



2023 - 2024 NOIE Inquiries (by District)

| School Name(s) | School District | Focus Area |
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| Lucerne Elementary Secondary School | SD#10 Arrow Lakes | Indigenous Perspectives with Social and Emotional Learning |
| Nakusp Elementary | SD#10 Arrow Lakes | We are purposefully planning and differentiating four different literacy groups weekly. |
| Nakusp Secondary | SD#10 Arrow Lakes | We are looking to build a flexible, responsive, and personalized Indigenous Languages course to be taken by students in conjunction with or in lieu of the French programming currently available in our district. |
| Nakusp Secondary School | SD#10 Arrow Lakes | Finding meaningful learning opportunities for students on modified or heavily adapted programming in a mainstream science classroom. |
| MBSS | SD#23 Central Okanagan | Cultural safety through community and family connection |
| Rutland Secondary School | SD#23 Central Okanagan | Our focus was on supporting Indigenous students as they transitioned into our school from middle school and also on our grade 12s as they prepared for life post grad. |
| Cataline Elementary | SD#27 Cariboo-Chilcotin | We have a moderate number of students who are chronically absent. Why or why are they not coming to school? |
| Horse Lake Elementary | SD#27 Cariboo-Chilcotin | Will the application of outdoor experiential Indigenous pedagogy actuated through our Indigenous Plant Garden and a Buckskin Tanning Project support student engagement, sense of belonging, and provide students with deeper meaning and insight into local Indigenous worldview? |
| Horse Lake Elementary | SD#27 Cariboo-Chilcotin | Experiential, land-based learning projects that increase a sense of belonging and student engagement |
| Colebrook Elementary | SD#36 Surrey | Exploring connections to land and place through story workshop and Indigenous knowledge. |
| École Salish Secondary | SD#36 Surrey | The focus of our inquiry will be around sense of belonging and whether our Indigenous learners feel represented in their learning in school. |
| Ellendale | SD#36 Surrey | Our focus is outdoor and place-based learning. |



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| Enver Creek Secondary | SD#36 Surrey | Working to increase student engagement by connecting their passions to their curricular learning and continuing to grow the community by providing safe, welcoming and caring spaces. |
| Fraser Wood Elementary | SD#36 Surrey | The focus area for this inquiry is for the students to do more place-based through an indigenous lens. We have such a beautiful forest behind our school that we would like to do more educational nature walks as well as bringing nature into the class. |
| George Greenaway Elementary | SD#36 Surrey | Students will be making connections to their family, their home, our community, and eventually how they connect to the land. |
| Georges Vanier Elementary | SD#36 Surrey | Creating a Holistic Support Framework for Indigenous Students: Fostering positive role models, cultivating a sense of belonging, and navigating the transition from elementary to high school. |
| Katzie Elementary | SD#36 Surrey | Revitalizing Henqeminem language through story and language learning in order to connect students to culture meaningfully. |
| Kwantlen Park Secondary | SD#36 Surrey | The focus will be connecting to place and the land around our school. |
| Queen Elizabeth Secondary | SD#36 Surrey | Our focus for this school year is on connectedness, on reciprocal relationships, and a sense of place. |
| SD36 Priority Practices (District Education Centre) | SD#36 Surrey | Connecting math learning to place using the Indigenous Storywork principles. |
| Surrey Central | SD#36 Surrey | Do our students know their life stories? Do they know common Indigenous stories? Storytelling is an area of interest for many of our 19 students. |
| Beach Grove Elementary School, Delta School District | SD#37 Delta | We are looking at how direct teaching of concepts affects students' writing progress. |
| Home Quest | SD#37 Delta | To better align with district direction, we thought how could we combine our feedback from family surveys with either math or literacy? |
| Henry Anderson | SD#38 Richmond | Building connections to the land through experiential and place-based learning. |



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| Elementary | | |
| McKinney Elementary School | SD#38 Richmond | We are focused on improving students' communication of their own learning. We will focus on Big Ideas through students' reflections. |
| Southlands Elementary School | SD#39 Vancouver | Our focus is on literacy, specifically, how to help Indigenous students improve their reading skills, confidence, and identity as readers. |
| Xpey elementary school | SD#39 Vancouver | How can we increase student engagement in literacy by engaging in Indigenous storytelling. |
| Burnaby North | SD#41 Burnaby | Transitioning out of grade 12 successfully. |
| Capitol Hill Elementary | SD#41 Burnaby | We intend to use Story Workshop to build oral language skills and self confidence, gradually leading to capturing stories in writing. |
| Capitol Hill Elementary | SD#41 Burnaby | Strengthening literacy through building oral language, self-confidence and increasing engagement. |
| Confederation Park Elementary, Capitol Hill Elementary | SD#41 Burnaby | How will connection to land affect the community? |
| Montecito | SD#41 Burnaby | Developing a positive sense of self and personal identity within our community. |
| Moscrop | SD#41 Burnaby | We are focusing on transitions from gr 7 to 8, the middle years (support) and following a few of our Grads trajectories once they leave high school and either enter the workforce or pursue post-secondary. |
| Brackendale Elementary School | SD#48 Sea to Sky | How can we foster connections between school and child care programs located on school grounds and explore collaborative opportunities to support early years transitions? |
| Pemberton Secondary School | SD#48 Sea to Sky | In large part due to a variety of complex factors connected to the historic and ongoing legacies of colonization, we continue to witness issues of connection and belonging amongst our students. Past efforts to incorporate a Middle School program, wrap around supports and decolonizing curriculum in grades 11 and 12 have been met with notable improvements. Despite this, however, we continue to notice a pervasive issue of student attachment and engagement. We have a hunch that if we can structurally and relationally change the grade 10 experience, students will feel a greater belonging |



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| | | and success through high school and beyond. |
| School District #48 | SD#48 Sea to Sky | Self-regulated learning through the competency of critical thinking |
| Signal Hill Elementary, Pemberton Secondary | SD#48 Sea to Sky | Understanding math through cultural practice will engage learners and will increase the value of cultural diversity. |
| Charles Hays Secondary School | SD#52 Prince Rupert | Using a supported cohort model to increase transition rates by providing a greater sense of belonging and connection. |
| Smithers Secondary School | SD#54 Bulkley Valley | In what ways can instructional and assessment practices based on local principles of learning foster a hands on / minds on learning environment? |
| Smithers Secondary School | SD#54 Bulkley Valley | Changing our Narrative - Redefining what it means to be a Gryphon. |
| Prince George Secondary School | SD#57 Prince George | Based on the data gathered from our meetings with focus groups, the inquiry focus at PGSS became "the power of peer mentorship and connection for fostering success in transition from elementary to high school". |
| Esquimalt High School | SD#61 Greater Victoria | How can we increase student success through building relationships, connections and belonging through a Grade 9 Advisory model? |
| Lochside Elementary | SD#63 Saanich | The focus of our inquiry is to build literacy skills through storytelling and storymaking; developing oral and written language through local Indigenous stories, SENĆOŦEN language learning, and place-based storymaking. |
| Wiltse Elementary School | SD#67 Okanagan Skaha | How can I support my students as writers in their writing? |
| Brechin Elementary | SD#68 Nanaimo-Ladysmith | Rather than viewing our students through a poverty-lens, we decided to inquire on which of the 9 areas our students are 'under-resourced' as referenced in Ruby Payne's "Under-Resourced Learners" (Financial, Language, Emotional, Mental, Spiritual, Physical, Support Systems, Relationships/Role Models, Knowledge of Hidden Rules) and how we can provide those students with support to give them those resources. Also, how can we use the strengths and resources that they DO come to school with to help these students feel seen, confident and successful? |



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| Cedar Community Secondary School | SD#68 Nanaimo-Ladysmith | Circle of Courage, specifically Mastery. How do we shift the narrative of low expectations within our student community, to one of excellence |
| Cedar Elementary and Fairview Elementary | SD#68 Nanaimo-Ladysmith | Wellbeing and Care in the Primary Classroom FPPL Wayi Wah ELF Primary Program Learning Your Way |
| Chase River Elementary | SD#68 Nanaimo-Ladysmith | Our focus is to increase student engagement and improve oral and written storytelling through Story Workshop. |
| Department of Learning Services - French Immersion Inclusion Support | SD#68 Nanaimo-Ladysmith | Our overarching question is: Can every parent identify two educators who are listening with curiosity and empath, and who truly believe in their children? |
| Ecole Hammond Bay | SD#68 Nanaimo-Ladysmith | How can we support Early Literacy and Oral language development in an Inclusive manner in Early French Immersion ? |
| Ecole Quarterway | SD#68 Nanaimo-Ladysmith | Providing access for all students to participate in our EcoClub as well as all students being more connected to/learning from the land. |
| Fairview Community School | SD#68 Nanaimo-Ladysmith | Using manipulatives and math focused read alouds help inspire students to think like mathematicians. |
| Frank J. Ney Elementary | SD#68 Nanaimo-Ladysmith | “Nature will teach us many lessons if we take the time to visit her classroom.” ~ Donald L. Hicks With this quote in mind we wanted to discover if regular scheduled Outdoor Education would have a noticeable effect on our students’ Social Emotional Learning (SEL). Specifically, we wanted to know if outdoor education would have a positive impact on their: self-management skills, their social skills, their relationship skills, and their responsible decision-making skills. |
| Georgia Avenue Elementary | SD#68 Nanaimo-Ladysmith | Utilizing play, loose parts and story workshops to support oral language and writing skills |
| John Barsby Community School | SD#68 Nanaimo-Ladysmith | How do we increase opportunities and access to spaces that foster success? |
| John Barsby Community School | SD#68 Nanaimo-Ladysmith | Develop community within our senior Indigenous students in order to engage and re-engage students and families to their school community. |



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| Ladysmith Secondary School | SD#68 Nanaimo-Ladysmith | Can involving more elders in the learning and cultural spaces help increase engagement for students and positive feelings towards First Nations Culture? |
| Learning Alternatives | SD#68 Nanaimo-Ladysmith | Will the integration of the Take a Hike Shared Practice contribute to enhancing both student engagement and overall well-being? |
| NLPS Libraries | SD#68 Nanaimo-Ladysmith | As a Teacher Librarian group, we are curious about our spaces, and what makes a space safe? |
| Randerson Ridge Elementary | SD#68 Nanaimo-Ladysmith | Providing authentic experiences to build knowledge and understanding of local Indigenous culture and their Worldview |
| sd68 Nanaimo | SD#68 Nanaimo-Ladysmith | What is the impact of building a school wide community on the social emotional health of our students? |
| Wellington Secondary School | SD#68 Nanaimo-Ladysmith | Our focus is on young Indigenous learners (specifically, male) that feel disconnected from their school environment and are struggling to find success. |
| Ballenas Secondary School | SD#69 Qualicum | Our focus is specifically on the characteristics of spaces/adults that were elicited from our student interviews and responses. How do we build/promote spaces that inspire hope/belonging? |
| Kwalikum Secondary | SD#69 Qualicum | How does KSS create opportunities for equity that foster a sense of belonging for all in our learning community? |
| Kwalikum Secondary School, Oceanside Elementary, Pass/Woodwinds Alternate, Qualicum Beach Elementary, Springwood Elementary, Arrow View Elementary, Bowser Elementary, False Bay Elementary, | SD#69 Qualicum | This inquiry focuses on the concept of identity and how one's identity impacts one's learning. |



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| Nanoose Bay Elementary, Ballenas Secondary School, Errington Elementary, | | |
| Alberni District Secondary School | SD#70 Pacific Rim | We have noticed that our students' engagement increases when they have opportunities to connect and get to know their peers. As Humanities teachers we plan on offering students the opportunity to experience learning collaboratively. |
| Bamfield Community School | SD#70 Pacific Rim | This inquiry project seeks to explore and establish optimal strategies for the design of flexible learning spaces tailored to the unique needs of students in a multigrade school setting. |
| John Howitt Elementary | SD#70 Pacific Rim | Exploring Traditional Ecological Knowledge (TEK) for Sustainable Practices with Nuu-chah-nulth Culture and Language Integration:. |
| Wickaninnish Community School | SD#70 Pacific Rim | In our inquiry we will focus on students' self reported attitudes and mindset in their feelings towards numeracy and see if we can shift that mindset. |
| Arden | SD#71 Comox Valley | Connecting and embedding indigenous ways of knowing using the seasonal rounds through place-based learning to demonstrate curricular competencies. |
| Brooklyn Elementary School | SD#71 Comox Valley | Core Competencies and Self Regulation, specifically Critical thinking |
| Courtenay Elementary | SD#71 Comox Valley | We are applying to do an inquiry in Math and the Early Learning Framework (Section 2: Rethinking Learning and Practice). |
| Courtenay Elementary School | SD#71 Comox Valley | Growth Mindset in Mathematics |
| Navigate/NIDES | SD#71 Comox Valley | How does blended learning support student learning for those who opt out of bricks and mortar constructs? |
| Cayoosh Elementary School | SD#74 Gold Trail | Increasing family voice, engagement and ownership in classroom literacy |
| George M Murray | SD#74 Gold Trail | I would like to help students build strategies to help manage noise and distractions. |



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| Elementary | | |
| Lillooet Secondary School | SD#74 Gold Trail | Our focus is on the transition between grade 9 and 10 because data shows that student attendance and academic success slumps in grade 10. |
| Ecole Christine Morisson Elementary | SD#75 Mission | Our focus this year will be on improving and maintaining the Forest Classroom environment, as well as students becoming leaders in environmental stewardship and Indigenous forestry practices. |
| Hatzic Middle School | SD#75 Mission | This year I am hoping to use Indigenous literature with my Gr. 8 English students while they work with different graphic novels while focusing on: a) the same inquiry/research question b) comparing and contrasting Indigenous historic figures and events across a wide range of time. |
| A.J. Elliott Elementary | SD#85 Vancouver Island North | Our goal is to continue to enhance student engagement through the Applied Design, Skills, and Technologies Curriculum |
| Babine Elementary Secondary School | SD#91 Nechako Lakes | Focusing on experiential learning - experiences first, applications second in literacy and numeracy learning. |
| EBUS Academy | SD#91 Nechako Lakes | We are learning about cultivating a strong sense of belonging for, and more communication with, the Indigenous community of learners in our provincial online learning school EBUS Academy in SD91. |
| EBUS Academy | SD#91 Nechako Lakes | We are exploring ways to decolonize and indigenize online learning spaces in Grades 9-12 across the curriculum. |
| EBUS Academy | SD#91 Nechako Lakes | Meditation and sense of belonging. |
| Ebus Academy, Lakes District Secondary, Fraser Lake Secondary; School Board Office Vanderhoof, WL McLeod | SD#91 Nechako Lakes | Cultivating safe learning environments for Indigenous learners through exploring Indigenous pedagogies & engaging in community action. |
| Evelyn Dickson Elem | SD#91 Nechako Lakes | Using e-portfolios (SpacedEdu) to track and reflect on core competency goals |



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| Fraser Lake Elementary Secondary | SD#91 Nechako Lakes | We are working to plan our teaching using the Seasonal Rounds of the Dakelh people. |
| Mapes Elementary School | SD#91 Nechako Lakes | Exploring ways to enhance speaking and listening effectively in a range of contexts, including places to develop positive, productive communication and collaborative thinking skills in a variety of different situations. |
| Nechako Valley Secondary School Middle Years Program | SD#91 Nechako Lakes | This inquiry will focus on individual and group self-regulation skills while interacting both inside and outside of the classrooms. We notice students are frequently disrespectful to self and others. |
| W.L. McLeod Elementary | SD#91 Nechako Lakes | Developing a deeper and broader understanding of number sense from K-6 with a focus on improving numeracy outcomes for Indigenous learners. |
| William Konkin Elementary | SD#91 Nechako Lakes | Each member of the inquiry team will be trying a new-to-them and research-based approach to literacy and/or numeracy, in the hopes of seeing improvement for learners. |