



## 2024 - 2025 NOIE Inquiries (by District)

School Name(s)	School District	Focus Area
LESS	SD#10 Arrow Lakes	On building students' understanding of Indigenous world views, specifically related to the role of oral language in traditional ways of learning (will be working closely with our Elder)
Nakusp Elementary	SD#10 Arrow Lakes	Inviting community volunteers to come into the school and teach groups of students how to make products that will be sold at a winter market that will be a fundraiser for the Children's Hospital Foundation.
Nakusp Elementary School	SD#10 Arrow Lakes	Will a physical Circle of Courage on school grounds increase interaction and deepen understanding of the Circle's model's teaching.
Nakusp Secondary	SD#10 Arrow Lakes	Student leadership growth practices
Nakusp Secondary School	SD#10 Arrow Lakes	We are continuing our work developing a sustainable language program for our students, who are from a variety of nations and are all displaced in terms of not being on their traditional territories or having knowledge-keepers or fluent speakers at home or school.
Horse Lake Elementary	SD#27 Cariboo-Chilcotin	If "learning is embedded in memory, history and story" (FPPL) then can the incorporation of story (oral and text) increase student engagement in the literacy surrounding the topic of Indigenous plants?
Beaver Creek Elementary	SD#36 Surrey	Exploring an anti-colonial framework
Bothwell Elementary	SD#36 Surrey	Exploring an anti-colonial framework
Colebrook Elementary	SD#36 Surrey	Indigenous Learning, First Peoples Principles of Learning, Place-based learning
District Education Center	SD#36 Surrey	Exploring the connections of Indigenous and slow pedagogies through the lens of Seasonal Rounds
École Salish Secondary	SD#36 Surrey	The focus of our inquiry is identifying strategies that create a safe and supportive classroom community, guided by the principles of LEAP, which include fostering teacher collaboration, accountability, and leveraging unique teacher strengths to help Indigenous learners feel heard, safe, and successful.
Education Services	SD#36 Surrey	Exploring learners' engagement with music-related activities, including learning how to make



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School - STEP and A'Mut		a drum, as well as the cultural significance of teachings that accompany this activity.
Education Services School - TREES	SD#36 Surrey	Beading, patterns and mathematics
Education Services School (Lee School Program)	SD#36 Surrey	We hope to engage in an inquiry around anti-colonialism and teaching land-based practices through the support of our Indigenous Education Department.
Fraser Wood	SD#36 Surrey	To enhance the cultural experiences and community connections of Indigenous students, with a focus on Métis and Inuit cultures, thereby benefiting the entire school community
Kwantlen Park Secondary	SD#36 Surrey	I am going to focus on using story books as visuals and hand sewing/beading as a way to connect to place and the Indigenous people who have been stewards of this land our school is on.
Queen Elizabeth Secondary School	SD#36 Surrey	Our focus for this school year is to create an environment where learners want to be. Our inquiry focuses on how students can effectively create and communicate their ideas, perspectives, and viewpoints in a variety of formats.
Sullivan Elementary	SD#36 Surrey	Sense of belonging and resilience
Transitions Program	SD#36 Surrey	Describing Indigenous (NW coast) ways of engaging with wildlife (fish/salmon in particular) and how they relate to broader Indigenous beliefs and practices.
Beach Grove Elementary	SD#37 Delta	We are focused on reading.
Burnsview Secondary	SD#37 Delta	Assessment for Learning
Delta Secondary School	SD#37 Delta	We want to improve the retention of female athletes throughout their senior years.
North Delta Secondary	SD#37 Delta	Assessment best practices
Hugh Boyd Secondary School	SD#38 Richmond	What are students' perspectives on how/where hands-on project work will take them in the future?
Jessie Wowk Elementary	SD#38 Richmond	Connections and belonging throughout the school community
Armstrong	SD#41 Burnaby	What is the impact of using explicit strategies to support self-regulated learning on student



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		progress and self-regulation?
Armstrong Elementary	SD#41 Burnaby	We want to explore the impact of focusing on reading strategies/word attack strategies (emphasizing these explicitly and implicitly) on students' reading.
Capitol Hill Elementary	SD#41 Burnaby	The specific focus is literacy development for primary students, with a determined view to ensuring no students fall through the cracks.
Cariboo Hill Secondary School	SD#41 Burnaby	We will be focusing on our transitions both into Cariboo (grade 7 into 8) and our transitions out of Cariboo (grade 12s), and how we can better support students through these years. By embarking on this focus we also hope to strengthen the sense of belonging and community amongst our Indigenous students.
Kitchener Elementary	SD#41 Burnaby	To explore and implement inclusive, responsive classroom structures and practices that ensure ALL students feel a sense of belonging and receive targeted instruction so that they can see themselves as empowered readers and writers who can reflect on their strengths, growth, and achievements in literacy.
Aspenwood Elementary	SD#43 Coquitlam	Connection to land
Brackendale Elementary	SD#48 Sea to Sky	How can a sensory room support multiple students with self-regulation and social-emotional learning?
Garibaldi Highlands Elementary	SD#48 Sea to Sky	If teachers in the school work collectively to improve their understanding of self regulated learning and self regulation strategies will student's abilities to be self-regulated and self-determining with their learning improve?
Pemberton Secondary School, Whistler Secondary School, Signal Hill Elementary	SD#48 Sea to Sky	The complexities and possibilities of land-based and land-informed learning connections for K-12 schools situated in Lil'wat, St'at'imc and Squamish Territory.
Signal Hill Elementary School	SD#48 Sea to Sky	How can flexible learning environments and personalized education strategies support us in fostering a strong sense of belonging, connection, and inclusion for learners in our school community?
Spring Creek Community	SD#48 Sea to Sky	We would like to co-create a collaborative studio space that supports children's



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School		social-emotional learning and development.
Sta'7mes School	SD#48 Sea to Sky	How can art and story offer multiple entry points and pathways for diverse learners?
Daaxiigan Sk'adaa Nee, Agnes L. Mathers	SD#50 Haida Gwaii	We spend a lot of time in schools on behaviour management and parental meetings. By shifting our focus from paper and pencil activities to hands-on, oral and place-based learning, we think that students will be more engaged.
Charles Hays Secondary	SD#52 Prince Rupert	How are we facilitating student confidence, sense of belonging, leadership, voice, and positive personal identity?
Charles Hays Secondary School	SD#52 Prince Rupert	How can making the arts (all modes of expression) a more visible part of the school help improve (more regular, more meaningful) attendance?
Conrad Elementary School	SD#52 Prince Rupert	How can we increase attendance of our (Indigenous) learners so that they can benefit from the learning at Conrad?
Similkameen Elementary Secondary School	SD#53 Okanagan Similkameen	How will effectively implementing culturally responsive pedagogy impact the mental wellness of Indigenous students, ensuring alignment with their cultural identities, traditional knowledge, and community values? This inquiry seeks to explore strategies that prioritize Indigenous perspectives, foster resilience, and promote a sense of belonging within educational and support systems.
Southern Okanagan Secondary School	SD#53 Okanagan Similkameen	Through the lens of First Peoples Principles of Learning and listening to student voices, would culturally responsive teaching practices improve the attendance of our Indigenous On-Reserve students?
Smithers Secondary School	SD#54 Bulkley Valley	High school transitions for vulnerable students for successful employment and/or continued education
Twain Sullivan Elementary School	SD#54 Bulkley Valley	Implementing the direct teaching of social skills and the creation of lunchtime social activity groups will build a sense of belonging and diverse social connections in the larger school community.
Alternate Community Program (ACP)	SD#57 Prince George	Growing school community by growing a living landscape for land-based learning.



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Keating Elementary School	SD#63 Saanich	How can we foster a growth mindset in students to enhance their writing skills and confidence? How might evidence-based explicit writing instruction impact student learning and engagement?
Lochside	SD#63 Saanich	Our inquiry focuses on building literacy skills through storytelling, SENĆOTEN language learning, and place-based storymaking, with the goal of fostering community connections and incorporating culturally significant local stories.
Bayview Elementary	SD#68 Nanaimo-Ladysmith	Building emergent, developed, and proficient literacy skills, specifically in phonics, through engagement and connection with our primary students by small-group, hands-on learning.
Brechin Elementary	SD#68 Nanaimo-Ladysmith	Can creating art, specifically Indigenous art, be a vehicle for our most vulnerable Indigenous students and their families to connect with our school communities?
Cedar Community Secondary School	SD#68 Nanaimo-Ladysmith	Building a strong, inclusive, and community-rooted school identity through the Circle of Courage; supporting student belonging and holistic development.
Cilaire Elementary	SD#68 Nanaimo-Ladysmith	To determine a way or ways to increase positive attitude towards math through relationship and activities.
Dufferin Learning Centre	SD#68 Nanaimo-Ladysmith	We are curious how our students are represented within the Library Learning Commons. We are curious if they feel safe and a sense of belonging.
Ecole Pauline Haarer	SD#68 Nanaimo-Ladysmith	The impact of including parent/caregiver voice in School-Based Team meetings and subsequent communication about student learning.
Fairview Community School	SD#68 Nanaimo-Ladysmith	Creating meaningful soft start routines that enhance well-being, connection, and readiness for learning through playful and purposeful activities.
Frank J. Ney Elementary	SD#68 Nanaimo-Ladysmith	We are intending to continue with our prior year's inquiry question which was; "How can we have our students develop their self-regulation skills/tools and grow a greater understanding/respect for themselves, nature and others?" By continuing with our same question, we hope to get a more fulsome answer than we did last year as we ran out of time. Additionally, we will also continue to bear in mind the wonderful and succinct quote that guided and inspired us last year by Donald L. Hicks; he states: "Nature will teach us many lessons if we take the time to visit her classroom." With this quote in mind, we will continue to



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		determine if and how our students' self-regulation skill sets grow through regular outdoor education time.
John Barsby Community School	SD#68 Nanaimo-Ladysmith	Through gathering data and responding to needs discovered within the data, how can we support students and staff in transitions: from elementary to highschool, from proficiency to graded courses and from highschool to post-secondary?
John Barsby Secondary School	SD#68 Nanaimo-Ladysmith	How can we increase Indigenous understanding of ways of being and knowing at John Barsby Community School?
Ladysmith Secondary School	SD#68 Nanaimo-Ladysmith	Our focus is bringing Coast Salish snuwuyulh into our school by inviting elders to walk with us in our work.
Learning Alternatives	SD#68 Nanaimo-Ladysmith	Our inquiry will focus on enhancing the learning environment by creating an outdoor classroom and ensuring all school spaces evoke a welcoming and comfortable atmosphere.
Nanaimo District Secondary School	SD#68 Nanaimo-Ladysmith	How can we create a senior inquiry-based art curriculum that contains adaptations for our diverse art students while increasing a sense of belonging?
Quarterway	SD#68 Nanaimo-Ladysmith	Storytelling with Loose parts - Nature/Indigenous focus
Randerson Ridge Elementary	SD#68 Nanaimo-Ladysmith	Continue to grow our knowledge and understandings of Indigenous Worldviews & Perspectives and specifically learn more about our local land & Indigenous Nations: Snuneymuxw, Snaw-Naw-As and Stz'uminus Peoples. We want to be able to authentically integrate our knowledge throughout the curriculum in relevant and meaningful ways to promote a growing understanding that will contribute to the development of educated citizens who reflect on and support reconciliation.
Rock City Elementary	SD#68 Nanaimo-Ladysmith	Using UFLI as a foundation, we would like to explore ways to strengthen students' knowledge of phonics and other reading skills and investigate how this practice can influence spelling and writing capabilities.
Alberni District Secondary School	SD#70 Pacific Rim	Over the last few years we have noticed that our Grade 8 students struggle to be engaged and curious learners. Our broad focus always seems to spiral back to the theme of engagement.



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Bamfield Community School	SD#70 Pacific Rim	Our school inquiry project focuses on developing trauma-informed strategies to support and empower our youth in overcoming barriers to attendance and engagement, fostering a more positive and successful school experience.
John Howitt Elementary School	SD#70 Pacific Rim	Establish a hiking and drumming club to foster a connection between students and nature while promoting cultural awareness and environmental stewardship.
Maquinna Elementary School	SD#70 Pacific Rim	Increase the vibrancy of nuu-chah-nulth language and culture within the school.
Tsuma-as Elementary	SD#70 Pacific Rim	Transferring knowledge and skills to make connections, creatively solve problems and use critical thinking
Ucluelet Elementary School	SD#70 Pacific Rim	If there are more opportunities for imaginative play, will this help shift the play dynamics outside to be more collaborative and creative?
Wickaninnish Community School	SD#70 Pacific Rim	We've ran an early year program in the past, but are looking at how it can be tweaked so we can yield greater results and how we are collecting data on this. We are looking at building confidence and resiliency in kindergarten students, by having them be big buddies to younger children in our early years programs.
Arden Elementary	SD#71 Comox Valley	How can we meet the social and emotional needs of our students and their families while transitioning to kindergarten?
Brooklyn Elementary School	SD#71 Comox Valley	Self Regulation - Communication
Courtenay Elementary	SD#71 Comox Valley	We want to explore ways to connect operations and problem solving to the real world, and story to support students in achieving a deep understanding of and joy of mathematics.
Desert Sands Community School, Cache Creek Elementary School, Kumsheen ShchEma-meet School, George M Murray	SD#74 Gold Trail	Building teacher capacity



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Elementary School, Cayoosh Elementary School, David Stoddart School		
George M. Murray Elementary	SD#74 Gold Trail	I hope to build positive classroom culture and engagement, by providing a purposeful outdoor project.
Hatzic Middle School	SD#75 Mission	To use Indigenous literature written by Indigenous authors with my Gr. 8 English class, consisting of quite a high number of Indigenous students, as they create an inquiry question to research.
The Grove	SD#79 Cowichan Valley	How did exploration, exploration and colonization impact the Salish Sea and the Coast Salish Peoples?
A.J. Elliott Elementary	SD#85 Vancouver Island North	We will continue to focus on incorporating more of the ADST curriculum into our learning, across the curriculum, to increase student engagement and connection to school.
Sea View Elementary School	SD#85 Vancouver Island North	Improving learner's mathematical mindset through using a Singapore Math framework
BESS	SD#91 Nechako Lakes	We are focusing on engagement and helping students see themselves as learners and the importance of learning.
EBUS Academy	SD#91 Nechako Lakes	Cultivating opportunities for learners to connect with self, others, and the land, in an online learning environment
Ebus Academy	SD#91 Nechako Lakes	Supporting and preparing online learners for dealing with the kinds of difficult subject matter that is required in the Indigenous-focused coursework
Mapes Elementary School	SD#91 Nechako Lakes	Improving students' abilities to communicate and collaborate
Mouse Mountain Elementary School	SD#91 Nechako Lakes	We are focused on implementing a literacy intervention approach across most classrooms in our primary school, which involves small groups, multisensory and multi-modal learning tasks and a structured scope and sequence.
Nechako Valley	SD#91 Nechako Lakes	We want our students to demonstrate a capacity to monitor their own actions, emotions and





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Secondary School		behaviors, as well as use skills and strategies when engaging with learning.
William Konkin Elementary	SD#91 Nechako Lakes	We will implement approaches to literacy that incorporate multisensory and kinesthetic learning.
WL 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.
École Les Mélèzes-dorés	SD#93 Conseil scolaire francophone	What's your "how" story? Extending the ways in which students draw from Land, stories, and being outdoors, to explain their learning.