



2017 – 2018 AESN & NOII Inquiries – by DISTRICT

	SCHOOL NAME	SCHOOL DISTRICT	FOCUS AREA	TYPE
1	Burton Academy	SD#10 Arrow Lakes	Helping students learn how to establish and transfer information, determine objectives, strategies and tactics and organize resources in order to achieve a particular goal.	NOII
2	Edgewood Elementary	SD#10 Arrow Lakes	Moving students from passive to active learners by targeting 4 identified issues: fixed mindsets, self-regulation, dis-engagement (boredom) and cognitive strategies.	NOII
3	Lucerne Elementary Secondary School	SD#10 Arrow Lakes	As part of a complete and holistic primary education, we are working to see what happens when we integrate social-emotional learning in students' every day activities.	NOII
4	Nakusp Elementary	SD#10 Arrow Lakes	Developing core competencies through e-portfolio reflections.	NOII
5	Nakusp Elementary	SD#10 Arrow Lakes	When using Freshgrade to report learning to parents, will students take ownership of their learning as they self assess and self report?	NOII
6	Nakusp Elementary	SD#10 Arrow Lakes	Social Emotional Learning through mini-Literature Circles.	NOII
7	Nakusp Elementary	SD#10 Arrow Lakes	Will the addition of a sound field system in a diverse Grade 2 classroom show a greater level of student engagement and improve students' capacity to sustain attention?	NOII
8	Nakusp Elementary	SD#10 Arrow Lakes	By identifying students' specific early emergent foundational reading skills, are we able to intervene with early intervention strategies and practice helping students to develop emergent skills necessary to improve their reading skills and see themselves as successful readers by the end of grade 3?	NOII



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9	Nakusp Secondary School	SD#10 Arrow Lakes	Will a combination of digital, text based, journal, geographical map or other media source styles of research be more meaningful than just digital web based research in a Secondary Foods class?	NOII
10	Nakusp Secondary School	SD#10 Arrow Lakes	Creating lessons and activities for Science 8 and Socials Studies 8 students that are differentiated and inclusive.	NOII
11	Nakusp Secondary School	SD#10 Arrow Lakes	What happens when you use P.E. games to teach basic physical literacy skills such as jumping, throwing, moving efficiently?	NOII
12	Nakusp Secondary School	SD#10 Arrow Lakes	The use of learning breaks (ie. games, movement, mindfulness strategies) to enhance student focus and engagement in our learning environments.	NOII
13	Nakusp Secondary School	SD#10 Arrow Lakes	Growth Mindset and Self-Regulation in ADST with the intent to ensure opportunity for accessibility, inclusion, and engagement.	NOII
14	Nakusp Elementary School	SD#20 Kootenay-Columbia	Math Mindset, and math inquiry learning.	NOII
15	Big Lake Elementary	SD#27 Cariboo-Chilcotin	To what extent can we improve student growth through the core competencies and take ownership of their learning by creating a schoolwide culture of thinking?	NOII
16	Cataline Elementary	SD#27 Cariboo-Chilcotin	Ownership of learning.	NOII
17	Chilcotin Road Elementary	SD#27 Cariboo-Chilcotin	Applied Design, Skills, and Technologies.	NOII
18	Horse Lake Elementary School	SD#27 Cariboo-Chilcotin	Fostering a sense of belonging and/or community.	NOII
19	Lac La Hache Elementary	SD#27 Cariboo-Chilcotin	Social-emotional learning and school vision.	NOII



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20	Lake City Secondary-Columneetza Campus	SD#27 Cariboo-Chilcotin	Identifying and supporting students with very low literacy skills (significantly below grade level).	NOII
21	Mile 108 Elementary	SD#27 Cariboo-Chilcotin	Self-regulation and explore implementing programs (or versions thereof) into classes. Does direct teaching of regulation translate into better student achievement?	NOII
22	Uplands Elementary	SD#33 Chilliwack	We were interested in all students developing a greater understanding of local First Nations experiences and to explore the extent of First Nations culture in their own lives.	AESN
23	Dorothy Peacock Elementary School	SD#35 Langley	Increasing an appreciation of Social and Emotional Competency through providing opportunities to do Environmental Place Based Learning.	NOII
24	James Kennedy Elementary School	SD#35 Langley	How can codeable robots facilitate innovation, community, inclusion and self regulation?	NOII
25	Beaver Creek	SD#36 Surrey	Transition to school, building trust with our families, making positive connections.	AESN
26	Erma Stephenson Elementary	SD#36 Surrey	Develop an awareness and understanding of Indigenous culture and principals of learning by students and staff.	AESN
27	Fleetwood Park Secondary	SD#36 Surrey	How does embedding an Indigenous worldview through the creation of nature focused learning spaces enhance our diverse and urban students' academic and social/emotional learning?	AESN
28	Fraser Heights Secondary	SD#36 Surrey	Building reconciliation.	AESN
29	Johnston Heights Secondary	SD#36 Surrey	Increasing Aboriginal youth connection to the school community.	AESN
30	LA Matheson Secondary	SD#36 Surrey	Continue our focus on culturally relevant pedagogy but connect it to the ways our students find health and wellness.	AESN



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31	Lena Shaw Elementary	SD#36 Surrey	Making meaningful and thoughtful connection between the First Peoples Principles of Learning and the Core Competencies.	AESN
32	Mary Jane Shannon Elementary	SD#36 Surrey	Does a place based instructional focus, one rooted in First Peoples Principles of Learning and Science through connections to our adjacent urban forest and expressed through multiple modalities, give us opportunities to develop learners' knowledge and experience that they are in fact integral members of a community that supports them, and believes in their capacity for success?	AESN
33	Panorama Ridge Secondary	SD#36 Surrey	Bringing Indigenous pedagogy and First Peoples' Principles of Learning into our classrooms and our colleagues' classrooms.	AESN
34	Princess Margaret Secondary School	SD#36 Surrey	We are very interested in the 5 components of Social Emotional Learning and how they might help our students be more successful at school and in their community. In addition, we hope to learn about indigenous approaches to emotional competencies.	AESN
35	William Watson Elementary	SD#36 Surrey	To increase our understanding of First Peoples Principles of Learning across the curriculum, while focusing our efforts directly on incorporating aboriginal learning and traditional knowledge of outdoors (plants, trees, environment etc).	AESN
36	Richmond	SD#38 Richmond	How can an immersive day of teachings from our local First Peoples, the Musqueam people, on Musqueam land enrich the understandings of students with diverse Aboriginal ancestries, in terms of building a sense of identity,	AESN



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			and connection to history, culture and land?	
37	Richmond	SD#38 Richmond	How can having teacher advocates at schools make a difference for students with Aboriginal ancestry?	AESN
38	Spulukwuks Elementary	SD#38 Richmond	Local First peoples community with a focus on Musqueam.	AESN
39	Whiteside Elementary	SD#38 Richmond	Connecting to place through outdoor learning experiences such as storytelling and gardening.	AESN
40	Alpha Secondary School	SD#41 Burnaby	How can we improve the academic success and school connectedness of our Aboriginal students? How can we improve our Aboriginal students' cultural connectedness to their local community?	AESN
41	Burnaby Central Secondary School	SD#41 Burnaby	Indigenous knowledge is a critical part of learning about the historical traditions of the Metis paddle.	AESN
42	Burnaby North	SD#41 Burnaby	Re-designing the Burnaby Museum to include First Peoples history, perspective and worldview.	AESN
43	Byrne Creek Community School	SD#41 Burnaby	How our Aboriginal students are developing a greater understanding of and appreciation of Indigenous knowledge.	AESN
44	Clinton Elementary School	SD#41 Burnaby	Address the goals of the Burnaby Aboriginal Enhancement Agreement: community connectedness and belonging. To increase knowledge and understanding of Aboriginal history, traditions, and cultures, for all learners, supported by the wider school community.	AESN



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45	Ecole Armstrong Elementary School	SD#41 Burnaby	To increase Aboriginal learners' connection to the school community with a sense of place and belonging that supports and reflects Aboriginal cultural values and perspectives.	AESN
46	Forest Grove Elementary School	SD#41 Burnaby	How can the aboriginal perspectives on the 7 Sacred Teachings impact/influence perspectives on aboriginal education and education of all learners?	AESN
47	Marlborough Elementary	SD#41 Burnaby	Will acknowledging indigenous culture through reflective and reflexive practices increase positive attitudes and support and enhance understanding towards indigenous peoples?	AESN
48	Montecito Elementary	SD#41 Burnaby	How can we increase understanding of aboriginal world views among our students, staff and parents as well as build connectedness within our school community?	AESN
49	Moscrop Secondary	SD#41 Burnaby	How can we increase cultural connections for Aboriginal students to increase school attendance as well as school and community engagement?	AESN
50	Brackendale Elementary School	SD#48 Sea to Sky	Will student created videos about the land, people and culture of Squamish increase students' ability to share, connect and build cultural understanding? Will sharing knowledge of self increase empathy and respect for others?	AESN
51	Don Ross Middle School	SD#48 Sea to Sky	Understand where we as a school are, in terms of where we have been, where we are right now and where we could go next in relation to reconciliation.	AESN
52	Mamquam Elementary	SD#48 Sea to Sky	Will building connections between students (both in class and as a whole school), build confidence and understandings of each other, and help them move towards independence in the areas of solving	AESN



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			problems, developing growth mindset and developing creative and critical thinking skills?	
53	Sea to Sky Alternative School	SD#48 Sea to Sky	Many students excel when offered opportunities for ownership of learning & exploration of self identity.	AESN Transitions
54	Signal Hill School	SD#48 Sea to Sky	What impact will infusing traditional salmon celebration teachings into the primary numeracy program have on learner skill development in the areas of counting, sorting, patterns, shapes and probability?	AESN
55	Spring Creek Community School	SD#48 Sea to Sky	The traditional Lil'wat seasonal calendar, the salmon life cycle and connection to the land.	AESN
56	Valleycliffe Elementary School	SD#48 Sea to Sky	Learning about the impact of Growth Mindset through drawing or carving with a Squamish Nation lens.	AESN
57	Whistler Secondary	SD#48 Sea to Sky	Increasing aboriginal content/learning in non humanities classrooms.	AESN
58	Pemberton Secondary School	SD#48 Sea to Sky	In what ways can authentic assessment be used as a tool to increase learner engagement?	NOII
59	Sea to Sky Alternative School	SD#48 Sea to Sky	The use of strategy board games to increase student engagement and stamina in other forms of literacy: reading, writing and math literacy.	NOII
60	Don Ross Middle School	SD#48 Sea to Sky	Effective ways of learning and presenting our new Hydroponics growing systems, including set up and management and a focus on nutrition.	NOII
61	Gudangaay Tlaats'gaa Naay Secondary School	SD#50 Haida Gwaii	Creating opportunities to make connections/relationships and address curricular areas of need outside of the classroom.	AESN Transitions



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62	Sk'aadgaa Naay Elementary	SD#50 Haida Gwaii	Early literacy, Language Arts - Oral language, vocabulary development by incorporating First Nations culture and principles of learning (Haida - Xaayda Kil IRP), building community connections, graphic design, computer technology.	AESN
63	Charles Hays Secondary School	SD#52 Prince Rupert	Investigate the process of creating a decolonized teacher; the evolution of the spirit and mind in the decolonizing journey.	AESN
64	Pacific Coast School	SD#52 Prince Rupert	Blended learning curriculum within an alternate learning environment.	AESN
65	Roosevelt Park Elementary School	SD#52 Prince Rupert	Through the lived experiences of engaged community participants how do we speak through food security and how does it inform better learning?	AESN
66	Conrad Elementary	SD#52 Prince Rupert	How will computational thinking enhance students' problem-solving skills?	NOII
67	Pineridge Elementary	SD#52 Prince Rupert	The Kindergarten and Grade 4 class is looking to work together as buddies to focus on how they can build a greater sense of resiliency, empathy and school community through STEM activities.	NOII
68	Pineridge Elementary School	SD#52 Prince Rupert	Developing oral language through experience in the outdoor classroom.	NOII
69	Southern Okanagan Secondary School	SD#53 Okanagan Similkameen	How can we help our students prepare to transition to the next stage of their experience?	AESN Transitions
70	Muheim Elementary	SD#54 Bulkley Valley	How will incorporating indigenous ways of knowing and place-based education increase student engagement in the classroom?	AESN
71	Silverthorne Elementary	SD#54 Bulkley Valley	Will employing a school-wide, year-long cultural framework increase aboriginal achievement?	AESN
72	Walnut Park Elementary	SD#54 Bulkley Valley	Aboriginal understandings, First Peoples Principles of Learning, Indigenous pedagogy, and Land, Nature or Place-based learning.	AESN



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73	Smithers Secondary School	SD#54 Bulkley Valley	Mindset, UDL, engagement, and Aboriginal ways of knowing in the curricular area of Math.	NOII
74	Smithers Secondary School	SD#54 Bulkley Valley	Form a Robotics Team that will travel to a Robotics competition and gain skills and a sense of pride in their accomplishments. Bring those students to the elementary schools to demonstrate a robotics competition, share their experiences, and teach some basic robotics.	NOII
75	Walnut Park Elementary School	SD#54 Bulkley Valley	Developing self-regulated learners through creating flexible learning spaces with innovative options.	NOII
76	Walnut Park Elementary School	SD#54 Bulkley Valley	In what way will creating a safe learning environment in which students are able to learn deeply through self-determination and self-regulation impact learning?	NOII
77	Golden Secondary School	SD#6 Rocky Mountain	We are focusing on how we can use the Spiral of Inquiry to guide meaningful work that targets improvement in writing.	NOII
78	North Peace Secondary School - Energetic Learning Campus, Bert Bowes Middle School, Dr. Kearney Middle School	SD#60 Peace River North	Consistently and throughout the year, use the Four Questions with the students with the goal to be able to self-reflect using the questions.	AESN Transitions
79	Charlie Lake Elementary	SD#60 Peace River North	Focus on purposeful play and inclusiveness on the playground.	NOII
80	Charlie Lake Elementary	SD#60 Peace River North	Growth mindset, perseverance, numeracy, engagement.	NOII
81	Dr. Kearney Middle School	SD#60 Peace River North	Developing student math muscles and their perseverance.	NOII
82	Ecole Central Elementary	SD#60 Peace River North	What actions through collaborative teaching and differentiated instructions will be most effective in educating students with different learning needs?	NOII



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83	Ecole Central Elementary	SD#60 Peace River North	Does technology (particularly IXL Math and Early Literacy) enhance the teacher's ability to offer differentiated instruction and foster inclusion?	NOII
84	Learning Services, NPSS, BBMS	SD#60 Peace River North	Supporting our ELL students experience from grades 7 - 12 and what they need to be successful.	NOII
85	SD64 (Multiple School Sites)	SD#64 Gulf Islands	Learning and assessment practices that support social emotional development, engagement & empowerment, and wellness for students and staff.	NOII
86	Dover Bay Secondary School	SD#68 Nanaimo-Ladysmith	To determine how the completion of a guided inquiry project, that is focused on First Peoples, prepares grade 8 students to complete a personal inquiry project later in the year.	AESN
87	Ecole Hammond Bay	SD#68 Nanaimo-Ladysmith	We want to examine and promote aboriginal sports and history in order to further engage our students and build a stronger sense of community.	AESN
88	Ecole Quarterway	SD#68 Nanaimo-Ladysmith	How to decrease student stress using Coast Salish wisdom regarding nature therapy/Ecotherapy/connections to the land and the the Open Hearts framework from Dalai Lama Center. How can we support basic human needs at school through a holistic First Nations view of the child?	AESN
89	Forest Park Elementary	SD#68 Nanaimo-Ladysmith	Increasing Aboriginal understanding by planting indigenous plants in our community garden. How are plants a part of Aboriginal History? What does the Earth contribute to you?	AESN
90	Frank J. Ney Elementary	SD#68 Nanaimo-Ladysmith	Using an Aboriginal lens to guide us as we continue to learn more about how Outdoor Education helps our students develop self-regulation and social responsibility skills, foster and grow an interest for environmental	AESN



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			education, and respect for First Nations cultures.	
91	John Barsby Community Secondary	SD#68 Nanaimo-Ladysmith	What does reconciliation mean for the John Barsby Community? What does it look like in the John Barsby Community? What is healthy and positive about reconciliation? What areas of reconciliation need to be addressed or developed?	AESN
92	Ladysmith Primary School	SD#68 Nanaimo-Ladysmith	Pairing Self-regulation, using Zones of Regulation, Indigenous pedagogy, and Aboriginal perspectives and ways of knowing to help our students to learn to self-regulate.	AESN
93	Ladysmith Secondary School	SD#68 Nanaimo-Ladysmith	We will be creating a 'reconciliation' blanket using traditional Coast Salish techniques and teachings.	AESN
94	NDSS	SD#68 Nanaimo-Ladysmith	How can we increase feelings of connection between Aboriginal students and the school through acts of Reconciliation?	AESN
95	Pleasant Valley Elementary	SD#68 Nanaimo-Ladysmith	Support our students and, in turn their families, to have a positive personal and cultural identity and to increase Aboriginal student and family engagement by working and learning together in a school wide family heritage project that will connect students to their local heritage and culture, and give staff an opportunity to learn more about our families.	AESN
96	Wellington Secondary School	SD#68 Nanaimo-Ladysmith	To explore how creating significant artworks that are land-based, with traditional First Nations art embedded foster increased understanding of First Nations Principles of Learning throughout the school community.	AESN
97	Bayview Elementary	SD#68 Nanaimo-Ladysmith	Differentiated literacy instruction with a focus on Writing. Dynamic instruction that is	NOII



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			responsive to formative assessment data.	
98	Brechin Elementary	SD#68 Nanaimo-Ladysmith	Structures to improve student writing from grade 3-7.	NOII
99	Cedar Community Secondary	SD#68 Nanaimo-Ladysmith	Using the Circle of Courage framework to refine, practice and celebrate resiliency in our students, and lead to increased social-emotional health.	NOII
100	Cedar Elementary School	SD#68 Nanaimo-Ladysmith	Mathematics development, instruction, intervention, and assessment.	NOII
101	Cilaire Elementary	SD#68 Nanaimo-Ladysmith	Developing the use of a common language to help students recognize their strengths, abilities and weaknesses when it comes to their learning and contributions to our classrooms, school and broader community.	NOII
102	Departure Bay Elementary Eco School	SD#68 Nanaimo-Ladysmith	To support the literacy growth in both the primary and intermediate grades and to support resiliency in the students through applying a flexible, differentiated, supportive literacy framework.	NOII
103	Fairview Community School	SD#68 Nanaimo-Ladysmith	Building number sense in our learning by considering common language, experiential and flexible learning experiences, clear scaffolding strategies and with agreed upon common resources.	NOII
104	Gabriola Elementary School	SD#68 Nanaimo-Ladysmith	Developing and maintaining relationships in our learning community is essential to our ability to support learners in a place-based environment to develop literacy, numeracy and social skills.	NOII
105	Georgia Avenue Elementary	SD#68 Nanaimo-Ladysmith	Building infrastructure for record-keeping in a differentiated literacy classroom for conferencing with individual students, then developing the skills of noticing and teaching reading for the purposes of efficient and effective conferencing.	NOII



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106	Ladysmith Intermediate School	SD#68 Nanaimo-Ladysmith	Our focus is to increase student numeracy skills and basic math understandings through targeted school-wide assessments for learning, differentiated learning groups, and cross-grade, school-wide interventions.	NOII
107	Mountain View Elementary	SD#68 Nanaimo-Ladysmith	We are exploring the use of STEAM activities in our teaching/learning experiences in an effort to engage students more effectively.	NOII
108	Nanaimo District Secondary School	SD#68 Nanaimo-Ladysmith	School-wide inquiry with the Student Spaceflight Experiment Program (SSEP) that develops a STEAM education.	NOII
109	North Oyster Elementary	SD#68 Nanaimo-Ladysmith	Use restorative practices as an approach to be proactive about issues that arise at school. For example, having regular classroom circles to allow students to share their feelings as well as their ideas about learning.	NOII
110	Park Avenue Elementary School	SD#68 Nanaimo-Ladysmith	Our focus is literacy with an emphasis on increasing reading levels.	NOII
111	Randerson Ridge Elementary	SD#68 Nanaimo-Ladysmith	Helping students read and understand non-fiction texts.	NOII
112	Rock City Elementary	SD#68 Nanaimo-Ladysmith	Growth mindset in Mathematics	NOII
113	Uplands Park Elementary	SD#68 Nanaimo-Ladysmith	Supporting teachers in delivering the Personal Health Education (PHE) curriculum, specifically in areas that might be more challenging or uncomfortable for educators.	NOII
114	Wellington Secondary	SD#68 Nanaimo-Ladysmith	Using Inquiry Based Learning to help facilitate Differentiated Instruction.	NOII
115	Wellington Secondary	SD#68 Nanaimo-Ladysmith	Use the themes of celebrations to develop a greater understanding of the cultures of our students and embrace the diversity of our student population.	NOII



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116	Nanoose Bay Elementary School	SD#69 Qualicum	How does an intentional focus of planning to meet the needs of all learners using both diagnostic and formative assessment and inquiry impact student learning?	NOII
117	Wickaninnish Community School	SD#70 Alberni	We are wondering how building First Nations drums and then using them in celebrations, in our learning journey, and with community members will help our students and community feel more connected to our school community.	AESN
118	Arden Elementary and Valley View Elementary	SD#71 Comox Valley	Exploring the interconnectedness of science and mathematics, and the holistic nature of learning, through inquiry-based learning.	AESN
119	Ecole PuntledgePark Elementary School	SD#71 Comox Valley	Two French Immersion Kindergarten classes will combine with our district aboriginal K / 1 program to share aboriginal culture and language; in exchange the K/1 class will learn some French vocabulary.	AESN
120	Courtenay Elementary School	SD#71 Comox Valley	The concept of servant leadership. Exploring the effect on students and families when we build close relationships with families, and involve our community in our school.	NOII
121	Dewdney Elementary School	SD#75 Mission	Aboriginal traditions and connections to the land.	AESN
122	ES Richards Arts Based Curriculum	SD#75 Mission	Teach our students about the animal symbols of the Seven Sacred Teachings.	AESN
123	Hatzic Elementary	SD#75 Mission	The theme of reciprocity. Provide our students with opportunities to learn about the local Indigenous culture and to share this new knowledge with other learning partners in the school.	AESN



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124	Hatzic Middle School	SD#75 Mission	Extend our knowledge about the 'Seven Sacred Teachings' in relation to Indigenous culture. In particular, the sacred teaching of 'Love' and how this teaching can help build community in our school environment.	AESN
125	Cowichan Secondary School	SD#79 Cowichan Valley	What practices/structures can be put in place to make learning more meaningful and lasting?	AESN
126	Cowichan Secondary School (James Street Campus)	SD#79 Cowichan Valley	To develop positive personal and cultural identity competency in our learners.	AESN
127	Khowhemun	SD#79 Cowichan Valley	Developing stronger relationships with Aboriginal learners and their families in the community.	AESN Transitions
128	Bench Elementary	SD#79 Cowichan Valley	Will STEM technology and design principles enhance an educator's ability to foster and nurture the development of Educated Citizens by promoting student satisfaction and by increasing active learning?	NOII
129	Chemainus Secondary	SD#79 Cowichan Valley	The focus of our work is to create a fully inclusive community that is highly social and connected to others: peers, school staff, community members, etc.	NOII
130	Cowichan Secondary Quamichan Campus	SD#79 Cowichan Valley	Will a Model United Nations Program engage and enhance the development of a growth mindset regarding the Core Competencies as well as foster skills outlined in Educated Citizens by promoting student centered engagement of real-world and cross-curricular connections?	NOII
131	Crouton Elementary School	SD#79 Cowichan Valley	Develop a series of highly structured and play-based activities to be used in early learning classrooms to support all students in developing the foundational skills required to participate in the design thinking process.	NOII



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132	Ecole Mount Prevost + 10 others	SD#79 Cowichan Valley	How can we better support all students by transitioning from a traditional library model to library learning commons?	NOII
133	Uplands Elementary School	SD#82 Coast Mountains	We want to explore the effects of alternate seating in regards to the on-task behaviour of individual learners.	AESN
134	Caledonia Secondary School	SD#82 Coast Mountains	Inquiry Circles.	NOII
135	Caledonia Senior Secondary	SD#82 Coast Mountains	How travel and real life experience enhance understanding.	NOII
136	Eke Me-Xi Learning Center	SD#85 Vancouver Island North	Teacher collaboration and cross-curricular planning.	AESN Transitions
137	Eagle View Elementary School	SD#85 Vancouver Island North	How does the use of daily morning circle meetings focused on developing an increased sense of belonging, growth mindset and self regulation for the purpose of achieving goals improve learner outcomes?	NOII
138	A.J. Elliott Elementary	SD#85 Vancouver Island North	Using a cyclical based math approach, focusing on Big Idea, in addition to developing a growth mindset.	NOII
139	EBUS Academy	SD#91 Nechako Lakes	To offer cultural learning opportunities (field trips and virtual classes) that connect students to First Peoples Principles of Learning and promote the development of positive personal and cultural identity as a core competency. How can we help learners be more reflective about their learning?	AESN
140	Fort St. James Secondary School	SD#91 Nechako Lakes	The importance of the land in this area is an essential piece of who our learners and community members are, both aboriginal and non-aboriginal.	AESN
141	Fraser Lake Elementary Secondary School	SD#91 Nechako Lakes	To incorporate more First Nations content and First Peoples Principles of Learning across the curriculum to	AESN



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			engage the community, in order for our students to thrive.	
142	Nechako Valley Secondary School	SD#91 Nechako Lakes	How can place-conscious learning be used as a framework to support and strengthen learners with anxiety and other mental health challenges?	AESN
143	Fort St. James Secondary School	SD#91 Nechako Lakes	Will a restructured kinesthetic style approach to the grade 8 and 9 mathematics curriculum entice our community of diverse learners to enjoy engaging in mathematical problems, challenges, and solutions?	NOII
144	Fort St. James Secondary School	SD#91 Nechako Lakes	To foster and create an inclusive environment where students can develop the skills, confidence, and independence to take ownership of their learning by engaging in a practice which actively restructures the roles of both student learners and professional learners (teachers).	NOII
145	Fort St. James Secondary School	SD#91 Nechako Lakes	Does having a team culture focused on growth and process goals lead to players approaching other aspects of life (academics) with the same focus?	NOII
146	Mouse Mountain Elementary	SD#91 Nechako Lakes	Train learners to monitor emotions and use physical activities to calm themselves in order to enhance their ability to re-engage in learning activities.	NOII
147	William Konkin Elementary	SD#91 Nechako Lakes	Supporting struggling writers through involvement in formative assessment.	NOII
148	Ecole des Pionniers de Maillardville	SD#93 Conseil scolaire francophone	How classroom space can impact student's self-regulation and learning.	NOII

