



Case Study Guidelines Aboriginal Enhancement Schools Network 2010 - 2011

Completing your two-page case study represents your final commitment for this year as an AESN school. The case study is a key way for your school to share what you are learning with other AESN schools, with interested schools across BC and with communities around the world who are working hard on two goals: improving learning outcomes for Aboriginal youth and ensuring that all young people understand and appreciate Aboriginal worldviews.

Your case study will be posted on the website, <http://www.npbs.ca/aesn-case-studies> and a sample set of case studies will be made available in print format.

*The guidelines explained here are to help you frame your report. Please download the electronic template on the website in completing your report and email it to Donna Weaving dweaving@dccnet.com in a Word document no later than **July 2 2011**.*

School Name:

District:

Leadership Team

Team names – first and last names, alphabetical by surname.

Contact information (optional) – There have been requests for email addresses for school team members. This is up to you. If you have a general school email address, you may want to include it.

School Context/Community Involvement

A one paragraph description of your school. This section gives the feeling tone of your school community and expresses public pride in your work. This section is where you will include information about the Aboriginal community or communities you serve and how you have involved them in your inquiry.

Please also include the following:

- The number of students and your grade configuration
- Where you are in the province by geography – “We are in the Okanagan.”
- What your community is like and the ways parents are involved - “Our community is committed to high levels of family literacy and we are working hard

to support all families.” “Our families have embraced the importance of healthy schools and we are excited by the initiatives underway.” “Our elders are an important and valued part of our school community.”

- *Unique features/identity. “We are a small school with a strong emphasis on the arts, language and culture.”*
- *The focus areas of your school. “We are determined to engage our learners and believe that a greater emphasis on Aboriginal knowledge world views will help move us forward.” “We are using cross grade coaching as a way to build greater confidence and sense of belonging among our students.”*

School Inquiry and Action

A clear statement of your question and the reason for its selection

When a colleague from another school reads this they should be able to follow the main outline of WHY you selected this focus for your inquiry. The AESN is about growing a community of educators who can describe their innovative work with Aboriginal learners from the “inside out” using consistent classroom assessment strategies.

Links with your district enhancement agreement

It is very important that your inquiry is connected with the goals of your local enhancement agreement. Please write a sentence or two to demonstrate this link.

Strategies

Describe the specific work you have done over the past year with the adults in your school through staff learning and also the specific work you have done with learners and/or their families to make learning gains.

Focus on Formative Assessment Learning Strategies

Over time AESN schools are expected to use all six of the big strategies of learning intentions, clear criteria, feedback, mid lesson questions, peer learners as resources, and learners as owners of their own learning. In this section, please describe the strategy or strategies you used the most this year and what difference this made for your learners.

School Findings

Your findings should be clear, honest and easy to understand. In this section you will display your performance standards information – baseline and change over time. e.g. Personal writing, grades 3-7.

Please use the following format to report your findings.

	NY	A	M	E
Fall 2009				
Spring 2010				
Fall 2010				
Spring 2011				

Please provide the number of learners by using the four categories for ease of understanding. (We know this is not all the evidence you have – interested colleagues can contact you for additional details.)

Provide a sentence or two that describes your thinking about the findings. For example: “We are reasonably confident that our intense focus on providing descriptive feedback in Science and Social Studies is leading to a real improvement in both quantity and quality of student writing.” “We have seen some real improvement in terms of attendance and engagement for the learners who have been part of the Aboriginal Circle. Their writing has improved as well. The feedback we have received from the learners is encouraging us to continue and to go deeper.”

AESN Plans for 2011-2012

Describe your next steps to deepen, extend or shift your inquiry next year. Also describe how you will engage with your Aboriginal community as you pursue your inquiry.

Reflections, Advice

In one short paragraph or point form - offer some honest reflections on your own work – what made it challenging or successful or rewarding. As well, offer advice for other schools with a similar focus.

That’s it! We hope writing your report acts as a time of productive reflection for you. We believe it is critically important that the whole province works and learns together. Thank you for taking part in this inquiry network.

Judy Halbert

Linda Kaser