



## Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

### 2016 - 2017 AESN / NOII Case Study

**School Name:** Quarterway

**School District:** SD#68 Nanaimo-Ladysmith

**Inquiry Team Members:** Sean Walsh, Sigal smith Dominique Sullivan

**Inquiry Team Contact Email:** dominique.sullivan@sd68.bc.ca

**Type of inquiry:** AESN

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

**Curricular area(s):** Applied Design, Skills & Technology, Language Arts - Oral Language, Social Studies, aboriginal education

**Focus area(s):** Aboriginal understandings (for example, Traditional Knowledge, oral history, reconciliation), First Peoples Principles of Learning

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

Aboriginal ways of knowing /learning, local Aboriginal awareness/appreciation in the school.

**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 wanted to look at the First Peoples Principles of Learning: Learning is embedded in memory history and story. What do student know about residential schools?

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

We wanted students to enhance their aboriginal understandings and work towards truth and reconciliation.

**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.



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We hoped students would understand the truth regarding residential schools and the intergenerational legacy.

**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 Indian residential school G. 5 Teacher Guide  
Shi-shi-etko by Nicola I. Campbell activity and sewing of memory bags.

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

We sewed money bags with 250 students from G.4-7 as we followed FNESC lesson plan for Shi-shi-etko by Nicola I. Campbell

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

We were profoundly moved by student's level of maturity and comprehension of a dark and difficult chapter in Canadian history. They understood complex and related issues of taxation, reserve system, United nations rights of a child and the 2007 convention of indigenous people.

**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.

Sewing the memory bags bonded us as a community and satisfied the ADST curriculum.