



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Mary Jane Shannon Elementary

School District: SD#36 Surrey

Inquiry Team Members: Kim DeSchutter, Kerri Hutchinson, Julia Thompson, Meg Allen, Allison Hotti, Celine Feazel

Inquiry Team Contact Email: hotti_a@surreyschools.ca; feazel_c@surreyschools.ca

Type of inquiry: AESN

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

Curricular area(s): Not applicable

Focus area(s): Core competencies (for example, critical thinking, communication, problem solving), Inclusion and inclusive instructional strategies, capacity building - staff directed

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

Building professional capacity

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 that there was some lack of connection between students and a wide range of staff members. There were some that had difficulty with answering the 4 key questions with confidence.

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

We selected staff capacity building. We felt that it would have the greatest impact on learner experiences. The collaborative aspect would allow for support through the process, and give opportunities to problem solve. We felt that we would be able to have an influence beyond our classrooms, which over the long term would make contributions to our larger school community that would influence the trend we saw with learners and their



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

connection to staff and their future prospects.

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 believe that there has been missed opportunities to communicate messages that will reinforce learner strengths and capacity.

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?

FNESC grade and subject resources

-Picture books to support identity and inquiry work (Shi-shi etko, Shin Chi's Canoe, Sometimes I Feel Like a Fox, Wild Berries, Thunderboy Jr., Animals of the Salish Sea, When I Was Eight)

-collab time to develop cross grade projects based on

-Orange Shirt Day Guide

-MOOC

Some staff were able to access additional learning opportunities through

-Building Bridges

-Honouring the Journey: 7 Sacred Teachings Training

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

We had individual classes working on shared themes, as well as classes collaborating as buddy groups to explore ideas we were working through via the teacher professional collaboration and learning. For example: Animals of the Salish Sea as a spring board to identity traits that they were most proud of that could be represented in clay identity tiles, Sometimes I Feel Like a Fox as an inspiration for creating masks and portraits. Wild Berries for cross grade place based inquiry into family activities

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

We know that this year is a starting place for what we want to accomplish. We know that identification of the trends we saw in the 4 key questions are issues that the whole school



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

community needs to be aware of.

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 know that it is important to develop a community of inquiry as professionals working to make impacts on school values and goals.