



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Pemberton Secondary School

School District: SD#48 Sea to Sky

Inquiry Team Members: Lesley Clements

Inquiry Team Contact Email: lclements@sd48.bc.ca

Type of inquiry: AESN

Grade levels: Secondary (8 - 12)

Curricular area(s): Applied Design, Skills & Technology

Focus area(s): Aboriginal understandings (for example, Traditional Knowledge, oral history, reconciliation)

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

Investigating indigenous ways of food gathering and production; therefore, uncovering reasons as to why things are the way they are and getting my students to question the status quo.

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?

My scan told me that I wanted to connect my students to their learning; therefore, I wanted to investigate something that was tangible within my area of foods and nutrition at the secondary level.

I believe that the experiences of my learners that were most important for my ingenious and non indigenous students was to learn first-hand traditional learning's from our aboriginal workers in the school and also have them research traditional forms of food production within the local indigenous nations.

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



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I selected this area of learning because of the geographical area our school's in, the make-up of our student body and the recourses available to us, (2 very knowledgeable Indigenous resource workers in our school). Initially, this research took our entire senior foods & nutrition class our hiking into the surrounding mountains in search of wild mushrooms. Our second stage of the inquiry was for students to trace the beginnings of bread - with some students in our class searching the connections of bread with indigenous people.

I wanted my students to begin to uncover for themselves knowledge of indigenous ways of knowing and being.

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.

Many of my indigenous students seemed to have little knowledge of their own cultural traditions or heritage. Just because we have a large indigenous population at our school doesn't mean they are educated in their own traditional ways of knowing and being. This is a responsibility the communities and the schools share.

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?

Some areas of new professional learning I explored during my inquiry was collaborating with various teachers and people within our school and community. Additionally, it was very helpful collaborating with our Shared Learning's committee within our district. Exploring ways of aboriginal knowing and being was also very helpful.

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

The strategies I decided on was to make the learning as authentic as possible. Getting out of my own comfort zone and out of the actual school building to the forest. Having the students be in charge of their own investigations and seeing where their research will lead them allowed for the authentic learning to shine through. Having outside experts involved in their learning allowed for their curiosities to be I gave up on control and let the class run organically, allowing the students to follow their own curiosities.



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

I feel that most of my students learned a lot through my inquiry; however, there were 2 students in particular that I wanted to see really get interested in their own cultural and research the origins and the impact of bread/bannock had on the first nations peoples, but because of their irregular attendance, they didn't get the full effect of the project. Next time I do a similar project I will ensure all of my students are very involved and they can maximize their learning.

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 learned that due to irregular attendance of some segments of our school population, strategies must be set up so everyone can benefit from the learning and research that happens in our classrooms.

I would take my inquiry further into our community and access more local experts and have them come to the school and have our class venture further in their explorations. The advice I would offer schools with similar interests would be to access their local indigenous experts and have them speak in your classes and get your students out into their local communities exploring local knowledge.