



Networks of Inquiry and Innovation Aboriginal Enhancement Schools Network

2016 - 2017 AESN / NOII Case Study

School Name: Whistler Secondary

School District: SD#48 Sea to Sky

Inquiry Team Members: Heather Sallows, Renee Gowdy, Tanina Williams, Erin Boisvert

Inquiry Team Contact Email: as above

Type of inquiry: NOII

Grade levels: Secondary (8 - 12)

Curricular area(s): Language Arts - Oral Language

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

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

Connecting with local elders to increase awareness and understanding about the shared territory we live on.

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 used the process to assist us with our schools Aboriginal Youth Leadership team. By doing so we were able to have this group create questions they would use to interview elders for a documentary film project.

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

We hoped that this process would not only create a greater understanding for our youth but that it would allow for their voice and choice in the process.

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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Members of our youth group definitely grew as leaders and were more willing and confident in this role.

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?

Our district Aboriginal Learning Principal Susan Leslie and our school cultural leader Tanina Williams were key to our success.

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

The team met weekly and participated in our district wide 24 Hour Drum ceremony. The adults supporting this team were mindful of encouraging and listening to the student voice.

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

Participation in the group increase throughout the year and students participation (speaking out) at district gatherings increased.

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.

With encouragement and by providing opportunities students not only connected with elders and gained knowledge, they grew as leaders.