



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Conrad Elementary

School District: SD#52 Prince Rupert

Inquiry Team Members: Lisa Scherr Kerri Levelton Mercedes Palozzi

Inquiry Team Contact Email: lscherr@sd52.bc.ca

Type of inquiry: NOII

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

Curricular area(s): Applied Design, Skills & Technology, Arts Education, Language Arts - Reading, Mathematics / Numeracy, Physical & Health Education, Science, Social Studies

Focus area(s): Community-based learning, Core competencies (for example, critical thinking, communication, problem solving), Differentiated instruction, Experiential learning, First Peoples Principles of Learning, Flexible learning, Inclusion and inclusive instructional strategies, Inquiry-based learning, Land, Nature or Place-based learning, Self-regulation, Social and emotional learning, STEM / STEAM

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

We looked at how multiple school events would encourage attendance, enthusiasm, leadership, motivation and fun in an inclusive environment.

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?

In past events we observed students were engaged, organized, showed leadership, were on task, enthused and motivated. Our school has a high percentage of aboriginal children so we wondered if this style of teaching would be more effective and motivating.

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

We decided to try the events more throughout the year and see how it would effect our



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learners. Our first event was a success in September and all our kids were engaged.

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.

Our hunch was that multi-aged groupings and a variety of hands-on activities would be more motivating for all the diverse students in our school. Teacher and guest helpers gave positive feedback after each event.

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?

Having one person oversee schedules, teams and activities was helpful. Teachers and guests were supported. I spoke with other districts and found some new ideas.

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

We decided to just say we are having a special event day and not ask teachers to vote - or the events may not have happened. We surveyed the students after the first event to get feedback on the types of activities and what we should make sure we include for each event.

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

There was a general buzz of energy in the air about all the events. Students would stop and ask if they could be leaders. They took this very seriously. Students were asking about special events and when the next one would take place.

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.

Our school will continue with a variety of themes. We will involve more teachers in the planning so everyone takes turns to oversee the coordinating. Advice for other schools is to go for it!! Even the kindergarten students in the first month of school embraced the experience.