



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Conrad Elementary School

School District: SD#52 Prince Rupert

Inquiry Team Members: Kerri Levelton, Violet Baker, Jit Khaira

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

Type of inquiry: AESN

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

Curricular area(s): Parent Focus to help with Social Emotional issues

Focus area(s): Aboriginal understandings (for example, Traditional Knowledge, oral history, reconciliation), Community-based learning, Core competencies (for example, critical thinking, communication, problem solving), First Peoples Principles of Learning, Social and emotional learning

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

To increase a greater sense of belonging and parental involvement

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 have active parents in less structured events and we wanted to increase our parental involvement in interviews by creating a sense of belonging and a place where they can come and share and learn in a non-threatening environment.

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

Research shows that involved parents make a positive impact on kids and their school. The more parents are involved, the more the child will succeed. With more involved parents students get their homework done, are more positive about school, have better social skills, and are more likely to graduate and go on to a higher education.



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

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.

It appears through observing activities parents/guardians prefer less structured approaches to activities and less formal titles for these activities.

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?

We used the knowledge of staff training to discuss certain topics identified by parents surveyed. Technology was learned by making power points to share information. We explored the differences and similarities of traditional ways of knowing with contemporary ways. We drew from the parent knowledge base.

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

First we offered a powerpoint of a certain topic and then after each session we asked what the parents were wanting for the next sessions. Each session included a powerpoint, a visual and a sensory object for all the types of learners.

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

We have reached out to our parents by creating a sense of belonging and provided a safe place for parents to connect with each other to expand their circle, however we would like more parents to attend our sessions.

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.

We have learned that parents like and want to be apart of the school community. They want a place that they can actively participate to create success for their child. We will continue with our sessions but will continue to encourage our staff members to participate in promoting the sessions and inviting the parents into their classrooms. We will change the name from Coffee Shop to Snack and Chat and maybe have a different time from 9am to 2pm.