storytellers, storytelling kits, Aboriginal readers and stories (ie. Robert James Challenger), reconciliation professional development, medicine wheel activities and understanding for both students and adults. Student activities may include: classes working on own, with older buddy classes or similar grades on oral storytelling, story boards, puppets, drama activities, etc. with a growth mindset focus (stances: optimism, persistence, flexibility,



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

resilience, empathy) through an aboriginal lens. We will be using Aboriginal legends to guide these activities.

Teachers developed Growth Mindset resources and shared; the use of a specific research based resource (Mraz/Hertz book) as a main tool was very effective- all speaking the same language, able to collaborate to share strong instructional practices and spent a Professional day in book club format.

Taking action: Describe strategies you and your team decided on and how your actions worked out.

- Connect Local FN cultural program leader to our inquiry so most activities connected to growth mindset;
- Book club and professional learning on growth mindset
- Sharing of resources (legend books, puppets, growth mindset symbols, growth mindset)
- Identified stories through the lens of growth mindset so easy to use
- Purchased books and resources and categorized accordingly

Checking: Summarize the differences you made. Were they enough? Were you satisfied?

-Definitely pleased with Growth mindset development; not sure how to measure the impact of both (FN storytelling with growth mindset); Growth mindset survey is under development and needs further work.

Reflections/Advice: Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.

- Use the Mraz/Hertz book
- First Nations legends often encapsulate growth mindset stances
- Continue to use Growth mindset survey and build on First Nations stories
- Build on school wide demonstration /celebration of Aboriginal learning(ways to share and celebrate-ie. Wall of learning)