



## 2025 - 2026 NOIE Inquiries (by District)

School Name(s)	School District	Focus Area
Ecole William McDonald Middle School	Yellowknife, Northwest Territories	Competency-based Assessment in Grades 6-8 during a time of curriculum change.
Nakusp Elementary School	SD#10 Arrow Lakes	We will be focusing on service learning in our community.
Nakusp Secondary School	SD#10 Arrow Lakes	Supporting the development of executive functioning skills in science.
Ecole Glenrosa Middle School	SD#23 Central Okanagan	Exploring the development of belonging and agency among BIPOC students within the school community.
Colebrook Elementary School	SD#36 Surrey	Indigenous understandings (for example, Traditional Knowledge, oral history, reconciliation), Core competencies (for example, critical thinking, communication, problem solving), Experiential learning, Land, Nature or Place-based learning.
École Riverdale Elementary School	SD#36 Surrey	Developing story-telling in the early learning years, primarily K-3 grades. Through story workshop and the use of open-ended loose parts, we hope to help students – particularly English Language Learners (ELL) and French language learners – to build confidence in oral language, vocabulary and narrative expression as part of early literacy development.
Ecole Salish Secondary School	SD#36 Surrey	Academics (literacy) transitioning with skills for after graduation through a decolonized lens using LEAP.
Fraser Wood Elementary School	SD#36 Surrey	We want to introduce our Indigenous students to more aspects of their culture.
Hazelgrove Elementary School	SD#36 Surrey	Building connections to land and Indigenous ways of knowing through story, place-based learning, and community relationships.
Kwantlen Park Secondary School	SD#36 Surrey	Engaging students who are attending the school but not their classes - will likely change with re-scan in the new year.



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Maddaugh Elementary School	SD#36 Surrey	How can we care for the creek that borders our school property?
Queen Elizabeth Secondary School	SD#36 Surrey	How can we support Humanities 8 students in developing their ability to communicate ideas clearly and critically through writing and speaking, while fostering personal engagement and ownership of learning?
T.E. Scott Elementary, Georges Vanier Elementary, MB Sanford Elementary, Chimney Hill Elementary, Bear Creek Elementary, Frank Hurt Secondary	SD#36 Surrey	How can we create a sense of belonging and inclusion for our Indigenous students who will be attending Secondary school in the coming years?
Beach Grove Elementary School	SD#37 Delta	Collecting reading data and supporting all students in their reading progress.
Delta Manor Education Centre, Brooke Elementary, Home Quest	SD#37 Delta	How can we use an anti-oppression lens to support, create and promote inclusive outdoor learning opportunities for all K-7 teachers and students across the district?
Delview Secondary School	SD#37 Delta	Increasing student confidence and academic belonging through the development of foundational numeracy skills.
Heath Elementary School	SD#37 Delta	We will be focusing on teaching targeted literacy skills to all students in the school based on their current literacy levels.
Home Quest School	SD#37 Delta	If we implement strategies for reducing cognitive load within our environment and in our instructional practices among students engaged in online learning, students will be able to better retain and engage in the content presented thereby making the online learning experience more impactful and meaningful.
Port Guichon Elementary School	SD#37 Delta	To expand the integration of ADST in order to improve student engagement.
Richardson Elementary School	SD#37 Delta	Use strategic implementation of numeracy methods across all grades to boost student engagement, confidence, and lasting math mastery.



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Sands Secondary School	SD#37 Delta	We are looking at how improving focus can strengthen the mind.
Seaquam Secondary School	SD#37 Delta	If we focus on the grade 8 population to build community and create connections, will we see a change in classroom behaviour? Ultimately, will this change in behaviour make it easier on teachers (teaching vs behaviour management).
South Delta Secondary School	SD#37 Delta	Our team wants to explore the stress response and how we can use this to better support doing hard things at school, specifically tests.
Hugh Boyd Secondary School	SD#38 Richmond	What are students' perspectives on where hands-on project work will take them in the future.
Thompson Elementary School	SD#38 Richmond	What can the land teach us and why is it important?
Wowk Elementary School	SD#38 Richmond	Deepening relationship with land through interconnected learning experiences
Lochdale Community School	SD#41 Burnaby	Transforming school culture through Indigenous wisdom and youth leadership through community based art practice.
Stoney Creek Community School	SD#41 Burnaby	How does a Resource Teacher whole class writing instruction impact engagement in writing across the curriculum?
Twelfth Avenue Elementary School	SD#41 Burnaby	Can we build individual student engagement and self-regulated learning by providing students with agency and autonomy?
Aspenwood Elementary School	SD#43 Coquitlam	Circle of Courage (belonging, mastery, independence, generosity) framework within our outdoor explorations.
Garibaldi Highlands Elementary School	SD#48 Sea to Sky	Oral language development connected to overall literacy and sense of belonging in a French Immersion classroom.
Garibaldi Highlands Elementary School	SD#48 Sea to Sky	Developing teacher capacity to engage in self-regulated learning practices in their own teaching in order to help students become more self-regulated learners.
Pemberton Secondary and Signal Hill Elementary Schools	SD#48 Sea to Sky	Collaborative regenerative inquiry approach to supporting student learning transitions that centres respectful and relational engagements with the land as pedagogy.
Charles Hays Secondary School	SD#52 Prince Rupert	How are we facilitating student confidence, sense of belonging, leadership, voice, and positive personal identity?



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Conrad Elementary School	SD#52 Prince Rupert	Building relationships through forest play and a sense of place, creating rules about play and connecting to local Tsimshian culture.
Prince Rupert Middle School	SD#52 Prince Rupert	Will we improve attendance by providing small group fun activities to students?
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 voice, would culturally responsive teaching practices and connections with the local band improve the attendance of the Indigenous On-Reserve students at SOSS?
Ecole Muheim Elementary School	SD#54 Bulkley Valley	How to build learners' ability to sit in discomfort while learning about numeracy, particularly basic math facts.
Ecole Muheim Memorial Elementary School	SD#54 Bulkley Valley	Our school-wide inquiry centres on land-based learning rooted in Indigenous ways of knowing, specifically the Five R's of Indigenous Pedagogy.
Houston Secondary School	SD#54 Bulkley Valley	How can we use Indigenous cultural activities to increase student participation and attendance, inter-community connections, and celebrate shared common practices.
Silverthorne Elementary School	SD#54 Bulkley Valley	How can we make our outdoor learning time more intentional so we can add depth to their wonders and tie to curriculum more intentionally?
Smithers Secondary School	SD#54 Bulkley Valley	Grad transitions planning.
Twain Sullivan Elementary School	SD#54 Bulkley Valley	Continuing to implement the direct teaching of social skills and building of lunchtime social activity groups at Twain Sullivan and Houston Secondary School will build a sense of belonging and diverse social connections in the larger school community and transition to Houston Secondary School.
Lochside Elementary School	SD#63 Saanich	Our inquiry focuses on nurturing literacy skills and connections to local (hi)stories through



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		storytelling, SENĆOŦEN language learning, and place-based storymaking. We will be focusing on learning from WSÁNEĆ community members and resources which stories can and should be shared with our learners, ensuring that our work honors cultural significance and strengthens community connections.
Brechin Elementary School	SD#68 Nanaimo-Ladysmith	Could creating art inspired by diverse styles, including Indigenous art, serve as a meaningful way for our most vulnerable students—and their families—to feel more connected to our school communities?
Cedar Community Secondary School	SD#68 Nanaimo-Ladysmith	How does engaging in land-based learning in Hemer Park — including identifying local plant species, learning their Hul'q'umi'num names and traditional uses, and creating public educational signage — influence students' sense of belonging, cultural awareness, and ability to communicate their learning effectively?
Chase River Elementary School	SD#68 Nanaimo-Ladysmith	Improving student readiness and engagement by supporting regulation, emotional awareness, social connection, and resilience through strategies informed by Polyvagal Theory.
Fairview Elementary School	SD#68 Nanaimo-Ladysmith	How can the land help us learn and think about math?
Frank J. Ney Elementary School	SD#68 Nanaimo-Ladysmith	To explore how Indigenous culture, language, and values can be experienced and understood through drumming to support cultural connection, social-emotional learning, and cross-cultural understanding.
Island Connect Ed School	SD#68 Nanaimo-Ladysmith	Exploring ways to design culturally appropriate Indigenous content and competency-based lessons that support multi-grade family engagement through our online learning platform.
John Barsby Community School (2025-2027) and Dover Bay Secondary (2026-2027)	SD#68 Nanaimo-Ladysmith	Philosophy in Indigenous high art; aesthetic sovereignty in English First Peoples 10-12.
John Barsby Community	SD#68	How can we, as teachers across disciplines, increase the quality of engagement for our



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School	Nanaimo-Ladysmith	learners (especially of our priority populations) by planning, acting, observing, and reflecting in the form of action research with our students?
Ladysmith Secondary School	SD#68 Nanaimo-Ladysmith	Knowledge keepers coming into the school.
Learning Alternatives School	SD#68 Nanaimo-Ladysmith	We wanted to utilize our close proximity to VIU as a pathway to have students directly learn hands-on skills through a barrier-free model.
Pleasant Valley Elementary School	SD#68 Nanaimo-Ladysmith	Time/positive experiences reading books that are at the correct reading level for our students who are learning to read.
Quarterway Elementary School	SD#68 Nanaimo-Ladysmith	Connecting to nature through play - loose parts storytelling.
Randerson Ridge Elementary School	SD#68 Nanaimo-Ladysmith	Deepening our understanding of mathematical reasoning and how to best support students in developing strong number sense, resilience and strategies for persevering through problem solving.
Rock City Elementary School	SD#68 Nanaimo-Ladysmith	How can we encourage students to apply phonemic awareness and phonics concepts learned through explicit instruction of phonics and morphology to transfer into their writing.
Seaview Elementary School	SD#68 Nanaimo-Ladysmith	Improving students' confidence with writing.
Bamfield Community School	SD#70 Pacific Rim	Increasing student literacy engagement and improving attendance by involving students in redesigning our school and classroom libraries to reflect their interests, cultures, and voices.
E J Dunn Elementary School	SD#70 Pacific Rim	Using Indigenous oral storytelling in readers theatre; how does it impact literacy and engagement?



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John Howitt Elementary School	SD#70 Pacific Rim	Helping students learn and share local Indigenous knowledge, language, and stories through student-led social media content creation.
Maquinna Elementary School	SD#70 Pacific Rim	Does attendance improve if we create joyful and engaging opportunities for our school community to connect with local culture?
Tsuma-as Elementary School	SD#70 Pacific Rim	How could embedding daily use of Nuu-chah-nulth language in classroom routines and activities support primary students' sense of connection to community?
Tsuma-as Elementary School	SD#70 Pacific Rim	Exploring kindergarten readiness skills.
Ucluelet Elementary School	SD#70 Pacific Rim	Language/literacy development, regulation, engagement and connection with increased outdoor play, focusing on oral storytelling.
Wickaninnish Community School / UES	SD#70 Pacific Rim	We're curious to see if having intentional, shared, place-based experiences and intentional audiences has a positive impact on students' engagement in and quality of writing.
Wood Elementary School	SD#70 Pacific Rim	Improving literacy outcomes for students who have not yet met grade-level reading benchmarks as assessed using Acadience Reading.
Arden Elementary School	SD#71 Comox Valley	Looking at how to support social-emotional learning for our newest learners and their families.
Brooklyn Elementary School	SD#71 Comox Valley	Self Regulation - metacognition, independence, and ownership.
Ecole Puntledge Park Elementary School	SD#71 Comox Valley	How can picture books be used to bring Indigenous voices and perspectives into all areas of the curriculum?
Lake Trail Community School	SD#71 Comox Valley	UN Sustainable Development Goals - self to world connections.
NIDES	SD#71 Comox Valley	Improving connections.
Timberline Secondary School	SD#72 Campbell River	Transitions study Middle to Secondary: Beyond the Here and Now.



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George M. Murray Elementary School	SD#74 Gold Trail	To design engaging, land-based learning that leads to an authentic exhibition project they are proud of.
Dewdney Elementary School and Christine Morrison Elementary School	SD#75 Mission	Why isn't math fun for students?
Ecole Christine Morrison Elementary School	SD#75 Mission	To connect the four components of the Circle of Courage—generosity, belonging, mastery, and independence—to student-led environmental initiatives within our school community.
Ecole Heritage Park Middle School	SD#75 Mission	What are the key factors contributing to low literacy rates among middle school students, and what targeted supports, resources, and instructional strategies can help improve literacy outcomes for our Indigenous, non-Indigenous, and ELL middle school student population?
Caledonia Secondary School	SD#82 Coast Mountains	Food sovereignty, as well as local methods of food preparation. Ways in which this can enhance connection to the land and an overall sense of place.
A.J. Elliott Elementary School	SD#85 Vancouver Island North	Land-based learning and community gardening.
Sea View Elementary School	SD#85 Vancouver Island North	How can integrated literacy instruction that weaves together STEAM themes, Indigenous knowledge, and DE&I literature, help reduce the number of learners in the “emerging” category in reading and writing?
Babine Elementary Secondary School	SD#91 Nechako Lakes	Hands-on Indigenous learning tied to math.
EBUS Academy	SD#91 Nechako Lakes	Student Engagement - How do we (re)ignite student and teacher engagement in ways that are relational, relevant, and rooted in curiosity—not compliance?
Evelyn Dickson Elementary School	SD#91 Nechako Lakes	Multi-grade outdoor learning experiences and the impact on students' sense of belonging and engagement.
Fraser Lake Elementary Secondary School	SD#91 Nechako Lakes	School Spirit and Inclusion.
Fraser Lake Elementary	SD#91 Nechako	Transferring phonemic knowledge into reading and writing.





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Secondary School	Lakes	
Lakes District Secondary School	SD#91 Nechako Lakes	Developing a strong connection between learning the local language and feeling a sense of belonging at school.
Mapes Elementary School	SD#91 Nechako Lakes	We are strengthening our personal and social relationships by exploring our creative thinking with intentional age groupings.
Mapes Elementary, Sinkut View Elementary, Evelyn Dixon Elementary	SD#91 Nechako Lakes	In order to continue to develop literacy skills alongside self-regulation strategies, teachers are working together to create literacy bins that will appeal to students' interests and develop collaboration and self regulation skillsets.
Mouse Mountain Elementary School	SD#91 Nechako Lakes	Last year we focused on the literacy program "Structured Literacy". This year, we are continuing to focus on literacy in a broader sense of the literacy programs and interventions that are being used within the classrooms which involves small groups, multisensory and multi-modal learning tasks and a structured scope and sequence.
Nechako Valley Secondary School	SD#91 Nechako Lakes	Self Regulation - developing collaboration (communication and social responsibility) alongside self-reflecting skills as well as participating and leading in outdoor learning legacy project.
Sinkut View Elementary School	SD#91 Nechako Lakes	Self-regulation; how can an increased focus on self-regulation support our learners to gain greater agency of their learning?
William Konkin Elementary School	SD#91 Nechako Lakes	Impact of thinking tasks in Numeracy, Literacy Blitz intervention blended with the Multiple Intelligence theory and Mindfulness.
WLMcLeod Elementary School	SD#91 Nechako Lakes	Developing a deeper and broader understanding of number sense from K-3 with a focus on improving numeracy outcomes for Indigenous learners.
Les Mèlèzes-dorés	SD#93 Conseil scolaire francophone	Developing your "how" learning story: Drawing from Ktunaxa "how" stories (and being outdoors), to guide students in explaining their learning.