



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Dorothy Peacock Elementary

School District: SD#35 Langley

Inquiry Team Members: Victoria Woelders; Joanne Rempel; Dawn Driver

Inquiry Team Contact Email: aknowlson@sd35.bc.ca

Type of inquiry: NOII

Grade levels: Intermediate (4 - 7)

Curricular area(s): Social and Emotional Health

Focus area(s): Core competencies (for example, critical thinking, communication, problem solving), Self-regulation, Social and emotional learning

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

Building positive relationships through creative and cooperative group activities to support self-regulation, and social and emotional learning of students.

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?

I used student interviews to find out what made students feel good. I noticed that as I had the students share their story, they mentioned repeatedly WHO made them feel important and valued. They also talked about times they were empowered and who it was that empowered them. From the conversation, it was determined that more focus on students social and emotional support would be beneficial for a targeted group of students.

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

Social emotional learning and mental well-being has increasingly be identified to be critical for students' learning to support their experience in school and their academics. For students who do not always thrive academically, they may also need an outlet to be



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successful in a different setting while also working on social and emotional skills. We were hoping to see students learn skills that would both support their emotional regulation and awareness while also being able to experience success in a social setting with their peers.

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.

Teachers are able to identify brilliance in their students. However, there are some subjects and traditional approaches to education that still inhibit brilliance in students having an outlet. This can result in students being bored, anxious, or hating school. In addition, other students with specific areas of weak social skills (such as those with ASD) are receiving intervention through formal programs, but perhaps not having the same level of teachable moments during fun activities. The investment in learning the social skills can be hindered as a result.

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?

New areas of professional learning that were explored were from the perspective of core competencies (personal and social competency and communication competency). This particularly focused on social emotional learning. Staff were regularly consulted and asked about how the program "Awesome and Beyond" could be improved or what they felt the needs of the students were. In this way, learning was done collaboratively.

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

We developed a program called "Awesome and Beyond." This program focused on an "big" area (e.g., communication) and focused on one area of communication per session. For example, in a session, a communication goal might be: "Congratulate another person for a job well done." In this session students may play a friendly game such as "Kahoot." When a student would win, the others were encouraged to support and cheer one another on to show sportsmanship and positive peer relationships. Each week and new area of communication was focused on. This "big area" focus would last for a term, and then another term, the big area was "personal and social".

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



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It is difficult to know exactly the difference that was made in students. However, one thing we were very satisfied with is that students really looked forward to Awesome and Beyond. Social and emotional learning were embedded in very fun activities which lead students to regularly ask when the next session was. One student's parents said that the only thing that seemed to be keeping him going at school was Awesome and Beyond, as the rest of school was very frustrating for him. Even providing an avenue for students to enjoy school while supporting their social and emotional learning was rewarding and beneficial.

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.

I have learned that students need to feel good when they are at school. It would seem that more often than not, they remember the relationships they have (or those they lack for that matter) and they need avenues to feel empowered. Students also need opportunities to develop their social emotional learning in a way that is not necessarily on a worksheet, but rather, in a raw, organic form with teachable moments and immediate feedback in a situation/activity they enjoy.