



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Wellington Secondary

School District: SD#68 Nanaimo-Ladysmith

Inquiry Team Members: Tina Pedersen, Stacy Aitken, Scott Robertson, Melissa Tolsma, Kate Brooker and Brian Lennox

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

Type of inquiry: NOII

Grade levels: Secondary (8 - 12)

Curricular area(s): Grade 8 program development

Focus area(s): Inquiry-based learning

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

We discussed our inquiry for the year and collaboratively decided that we want to try to determine if how we are changing the learning for grade 8's then will it have the desired effect on our grade 8 learners.

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?

In the scanning phase we observed our grade 8 learners for the first seven days in "Wildcat Camp". We administered the math assessment (Diagnostic Math Assessment (NWCP Edition) and the literacy assessment during this time as our base line, along with our anecdotal assessment. We are planning to use the four questions as we head into term two. What stimulated our curiosity is we want to know if the grade 8 program is helping our grade 8 learners transition into high school more effectively than our previous grade 8 program.

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



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

We wanted to engage students more, with respect to academics and joining teams, clubs and student council.

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.

Grade 8's did not get the opportunities to be together as a group, they simply started in their separate classes.

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?

We collaborated to create Wildcat Camp. We read "IQ a practical guide to inquiry-based learning" by Jennifer Watt and Jill Colyer. We involved former Woodland teachers to guide us with the Cedar Inquiry.

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

We planned a nine day Wildcat camp with the intention of introducing grade 8's to a variety of learning skills. We also carried out an inquiry which all grade 8's chose their own question, carried out research and designed a test - an experiment, survey or interviews so they would have their own raw data. Our second inquiry was a cross-curricular regarding the cedar tree with respect to it's aboriginal importance. There were many other differences in this grade 8 year; for example, Yes to Know Conference, Pre-party, using Google Classroom and a linear time table to name a few.

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

We have made a difference as the grade 8's are involved in the school more so than previous years. In assessment by focusing on learning as opposed, "Worth Marks" and moving away from teacher directed projects and moving to more choice for students this seems to have more students engaged. as oppose to previous years. We have collected the data and are in the midst of compiling it. We do not have a baseline from previous years, however, we have started a baseline for this school year. The linear timetable has helped us develop relationships with students faster and build them quicker..



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

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.

Our next steps - improve how we deliver the Wildcat Camp by incorporating the seven sacred teachings, new Welly Leaders former grade 8's, assess all students at one time and include more curricular areas in inquiry. We need to learn more about developing leadership, inquiry and team building with the grade 8's.