



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Forest Park Elementary

School District: SD#68 Nanaimo-Ladysmith

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Type of inquiry: NOII

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

Curricular area(s): Career Education, Language Arts - Literacy, Language Arts - Oral Language, Language Arts - Reading, Language Arts - Writing

Focus area(s): Core competencies (for example, critical thinking, communication, problem



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solving), Formative assessment, Growth mindset, Social and emotional learning

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

Can learners describe in their own words what they are learning, how it is going and where they are going next? (Student Voice)

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 became curious during our revised parent teacher conferences. As a school, teachers chose how they were going to gather evidence of student learning to communicate with parents via student led conferences, individual meetings or using Freshgrade (an eportfolio). What we realized is that all too often we share what students did well, where they were at and what they can do next but we didn't always include their voice. How were we as teachers demonstrating that learners were at the center and were students able to be articulate their strengths and understanding of how they learn?

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

Can learners describe in their own words what they are learning, how it is going and where they are going next? (Student Voice) Our question allows students to develop a multiple of core competencies by reflecting on their learning and using their student voice.

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.

On the surface, most of the students were able to discuss how they felt about their learning, however they were unable to tell us more or go deeper into how they were learning. As students completed assignments, we soon realized they were unable to reflect on their learning process and we need to address our focus.

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?



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As a staff we had ongoing discussions around our hunch and what we were observing in each of our classrooms. We decided to use a couple of our PLC discussions to look at: What are we already doing? What other resources can we use? How will we know if it is working?

Here are some things we worked on together:

- Develop/use templates and structures to guide students in giving their reflections on their learning
- Explore tools/ resources/sites including how to use Freshgrade
- Direct teaching of 'self-assessment' with criteria – helping students be able to reflect on the expectations of a task, how they did against the criteria, and being able to articulate their 'next steps'; after direct teaching, lots of role model practicing using the gradual release model
- Purchased/discussed and posted posters in each room using a common language

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

In the beginning of February we asked all staff to think about if and how their students were discussing their learning. We introduced and informally discussed our question, "Can learners describe in their own words what they are learning, how it is going and where they are going next?" We provided each teacher with a class list to record how each student was doing in relation to our question. As each week passed we continued to scan and discuss how things were going. We were creating a common language that could be heard in any classroom or area of the school. Teachers found and shared examples of how student learning was going. In May, teachers were given their lists back and followed the same procedure before. Discussions proved that progress was being made but will need continued support.

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

Pre and post data showed improvement in all classrooms. Ongoing discussions show a need for continued reinforcement and explicit modeled teaching for next year. Teachers were satisfied and were happy to hear deeper conversations with students.

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 question allowed students to develop a multiple of core competencies by reflecting on



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their learning and using their student voice. Our intention was focused on learners and their learning being central. We wanted all learners to be reflective, confident and express where they are going with their learning. As a school we have decided that we will continue with this focus to further student reflecting so it will be transitional in all areas of their learning.