



School Inquiry Project Application (2021-2022)

School: Eke Me-Xi Learning Centre

School Team: Leah Hubbard

"In what ways will deliberate and planned activities in the classroom, on the land, and in community shape students' sense of identity and influence their metacognition of transferable skills and strengths?"

1. Scanning: What's going on for your learners? How do you know?
 - What student achievement evidence are you looking at?
 - What is your baseline data?

The focus in the previous years was learning on the land with planned activities in the classroom, on the land and in the community that would influence students' metacognition of their transferable skills and strengths. Our focus on land literacy not only connected students with traditional land based activities, it has also provided a foundation for students to develop a connection to core competencies that will be used in transitions for success beyond school. Bringing together students, teachers, Elders and community, these learning experiences have helped build a foundation for learners to develop transferrable skills for success in all contexts. We will build on reflection activities of our students, to prepare them for completing their capstone project for graduation. These activities are designed to engage our learners with the goal of improving our attendance and graduation rates from the previous year.

2. Focusing: Where does your focus need to be? Why is this important? Where would you concentrate your focus to change the results and the experience of your learners?

Based on the student interview responses and our previous year's work we have identified the following areas of focus:

- a. We are a safe and caring school and many students comment on the sense of belonging they feel while attending Eke Me-Xi. We have many alumni who stop by to visit and tell us that they miss being at our school. Next year, we will build on this context by encouraging our learners to follow the traditional value of Maya'xala (respect).

- b. Teacher Collaboration and Cross-Curricular Planning has happened to plan and create additional learning opportunities on the land – This has had mixed results. We have found that some students look forward and attend every outing where as other students will purposely miss the activity.
 - c. We have found how some students have grown in their participation in Wednesday's activities and are able to make connections in their learning. They are able to see the big picture and understand the importance of land based learning and are able to make it applicable to learning in the classroom. Other students are not interested in participating in any activities outside the classroom and cannot make connections based on land literacy. They need assistance to make the deep connections to the content or place based knowledge.
 - d. We piloted several Student Learning Plans (SLPs) this year. We found that completing the SLP with the Child and Youth Care Worker or Principal elicited important information to jumpstart the student's relationship with the school. We have narrowed our templates to one SLP format that we will be implementing next year.
3. Developing a Hunch: What's leading to this situation? (Focus on the areas over which educators have control - not parents, the system or the learner)

High participation by some students in field trips and during traditional food harvesting activities are seen as positive indicators that this is the direction to move towards. Attendance and engagement in activities are more consistent during field trips and community learning experiences. We are going to build on our land activities by adding in weekly opportunities for students to reflect on their learning. Students will build a portfolio during the year that they can use to guide them in reporting on their core competencies and eventually their capstone graduation project.

4. Professional Learning: What do the professionals in your building need to learn? How will this learning occur? What resources can you access? How will you build in multiple opportunities for learning?

Staff are developing skills in the following areas:

- a. How to differentiate instruction to engage students in multi-level classrooms. (Mini-workshops)
 - b. A deeper knowledge of reflection and its impact on learning. Teachers will introduce the skill through direct instruction, develop the skill by practicing skill application during the teaching of other things (with coaching), provide opportunities for fluent use of the skill (without coaching or minimal support) and extended applications of the skills.
 - c. Co-curricular planning for activities on the land that explicitly link to curriculum outcomes.
 - d. Preparing and including Elders in learning activities, both on the land and in the classroom, that integrate traditional ecological knowledge.
5. Taking Action: What are you doing about it? What will staff do differently? How will you know if it's working? (Incorporate the 3 levels of Response To Intervention)
- What are the roles of Teachers, Support Staff, Principals and Vice-Principals in the inquiry?
- At the beginning of the year we will have an overview of the core activities to present to students. They will be able to commit to the seasonal activities they will be able to engage in. Students will not be expected to participate in all activities, but rather to participate in activities based on their interests and strengths.
 - Students will be presented with the expectations required for their participation in their chosen activities.
 - Seasonal learning activities on the land will be linked to classroom activities where tier one support occurs in-class, tier two support is offered in small groups and tier 3 support is 1:1 support.
 - Teachers will continue to look for opportunities for learning to occur on the land. This may include but is not limited to; trips to the homeland, student film projects, Elder participation in and out of the classroom, and increasing the use of Kwak'wala language phrases by staff.
 - Teachers will guide students in linking reflection portfolio and reporting on their core competencies.

6. Checking: Have you made enough of a difference? What evidence will you be seeking to know you are making a difference?

- When will you check in and how often?
- How can you do it in a way that allow for immediate adjustment?
- Student attendance records indicate less absences.
- Involving Elders in learning activities builds community.
- Student reflections document student growth and success.
- Students complete core competency assessment based on their reflection portfolio.
- Students complete self-assessment portion of their SLP and see connection to graduation.
- Students have completed the seasonal tasks they have committed to.

7. Itemize Your Budget Request:

\$1,100: Land/water-based activities (bussing costs, KEDC crew boat)

\$500: Honoraria for Elders (to be grandparents in classes once per day)

\$200: Inquiry Planning Sessions for Staff (September and May)

Signatures:

School Principal

Staff Rep

(VINTA, CUPE)