



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Uplands Park

School District: SD#68 Nanaimo-Ladysmith

Inquiry Team Members: Marcy Boudreau, Nicole Jamieson, Shauna Keith, Sara Anderson

Inquiry Team Contact Email: mboudreau@sd68.bc.ca

Type of inquiry: NOII

Grade levels: Primary (K - 3)

Curricular area(s): Language Arts - Literacy

Focus area(s): Differentiated instruction, Flexible learning, Formative assessment, Inclusion and inclusive instructional strategies

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

Can scheduled targeted play-based literacy stations make enough of an impact on Grades K/1 students learning to read?

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?

Our scanning process involved the implementation of whole class reading assessment and whole group teacher reflection on student data.

We discovered these three key areas after our scanning process:

- many students were struggling to learn to read
- low engagement for our learners
- teacher pressure to reach all students

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

Literacy is a common passion among us teachers and a definite need for our learners, especially those who are struggling.



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

One focus was to utilize the minimum human/ physical resources to make the greatest impact(collaborative scheduling according to data)

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.

Students who were struggling to learn to read were being pulled out of literacy time to be given instruction. These students were not only missing valuable classroom time but were also not showing significant growth.

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?

As a group we attended the Joyful Literacy Summit and used the Joyful Literacy resources. (Books) We also took advantage of professional learning community time offered multiple times in the year to discuss our learners and what was working, what needed to be changed and also what next/

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

We created targeted literacy centres that focused on critical skills in reading. We offered 6 weeks of targeted play with these specific literacy centres, then assessed the students and then created new/or revamps literacy centres to target other literacy skills students needed to learn.

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

Yes we have made a difference with our learners as the majority of them demonstrated joy/excitement in learning literacy skills in a play-based model, have more regulated learning as well as confidence when tackling literacy challenges. When we targeted a specific literacy skill for 6 weeks and then reassessed, those particular students showed significant growth with that skill.

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.



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

2016 - 2017 AESN / NOII Case Study

What we have learned as a group is that the:

- leader with small group for learning to be explicit
- multi-leveled and multi-purpose stations provide access points for all students
- performance best in own class/ with own teacher