



Networks of Inquiry and Innovation **Aboriginal Enhancement Schools Network**

2016 - 2017 AESN / NOII Case Study

School Name: Spring Creek Elementary

School District: SD#48 Sea to Sky

Inquiry Team Members: Andrea Franklin

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

Type of inquiry: AESN

Grade levels: Primary (K - 3)

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

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

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

Fostering an awareness of local First Nations culture within the school and extending out to the wider community.

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 reflected on how my inquiry went last year and realized that I hadn't made the progress that I was hoping for, so I had to step back and start from a different angle. I know that where we will go next is to revisit my last year's inquiry of "How connecting story/history to place influences curiosity and eagerness to learn more about local First Nations cultures." (How's it going? Where to next?) Talking about why it might be important for people to be aware of the territory they are learning on has sparked curiosity about the local cultures in our area. Knowing that we needed to have some kind of picture fueled learning about symbolism in both cultures. Learning to draw a thunderbird and salmon (which are important for both territories we are representing) has brought the students together and challenged them to develop their drawing skills and to work with each other and support each other. The OECD principles of learning reflected during this process were: stretching



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all students, recognizing individual differences, learning is social and learners are at the centre of the process.

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

I wanted to spark curiosity and a need to find out information. I was also hoping to start conversations inside and outside of school about local cultures.

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.

I was concerned that lack of acknowledgement of territory that we were learning on was contributing to lack of general knowledge about local First Nations culture and their history in our area.

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?

I have learned more about local First Nations culture and similarities between the cultures. I have explored using art to facilitate conversations and learned to draw in a First Nations style. I have begun collaborating on this project with a fellow teacher at my school.

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

We used the internet and our First Nations support worker to learn more about the two local First Nations cultures in our area.

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

I do not know yet as we are still in the process of creating the canvasses and have not yet had the chance to hang them. All of the learning documented so far is what has happened in two k/1 classes our school.

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.



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I have become better at locating resources (internet and people). I have become better at shaping driving questions that put my students in charge of their learning and lead them in the general direction that I am hoping that they will go in. Next year I plan to see what influence the signs have.