

Chase River Elementary

NOIIE Inquiry
2019/2020

Inquiry Focus

Teachers were noticing a common theme at School Based Team meetings was social/emotional concerns. We were curious about supporting students that felt defeated with their learning and how to relate that feeling with characters in literature.

Teachers wanted to draw awareness to Successful Learner Traits through children's literature to support core competencies and create a school-wide culture and language around the successful learner traits.

Data That Informed The Inquiry

During the scanning phase, students were interviewed about their learning, who they are as learners, and who supports them in their learning. This helped teachers learn about perceptions of their learning and how reflective they were during the process. It was helpful to learn what students saw as their strengths and next steps.

Teachers provided students with a questionnaire that asked them about compassion and risk taking.

- Students felt that they were already a compassionate group 75%+
 - Compassion had been a focus before inquiry started
- About 50%-75% of the students felt like they were risk takers. Students who were less confident or who experienced anxiety were less likely to identify as risk takers.

Questionnaires

Name: _____

Date: _____

Learning Trait: Compassionate

Core Competency: Social Responsibility

		Yes	I'm Learning	Not yet
1	I can participate in classroom and group activities			
2	I can solve some problems by myself			
3	I know when to ask an adult for help			
4	If I am upset, I can tell someone how I feel			
5	I know when to say, "I'm sorry"			
6	When someone says, "I'm sorry", I can forgive them			
7	I can show respect to others, even if they are different			
8	I am kind to others			
9	I can be a friend to others			

Name: _____

Date: _____

Learning Trait: Risk Taking

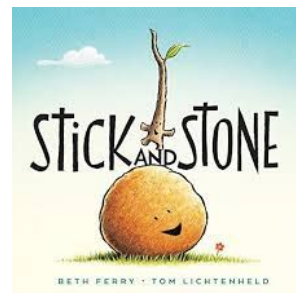
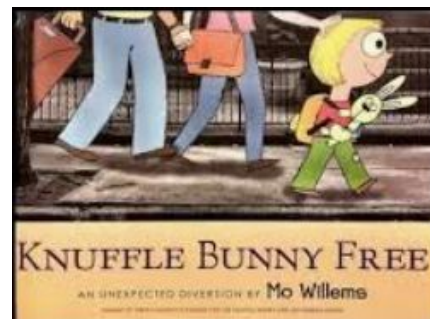
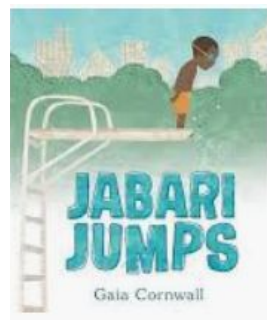
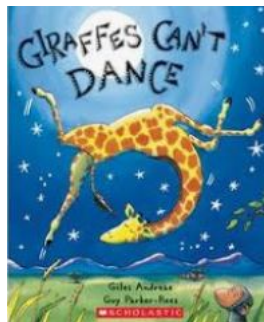
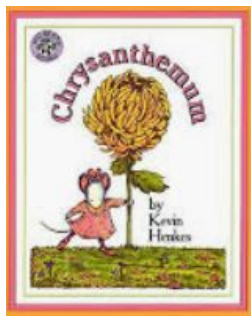
Core Competency: Personal Awareness & Responsibility

		Yes	I'm Learning	Not yet
1	I can celebrate when I do something well			
2	I can look out for myself and others			
3	I can sometimes recognize my feelings			
4	I can try to control my feelings			
5	I can keep trying when something is hard			
6	I can set goals for my behaviour			
7	I can do things that help me be healthy			

What Was Implemented?

Teachers decided to focus on two successful learner traits; compassion and risk-taking.

- Lessons and class discussions about both SLTs
- Additional picture books that demonstrated the successful learner traits were purchased and shared with classes
- Literacy lessons using picture books to stimulate discussion around SLTs
- Using terminology of SLTs in everyday language and conversation
- Interactive bookshelf of books and videos of books read aloud to support/illustrate successful learner traits (during learn from home)
- Flat Teacher Adventures (during learning from home)
- Parents supported their children in understanding the SLTs.



Continuation of Inquiry during COVID-19

Learning from home provided an opportunity for students and teachers alike to practice compassion and risk-taking as we faced new experiences and challenges. The successful learner traits language provided a solid foundation for having conversations about current life events. Teachers found creative ways to keep the conversation going.



Interactive bookshelf with books that support SLTs during COVID-19.



BE BRAVE

Hello friends

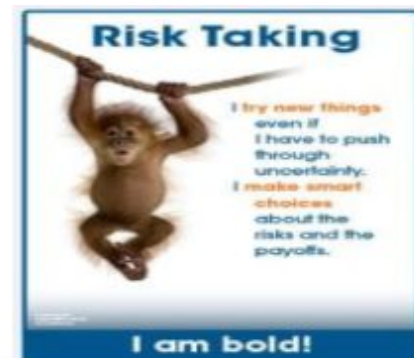
keys week! Time to take me on some
ng adventures! I would love to see how
ays you can be a brave risk-taker! You can
deas on this page or you can come up with
n ideas. Don't forget to send me a picture
o of our adventures together! And
er taking risks can
to be brave!



What does it mean to be a risk taker?

the willingness to try something new
challenging that requires one to push
n themselves to get something done.
out having the courage and power to
mine and control what we are doing.

Risk Taking adventures!



<p>Make a mini-book. Print at least 1 word on each page using the sounds you know.</p>	<p>Take apart a lego structure and put it back together!</p>	<p>Build an obstacle course, include tricky things like balancing and hopping on 1 foot.</p>	<p>Talk to someone who you haven't talked to in a long time!</p>
<p>If you get stuck on something, ask for help!</p>	<p>Try a new food or a food that you didn't like, you might like it now! Take at least 2 bites.</p>	<p>If you make a mistake on your work say "it's ok" and keep trying!</p>	<p>Read a tricky book to someone at home</p>
<p>Make your own board game and ask someone to play with you!</p>	<p>Invent your own sport and ask your family to play!</p>	<p>Complete an assignment for school that you found hard to do.</p>	<p>Try something new to you like riding a bike or tying your shoes.</p>
<p>Clean something without being asked by your parents!</p>	<p>Tell a parent when you feel sad, happy or angry, why do you feel like this?</p>	<p>Set a goal for yourself in your school work, work hard to meet your goal!</p>	<p>Choose your own Adventure! Surprise me!</p>

That Teaching Spark

Flat Teacher Adventures during COVID-19

Pipers compassion picture
Helping friends



COMPASSIONATE: Compassion comes from the ability, and the willingness, to understand others. It requires seeing from a perspective other than our own by being open-minded and tolerant. Compassion is active and internally driven (it comes naturally from within us). **T**

In a paragraph or in point form, explain how you've seen people showing COMPASSION during the COVID-19 pandemic.



How have you shown COMPASSION or kindness during this time?



RISK-TAKING is straightforward. It is the willingness to try something new or challenging that requires one to push through uncertainty. It's about having the courage and power to determine and control what we are doing. Risk-taking includes the ability to judge well; that ability to weigh out whether or not the risk justifies the benefits.

Describe **three** ways that you have been a RISK-TAKER during the online learning experience over the last 7 weeks.

- 1.
- 2.
- 3.



Successful Learner Traits at Home

Students applied what they learned about the SLTs during a time of change and uncertainty. They were able to identify MANY examples of SLTs in daily activities.

Students Recognized and Demonstrated Compassion

- Hearts in windows
- Staying at home
- Wearing gloves and masks
- 7pm banging of pots and pans
- Saying thank you
- Supporting friends online
- Helping parents with chores
- Helping the sick or elderly get groceries
- Chase River teacher video
- Visiting grandparents from 2 metres away
- Tech geniuses creating 3D masks
- Giving masks and gloves to those in need
- ESWs going to work to assist those in need
- Drive by birthday parties
- Painting rocks to leave on trails
- Walking nurse's dog
- Giving care packages
- Donating money
- Sewing masks for others
- Companies creating ventilators
- Phoning family members
- Helping with renovations
- Being patient and friendly
- Physical distancing
- Baking for family

Students Demonstrated Risk Taking

- Creating a slide presentation
- Bike riding
- Tree climbing
- Zoom/Team calls
- Holding a millipede
- Learning new math
- Going outside for physical activity
- Asking for help
- Jumping on a trampoline
- Gymnastics
- TikTok dances
- Computer safety
- Figuring out time to do school work
- Ignoring distractions
- Swimming
- Solving word problems
- Going out for walks/hikes
- Visiting cousins
- Walking dog and seeing other people
- Trying my hardest
- Challenging myself
- Helping younger siblings with google classroom
- Hanging out with friends during the pandemic
- Trying new foods

Teacher Reflections

Have we done enough? How do we know?

- Students recognized real-life examples of compassion and risk-taking and related them to their experiences during the COVID-19 pandemic.
- Students previous knowledge of the SLTs were amplified during the learn from home experience.
- Risk taking as a learner continues to be a focus area as students often think of risk taking in terms of a physical activity as opposed to risk taking in learning.
- It is important to note that the SLTs are something that we will continue to work on throughout our lives
- The common language served as building blocks for learning.

We learned...

- Risk taking never ends. We will always face experiences where we have to learn outside our comfort zones
 - This is for students, parents and teacher alike.
 - Learning from home during COVID was a good illustration of this.
- Students recognize compassion on a global scale now and recognize acts of compassion in the world.
- Our SLTs will need to be continuously worked on throughout our lives to build the common language
- Students need support in initial self-assessment of SLTs.

Moving Forward We Wonder...

- We wonder how to build this experience so that the language continues to be used throughout the grades/classes
- If our students from the primary level have a strong vocabulary and understanding of the SLTs, will they continue to build their understanding and use the vocabulary independently into the upper intermediate grades?

What We Would Do Differently

- In following years, in addition to using language throughout the day, we would also have specific lessons/books as we did this year.
- Change PAWS awards to reflect SLTs.
- Focus on SLTs cohesively as a staff. Classes throughout the school can all focus on a specific SLT at the same time, perhaps one SLT per month to create a school-wide common language.