



## 2020 - 2021 NOIIE Inquiries (by School District)

School Name	School District	Inquiry Focus Area
Burton Elementary School	SD#10 Arrow Lakes	The impact of using board games to enhance and expand student understanding of the Core Competencies.
Lucerne Elementary Secondary School	SD#10 Arrow Lakes	How do our students connect their outdoor learning experiences to the First Peoples Principles of Learning?
Nakusp Elementary School	SD#10 Arrow Lakes	How can you improve spelling with intermediate students that is transferable to their writing?
Nakusp Elementary School	SD#10 Arrow Lakes	We will focus on incorporating core subjects and Indigenous learning meaningfully into outdoor education to create investment in the community.
Nakusp Secondary School	SD#10 Arrow Lakes	Students design and create short recipe booklets based on Canada's new Food Guide, then select and prepare a recipe.
Nakusp Secondary School	SD#10 Arrow Lakes	We want to help students develop transferable skills between science subject areas, in particular: laboratory write-ups and methodologies.
Nakusp Secondary School	SD#10 Arrow Lakes	How to effectively teach skills (both social emotional and sport specific) in a way that allows the students to make progress towards being productive members of a class, at the same time improving their physical literacy and enjoyment.
Mount Boucherie Secondary School	SD#23 Central Okanagan	Indigenizing school culture and curriculum, particularly to engage teachers who may need more support in this area.
École Nesika Elementary	SD#27 Cariboo-Chilcotin	To what extent will using the "Thinking Classrooms" best practices increase thinking habits in students at École Nesika?
Aldergrove Community Secondary School	SD#35 Langley	Develop competency-based learning pathways for skills used across disciplines to support school wide AVID and literacy goals to prepare students for not only successful transitions vertically, but for a successful transition to college, careers, and life.



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Adams Road Elementary	SD#36 Surrey	We want to investigate the First People's Principles of Learning, expanding it to more cross-curricular areas. As their educators, we would like to broaden our understanding and our resources to better share and educate students in a respectful and meaningful way.
Beaver Creek Elementary	SD#36 Surrey	The focus of our inquiry is around decolonizing our educational setting in preparation for a full return to in-person instruction.
Colebrook Elementary	SD#36 Surrey	We would like to explore the connection between First Peoples Principles of Learning and mathematics through hands-on experiences, and how this promotes student engagement.
East Kensington Elementary	SD#36 Surrey	Will students develop a deeper sense of place (relationship with the land) by having richer literature in the library focusing mainly on Indigenous ways of being?
George Greenaway	SD#36 Surrey	To foster an interest in outdoor education based on the First Peoples Principles of learning.
Hazlegrove Elementary	SD#36 Surrey	Our focus is connection to place, learning about the local plants and animals that are around us, as well as taking the time to observe and look closely.
Janice Churchill	SD#36 Surrey	Embedding authentic local Indigenous culture into the curriculum.
Tetotun Community School	SD#36 Surrey	Will students' deepen their connections to the natural world by learning about local plants and natural dyes?
Woodward Hill	SD#36 Surrey	Will the creation of a Medicine Wheel Garden encircled by a Cedar Log Talking Circle encourage classroom teachers to move some of their learning outside?
Annieville Elementary	SD#37 Delta	What it means to be connected to this school, this place, to yourself as a learner and to others.



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Beach Grove Elementary	SD#37 Delta	What does impactful reading instruction look like from K-7?
Brooke Elementary	SD#37 Delta	By displaying learning targets and by differentiating our instruction in classrooms are mathematics, will students be able to more clearly describe what they were learning?
Delta Secondary School	SD#37 Delta	How is the current lack of connection (at every level) affecting teacher work and student achievement?
English Bluff Elementary	SD#37 Delta	Assessment for Learning, specifically self-reflections and co constructing criteria with students to reach their goals.
Gray Elementary	SD#37 Delta	We will be focusing on creating math classrooms that ask our students to be strong and flexible thinkers.
Ladner Elementary School	SD#37 Delta	Numeracy/Mathematics, inquiry based, growth mindset, inclusion/inclusive instruction/First People's principles.
Pebble Hil Elementary	SD#37 Delta	How can we utilize our beautiful outdoor spaces to help deepen our relationships to place and to each other and as a result become more richly connected to and appreciative of all aspects of our community?
Sands Secondary School	SD#37 Delta	Our focus area is around Universal Design for Learning and how it can help both educators and our learners.
Blair Elementary	SD#38 Richmond	How might building our learners' social, emotional, and personal competencies help them thrive at school and in life? What student competencies, supports and environments are needed to help them thrive and learn at school and in life?
Cambie Secondary	SD#38 Richmond	Can schools work to increase belonging of students with Indigenous ancestry through connection to language and Indigenous culture?



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Gilmore Elementary School	SD#38 Richmond	How can a focus on connections and core competencies help students better communicate their thinking and understand themselves as learners?
Henry Anderson Elementary School	SD#38 Richmond	Incorporating the First Peoples Principles of Learning into the curricular learning areas with intention, authenticity, and meaning.
R.C. Palmer Secondary School	SD#38 Richmond	Are learners feeling like they are safe, or is school a safe place, or is their class contributing to their feeling of safety?
Southlands Elementary	SD#39 Vancouver	Our focus is on engaging all of our learners (grade 6/7) in Indigenous Cultural learning experiences, thereby increasing our own knowledge and comfort with both content and the skill of weaving First Peoples Principles of Learning into the curriculum.
Vancouver Community College	SD#39 Vancouver	Developing protocols for inviting Indigenous Elders into classrooms
Forest Grove Elementary	SD#41 Burnaby	How will an explicit focus on putting the First Peoples Principles of Learning (FPPL) into practice enhance meaningful, enduring understanding of an Indigenous world view for students and teachers?
Maywood Community School	SD#41 Burnaby	Our goal is to introduce wellness and resilience to our entire school community through an Indigenous lens, particularly in response to COVID.
Montecito Elementary	SD#41 Burnaby	Students and staff will explore their connection to the land in order to develop a deeper understanding of the land acknowledgement and ultimately write their own, from the heart, personalized version.
Stride Avenue Community School	SD#41 Burnaby	Having our students, individually and collectively, understand that all of nature is interconnected (humans too) from a very local perspective.



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Baker Drive Elementary	SD#43 Coquitlam	Explicitly exposing students to Mathematical Thinking Strategies in order to increase mathematical comprehension and fluency for Problem Solving
Queen Mary Elementary	SD#44 North Vancouver	Structured literacy in the primary classrooms.
Brackendale Elementary School	SD#48 Sea to Sky	The focus for this year is about the four blankets of resilience and understanding ourselves. Our essential questions are; "What makes you unique?" "What makes Squamish unique?" "How does art connect us, our communities and our culture?"
Charles Hayes Secondary School	SD#52 Prince Rupert	Learner Transitions: Indigenous culture and belonging
Ecole Roosevelt Park Community School	SD#52 Prince Rupert	Self-directed structure construction in an outdoor education setting as a means of communication, relationship building, and conflict resolution skill development.
Roosevelt Park Community School	SD#52 Prince Rupert	To gain a better understanding of the foundational skills in Early Literacy that are required for children to read and write, and to find ways to implement Tier 1, in-class programming and assessment strategies to guide our practice.
Southern Okanagan Secondary School	SD#53 Okanagan Similkameen	Our focus is on our Priority Students who are identified as students who are dependent on our school as a primary source of support in the areas of nutrition, mental health, physical health, and education.
Houston Secondary School	SD#54 Bulkley Valley	Senior students will engage in a process, crosscutting several curricula streams, of creating and expressing the values of inclusion, diversity and community through a variety of media. The middle school student population will engage what they witness happening with the senior cohort, facilitated by curricular based projects, including general activities driven by selected core competencies.



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Smithers Secondary School	SD#54 Bulkley Valley	Will the strategic design of a grade eight class (day-long, tier-two students) result in establishing strong adult/student relationships and build student confidence as learners?
St Joseph's School (School Authority # 116)	SD#54 Bulkley Valley	A focus on explicitly teaching restorative practices to help learners develop the skills to restore relationships rather than build resentment between learners.
Twain Sullivan	SD#54 Bulkley Valley	Engaging students in hands on activities related to growing and harvesting sustainable/local and traditional first nations plants.
Anne Roberts Young Elementary School	SD#60 Peace River North	If we teach children calming strategies like yoga and deep breathing, will they be more able to demonstrate personal awareness and responsibility?
Bert Bowes Middle School	SD#60 Peace River North	We are interested in improving adult social and emotional learning and well being in the school with the idea that this will not only have a positive impact on the adults but also a positive effect on the wellness and learning of students.
Bert Bowes Middle School	SD#60 Peace River North	Enhance transition from middle school to high school through increased connection with the high school transition team at the middle school level.
Bert Bowes Middle School	SD#60 Peace River North	In small groups, students discover alternative ways of learning with a focus on ADST with their Middle School Indigenous Transition Coach and Careers Coordinator from the high school.
Dr. Kearney Middle School	SD#60 Peace River North	How do we best set up supports for individuals with H or R designations (interventions to support behaviour/mental health) to increase motivation and engagement by both staff and students?
Duncan Cran Elementary School	SD#60 Peace River North	We are currently acquiring more scanning data to focus our inquiry. Our hunch is that we will focus on social emotional learning.



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Learning Services	SD#60 Peace River North	How could First Peoples Principles of Learning, mathematics and nature be connected to help students generalize math concepts in our context?
Margaret Ma Murray Community School	SD#60 Peace River North	Can focusing on Tier 2 vocabulary development improve ELL students' oral language and writing and feeling of belonging in the school?
Belmont Secondary School	SD#62 Sooke	How can we effectively use technology to enhance learning in our school?
Crystal View Elementary	SD#62 Sooke	How can the structure of Story Workshop help our students view themselves as active creators of their own stories?
Dunsmuir Middle School	SD#62 Sooke	How can a coordinated team (school-based) approach to backwards design (UDL) help to create curriculum based on the big ideas that have access points and representation options for all learners?
Ecole John Stubbs Memorial	SD#62 Sooke	How might we inspire Grade 7 French immersion students to be excited about reading in French?
Ecole John Stubbs Memorial	SD#62 Sooke	How might the creation of a makerspace in the learning commons support and enrich the ADST curriculum and create new collaborative learning opportunities for students?
Ecole Poirier Elementary	SD#62 Sooke	How might increasing outside, place-based learning for students in our class improve self-regulation and self-awareness?
Happy Valley	SD#62 Sooke	How will building student knowledge of self, culture and society through carefully chosen anchor texts and the social studies curriculum increase student engagement in reading?
Happy Valley	SD#62 Sooke	How might using Indigenous ways of learning and knowing cultivate identity and sense of belonging, and connectedness in the classroom?



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Happy Valley Elementary	SD#62 Sooke	How might we adjust our techniques and activities to improve the reading skills of all learners?
Happy Valley Elementary	SD#62 Sooke	How might using Indigenous ways of learning and knowing cultivate identity and sense of belonging, and connectedness in the classroom?
Happy Valley School	SD#62 Sooke	How might play-based outdoor learning affect students' engagement and growth in kindergarten?
John Muir Elementary	SD#62 Sooke	How might we use FreshGrade to connect with Kindergarten families to build school-home relationships and communicate student learning?
Journey Middle School	SD#62 Sooke	How might we use project-based learning and inquiry-based Math to increase the problem-solving skills and engagement of our students in Math?
Journey Middle School	SD#62 Sooke	What impact could access to audiobooks and/or ebooks have on the engagement and interest in reading for "reluctant readers"?
Lakewood Elementary	SD#62 Sooke	How might providing ALL students with appropriate levelled texts (both at school and at home through e-reading) accelerate the reading progress of every child?
Millstream Elementary	SD#62 Sooke	How might we utilize a common measure and support all students' progress in literacy?
Port Renfrew Elementary	SD#62 Sooke	How can we, through increased access to and integration of current educational technologies, enhance the engagement and sense of learning success (primarily in literacy and numeracy) for our students?
Sangster Elementary	SD#62 Sooke	How might we further use the writing exemplar posters that we created last year to ensure the clear understanding of the expectations of writing in hopes of improving the students' writing and their "grit"?





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Sangster Elementary	SD#62 Sooke	How might multicultural, ethnically and linguistically diverse books and stories improve family connection to the school and a sense of belonging and connection felt by students in our schools?
Saseenos Elementary	SD#62 Sooke	How might Story Workshop foster language development and student engagement?
Savory Elementary	SD#62 Sooke	How might inclusive materials help expand the collaborative, imaginative play between students (specifically during Story Workshop)?
Savory Elementary	SD#62 Sooke	In what way(s) will building a district network deepen/expand/grow/impact the use of the First Peoples Principles of Learning as a lens through which we plan our lessons/teach? How will this network allow teachers to feel more comfortable with including Indigenous ways of knowing in the classroom?
Spencer Middle School	SD#62 Sooke	How can we further develop students' sense of social awareness and responsibility (core competency) through the science curriculum?
Spencer Middle School	SD#62 Sooke	Storytelling - using elements of story to tell, write and/or draw a short story
Spencer Middle School	SD#62 Sooke	How can we increase students' capacity for perspective taking, with a focus on Indigenous perspectives, using literature circles to complement a SS unit?
Willway Elementary	SD#62 Sooke	How might student learning be positively impacted during these challenging times if we apply Jody Carrington's game plan for "(re) connecting with those we teach, lead and love?"
Wishart Elementary	SD#62 Sooke	How can we, increase the positive personal and cultural identity of our learners?



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Lochside School	SD#63 Saanich	We are interested in exploring how repeated visits to a familiar, natural outdoor setting will affect play and interactions amongst students and the environment.
Brechin	SD#68 Nanaimo-Ladysmith	How can we support the specific needs of our K-3 learners using the story workshop and Reggio-inspired ways for teaching literacy and language through play?
Cedar Elementary School	SD#68 Nanaimo-Ladysmith	The role of play, particularly outdoor play, in students' well-being and learning, as well as the educator's role in play, particularly outdoor play.
Coal Tye Elementary	SD#68 Nanaimo-Ladysmith	How can the use of "Phonemic Awareness Curriculum -Primary" (Heggerty, 2020) in primary programming impact our students' acquisition of skills for reading?
Departure Bay Elementary Eco School	SD#68 Nanaimo-Ladysmith	We would like learners to be inspired and curious about art. We would like to offer opportunities for them to use art to express themselves and their new learning.
Dover Bay Secondary School	SD#68 Nanaimo-Ladysmith	Increase feelings and sense of connectedness for our Indigenous students.
Fairview Community School	SD#68 Nanaimo-Ladysmith	How can we target key skill development, particularly for students missing skills as they move grades, for early intervention in literacy?
Forest Park Elementary	SD#68 Nanaimo-Ladysmith	How can we narrow the achievement gap in reading for our Indigenous students?
Frank J. Ney Elementary	SD#68 Nanaimo-Ladysmith	Journey of Syeyutsus: Reconciliation in Action through meaningful ways to develop an appreciation of Hul'q'umi'num culture while developing a stronger sense of self.
Georgia Ave	SD#68 Nanaimo-Ladysmith	Foundational Math skills and number sense



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Island Connect Ed K-12 School	SD#68 Nanaimo-Ladysmith	Our focus is to improve the transition/ adapt programs for grade 8/9 students to distance education learning platform from community schools.
John Barsby Community School	SD#68 Nanaimo-Ladysmith	Can we affect student engagement and academic success through a comprehensive, twice daily, free school meals program, particularly during a pandemic?
Learning Alternatives	SD#68 Nanaimo-Ladysmith	The focus for our inquiry is building our capacity as a school to better understand and utilize the outside supports our community has to offer our students and their families.
McGirr Elementary	SD#68 Nanaimo-Ladysmith	How can instruction and guided use of Google Read and Write tools support all learners to extend and deepen their ability to share their thinking?
McGirr Elementary	SD#68 Nanaimo-Ladysmith	Will using "Powerful Writing Structures" as a foundation for writing routines/mini-lessons help students progress in their writing?
Mountain View Elemnetary	SD#68 Nanaimo-Ladysmith	Will engaging in a life skill, such as sewing, enhance students' understanding of how our ancestors and First Nations learned how to sew as a way of life?
Pleasant Valley Elementary	SD#68 Nanaimo-Ladysmith	Will a focus on fluency at the intermediate level increase students' reading comprehension?
Quarterway	SD#68 Nanaimo-Ladysmith	Increased literacy in Late French Immersion Students (FIT)
Qwam Qwum Stuwixwulh School	SD#68 Nanaimo-Ladysmith	In what way will providing intentional daily learning opportunities on Snuneymuxw cultural understandings and ways of knowing, increase our students' sense of belonging and impact their success?



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Randerson Ridge Elementary	SD#68 Nanaimo-Ladysmith	For our inquiry, we would like to continue to grow our knowledge of mathematical instruction (year 3), focusing in on how we can teach/assess the curricular competencies with the intention of deepening our students' understanding of number sense and making our instruction accessible for all learners.
Rock City	SD#68 Nanaimo-Ladysmith	Can the use of computer assisted intervention and on line library help improve the reading skills of our intermediate struggling readers?
Wellington Secondary School	SD#68 Nanaimo-Ladysmith	Wellington educators believe that a school community that fosters a strong sense of belonging and connection will lead to increased student success, especially for students who may present as reluctant or disengaged learners.
Courtenay Elementary School	SD#71 Comox Valley	What happens when you grow a forest? We are looking at the impacts of creating a forested space in our school yard.
Lake Trail Community Middle School	SD#71 Comox Valley	How do we use the move into a new building to improve inclusion?
Juniper Ridge Elementary	SD#73 Kamloops/Thompson	We are focusing on phonemic awareness and systematic sound first phonics instruction to better support our students in the decoding and encoding process.
Juniper Ridge Elementary School	SD#73 Kamloops/Thompson	We wondered, how can we engage all learners in a way that meaningfully reflects current pedagogy across the curriculum in our outside settings?
Ecole Christine Morrison Elementary	SD#75 Mission	Connecting aboriginal understandings and oral story telling practices through experiential, applied design, skills & technology practices based upon the use of our nature classroom, the land, nature or placed-based learning.



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Hatzic Middle School	SD#75 Mission	To weave Indigenous culture throughout my semester classes to enhance student's knowledge and understanding of Indigenous ways of knowing, being and doing using a variety of literacy resources.
Bench Elementary	SD#79 Cowichan Valley	Deep Dive into the First Peoples Principles of Learning: Learning is holistic, reflexive, experiential, & relational. We are interested in the potential impact on engagement & belonging when teaching & learning are organized around this FPPL.
Cowichan Secondary School	SD#79 Cowichan Valley	We will conduct a Diversity Audit on our Library fiction sections to learn about how well our collections both represent our diverse students and inspire them to look beyond themselves.
Mount Elizabeth Middle Secondary School	SD#82 Coast Mountains	If we hear and listen to our at-risk students about their experiences and thoughts and acted upon their suggestions, would they feel more comfortable and willing to learn and participate in school activities in a positive way?
A.J. Elliott Elementary	SD#85 Vancouver Island North	Continuing to teach math cyclically focussing on depth of knowledge and understanding while incorporating more place-based learning and culture into math, transitioning from grade 7 to high school, and supporting families
All Schools in Nechako Lakes	SD#91 Nechako Lakes	What does it take to ensure the transformation of pedagogy at a system level so outdoor, place based, and land-based learning becomes an integral part of learners' educational experiences across curriculum, across the district?
David Hoy Elem	SD#91 Nechako Lakes	Creating a sense of community and an understanding of place is critical for positive identity and engagement in school.



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Ebus Academy	SD#91 Nechako Lakes	Increasing engagement in the school community and creating connection between peers and adults to improve student success in learning.
Evelyn Dickson Elementary	SD#91 Nechako Lakes	How can we use outdoor and place-based learning to create a sense of wonder and curiosity in our students?
Fraser Lake Elementary Secondary School	SD#91 Nechako Lakes	To work with our Indigenous communities to provide learning opportunities that reflect our local culture, history, and language.
Nechako Valley Secondary School	SD#91 Nechako Lakes	Building a sustainable and joyful Middle Years teaching team to more effectively support young adolescent learners.
Nechako Valley Secondary School	SD#91 Nechako Lakes	Reframing our Advisory time (which currently functions to communicate the shape of the day and playing fun games) to something more meaningful and responsive for our learners to deepen their understanding of themselves and the world.
W.L. McLeod Elementary	SD#91 Nechako Lakes	How can we transform reporting and assessment to be more effective for learners, families, and educators?
William Konkin Elementary School	SD#91 Nechako Lakes	The learning within and from intentional, purposeful, and practical acts of kindness.