

# Babine Elementary Secondary School School District 91

NOIIE 2023 – this year's focus:

Will engaging in playful learning experiences improve our students' literacy and numeracy skills?

I acknowledge that I am privileged to walk upon the beautiful, unceded territories of the Lake Babine Nations and to learn beside all community members, It was a gift to stand in the smokehouse, and experience both new and old ways of being. It is a gift to live, laugh and learn beside the students of Babine Elementary Secondary School and their families and communities.

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***Scanning: What did we notice?***

**Students needed to learn how to learn. As whole, they were indifferent to any opportunities that were offered and were afraid to move beyond their workbook experiences. They had very low expectations of the learning leaders, and even lower expectations of self.**



Quote from Richard Wagamese

**Focus:** What will have the biggest impact?

**Our hunch:**

*Play is so much more than a behavior...*

We needed to change the experiences of learning –  
As the adult leaders of learning,  
what did we have to change????



## The Learning: The power of networks – Our partners in our learning journey

- Mark, SD 91 Director of Learning
- Leona Prince, Indigenous Education Director
- We had support from Roberta and Michelle
- Barb Hamblett and Angela Stott
- I had personal support from Mia and Paige...

We lost our two teachers by December, and a large part of our support staff by mid-January.

Koh-learning in our Watersheds:  
Transforming education by connecting  
students, communities and waterways



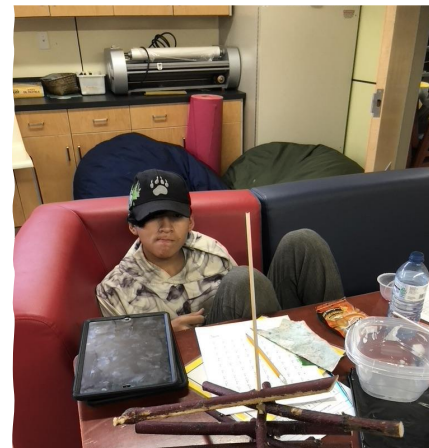
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# Taking Action

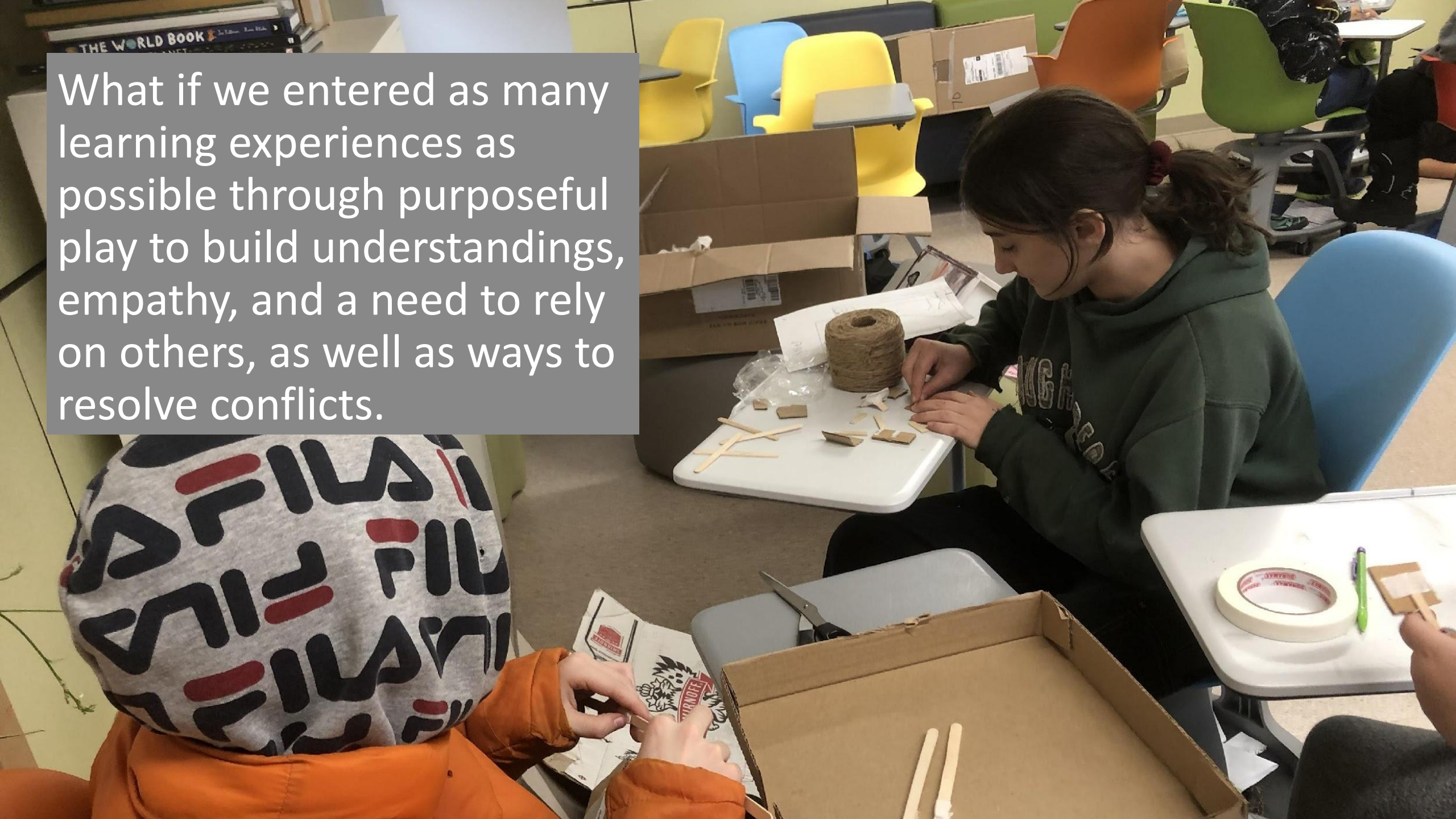
WE had a lot of wonders...*that we acted on...*  
We specifically tried to create classrooms that were designed not just for a work environment, but also for comfort and creativity and students had time to create and explain their thinking. Stepping away from desks into spaces you choose to be in.

Play *makes* educators rely on students' intuitions and *creates* student agency

+The provocation: show the setting of *The Barren Grounds* by building it from any product in the room.



What if we entered as many learning experiences as possible through purposeful play to build understandings, empathy, and a need to rely on others, as well as ways to resolve conflicts.



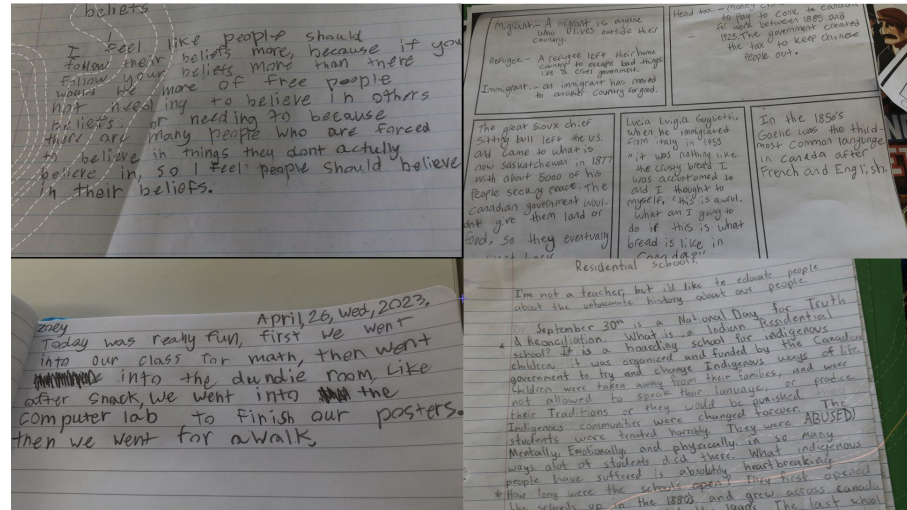
Taking actions – what if we just let students define the problem and create ways to solve the problem?





## Checking:

Play led to increased interest in learning. When given choices of how to choose evidence of learning, students are starting to include traditional academic choices, and there is beginning to be improvement in traditional academic performances...but....



# What does our *street data* tell us?

- Students verbalize being happier at school and feeling more engaged; and can give examples of what they are enjoying learning
- We are observing students being more inclusive with one another, helping one another and suggesting alternatives to be considered
- Lead learners are not hearing as many protests about engagement in learning
- The community believes that students are learning, and is supportive of our new initiatives, and some of our community members are more frequently in our building
- When we have family dinner nights, we have strong attendance
- Students are reading for play time choices or playing math games or word games
- Students feel agency – they have input in school decisions, they ask questions, participate in discussions and are expressing their opinions and beliefs without worry about adult judgement

# So...what did we learn?

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