



## 2023 - 2024 NOIE Inquiries (by School)

School Name(s)	School District	Focus Area
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
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.
Arden	SD#71 Comox Valley	Connecting and embedding indigenous ways of knowing using the seasonal rounds through place-based learning to demonstrate curricular competencies.
Babine Elementary Secondary School	SD#91 Nechako Lakes	Focusing on experiential learning - experiences first, applications second in literacy and numeracy learning.
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?
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.
Beach Grove Elementary School, Delta School District	SD#37 Delta	We are looking at how direct teaching of concepts affects students' writing progress.
Brackendale Elementary School	SD#48 Sea to Sky	How can we foster connection between school and child care programs located on school grounds and explore collaborative opportunities to support early years transitions?
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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Brooklyn Elementary School	SD#71 Comox Valley	Core Competencies and Self Regulation, specifically Critical thinking
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.
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?
Cayoosh Elementary School	SD#74 Gold Trail	Increasing family voice, engagement and ownership in classroom literacy
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
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.
Chase River Elementary	SD#68 Nanaimo-Ladysmith	Our focus is to increase student engagement and improve oral and written storytelling through Story Workshop.
Colebrook Elementary	SD#36 Surrey	Exploring connections to land and place through story workshop and Indigenous knowledge.
Confederation Park Elementary, Capitol Hill Elementary	SD#41 Burnaby	How will connection to land affect the community?
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	SD#71 Comox	Growth Mindset in Mathematics



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School	Valley	
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 empathy, and who truly believe in their children?
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.
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.
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.
École Salish Secondary	SD#36 Surrey	The focus of our inquiry will be around a 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.
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?
Evelyn Dickson Elem	SD#91 Nechako Lakes	Using e-portfolios (SpacedEdu) to track and reflect on core competency goals
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.
Fraser Lake Elementary Secondary	SD#91 Nechako Lakes	We are working to plan our teaching using the Seasonal Rounds of the Dakelh people.
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.
George M Murray Elementary	SD#74 Gold Trail	I would like to help students build strategies to help manage noise and distractions.
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.
Georgia Avenue Elementary	SD#68 Nanaimo-Ladysmith	Utilizing play, loose parts and story workshops to support oral language and writing skills



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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.
Henry Anderson Elementary	SD#38 Richmond	Building connections to the land through experiential and place-based learning.
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?
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
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.
John Howitt Elementary	SD#70 Pacific Rim	Exploring Traditional Ecological Knowledge (TEK) for Sustainable Practices with Nuu-chah-nulth Culture and Language Integration:.
Katzie Elementary	SD#36 Surrey	Revitalizing Henqeminem language through story and language learning in order to connect students to culture meaningfully.
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	SD#69 Qualicum	This inquiry focuses on the concept of identity and how one's identity impacts one's learning.



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Alternate, Qualicum Beach Elementary, Springwood Elementary, Arrow View Elementary, Bowser Elementary, False Bay Elementary, Nanoose Bay Elementary, Ballenas Secondary School, Errington Elementary,		
Kwantlen Park Secondary	SD#36 Surrey	The focus will be connecting to place and the land around our school.
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?
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.
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.
Lucerne Elementary Secondary School	SD#10 Arrow Lakes	Indigenous Perspectives with Social and Emotional Learning
Mapes Elementary School	SD#91 Nechako Lakes	Exploring ways to enhance speaking and listening effectively in a range of contexts, including place to develop positive, productive communication and collaborative thinking skills in a variety of different situations.



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MBSS	SD#23 Central Okanagan	Cultural safety through community and family connection
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.
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.
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.
Navigate/NIDES	SD#71 Comox Valley	How does blended learning support student learning for those who opt out of bricks and mortar constructs?
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.
NLPS Libraries	SD#68 Nanaimo-Ladysmith	As a Teacher Librarian group, we are curious about our spaces, and what makes a space safe?
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 belong 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.
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".
Queen Elizabeth Secondary	SD#36 Surrey	Our focus for this school year is on connectedness, on reciprocal relationships, and a sense of place.
Randerson Ridge Elementary	SD#68 Nanaimo-Ladysmith	Providing authentic experiences to build knowledge and understanding of local Indigenous culture and their Worldview
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.
School District #48	SD#48 Sea to Sky	Self-regulated learning through the competency of critical thinking
School Name(s)	School District	Focus Area
SD36 Priority Practices (District Education Centre)	SD#36 Surrey	Connecting math learning to place using the Indigenous Storywork principles.
sd68 Nanaimo	SD#68 Nanaimo-Ladysmith	What is the impact of building school wide community on the social emotional health of our students?
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.
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.
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.





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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.
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.
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.
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.
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.
Wiltse Elementary School	SD#67 Okanagan Skaha	How can I support my students as writers in their writing?
Xpey elementary school	SD#39 Vancouver	How can we increase student engagement in literacy by engaging in Indigenous storytelling.