



# Vancouver School District

## School Plan for École Jules Quesnel

### Year 2: 2022 of 3 Year Plan, 2021 - 2024

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## 1. GENERAL SCHOOL STORY (TO BE UPDATED EACH YEAR)

Our school is on the unceded Musqueam lands, near the Pacific Spirit Park. We began taking part in the Butterfly Way in 2019 and have healthy native pollinators gardens as well as insect hotels on our school grounds. We celebrate social emotional intelligence, French Language Expression, restorative justice practices and growth; we are inspired by the First Peoples Principles of Learning. Most of our learners speak one or two languages in their homes, prior to coming to our school to learn French.

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## 2. WHAT DO WE KNOW ABOUT OUR COMMUNITY OF LEARNERS? (SCANNING)

The year 2021-2022 was again a year of covid. Even though we knew how to proceed, we have noticed a sort of fatigue in our students as well as lower SEL skills and academic results. Some students have expressed feeling tired of covid, feeling frustrated or finding it hard expressing themselves in French. With those observations, we continue to use trauma-informed practices and try to adjust our expectations to the students' needs, and to their current academic levels. With this in mind, we are continuing to work on cohesion within the teaching faculty so we can readjust our teaching to better support our students.

Our students know adults at school are there to support their growth and provide them with care, yet not all of them are able to respond respectfully or ask for help appropriately. We know many of our learners are high achievers and some feel anxious about performing. They are developing their skills and becoming more creative, reflective, and action oriented. Our students are beginning to learn how to confidently show and express their thinking. As a staff, we want to continue to reflect upon our teaching practices in a critical manner and see our students doing the same about their learning (particularly when it comes to mathematics, and everyday problem-solving).

### 3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT OUR LEARNERS? (SCANNING)

Our CSL reports as well as the School Wide-Write done twice in the year provided us with some hard data on students' learning. We saw that from the beginning-developing results of September SWW results, most of our students have progressed in the year based on their April results. CSL showed that the average of our students is academically lower than the past years based on where they should be at. We see this across the board: subjects and grades alike. This year, our Principal conducted a beginning of the year interview with students asking them the following questions:

Does your class help you feel smart, why?

When was the last time you came up with an idea of your own and how did it feel?

What is your favorite way to show what you know?

Where are you in your learning, where are you going, and how will you get there? This is the question students had the hardest time answering.

If you could wave a magic wand and make something around here change, what would it be?

We learned from their answers that most of our students do feel smart when learning in their class and have ideas of their own. They are not all able to express what it feels like having ideas but do know how they like to show what they know. A favorite way is to tell people what they know, illustrating the importance to build their linguistic skills, the practice of expressing oneself in French in order to feel confident... Most students were able to explain how they learn best and can advocate for themselves. Ending covid was at the heart of the answers for the magic wand question while most students shared not wanting anything to change.

During the month of May, we took part in our second *Mai le mois des mathématiques* and saw more students interacting with Math around themselves and teachers inviting students to create Math problems, to explore their surroundings to find Math and to gain the identity of Mathematicians. We have also continued our discussions regarding the language used during Math classes and looked at what we can do differently to make sure we improve the equity to access the knowledge within our school.

#### 4. WHAT IS THE FOCUS FOR OUR COMMUNITY OF LEARNERS BASED ON THE EVIDENCE? (FOCUSING)

Students at the margin: we want to bring these learners back into the center of our planning and teaching so that we go deeper into using the Universal Design for Learning Pedagogy. Adults will be learning in symmetry with our students by practicing critical thinking in the decision making of their materials and practices as well as in going deeper in the knowledge and use of this core competency cross curricular. We believe this core competency will continue to support the SEL learned strategies which will then improve our learning environment inside and outside the classroom. The last few years have been difficult on many levels including our SEL and wellbeing. We continue to approach learning with a lens of compassion and care while developing deeper thinking skills.

We all want to support students to the best of our abilities, let us see how we can collaborate together, to bridge the gap between our expertise.

Our goal aligns fully with the Ed Plan 2026 as we want to improve student achievement, physical, and mental well-being, and belonging by encouraging students to reach beyond previous boundaries in knowledge and experience, increasing literacy, numeracy, and deep, critical, and creative thinking (Goal 1); increase equity by eliminating gaps in achievement and outcomes among students, eliminating racism and discrimination in all forms, evaluating and reviewing plans for the improvement of Indigenous learners' education (Goal 2); continue our Reconciliation journey with First Nations, Métis, and Inuit by increasing knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, cultures, and contributions (Goal 3).

During our first year, we focused on the sense of "Belonging: To increase Aboriginal students' sense of pride, self-esteem, belonging, place, acceptance and caring in their schools." By giving more space to our Indigenous learners to explore and to share their ways of thinking, we were able to then engage all students in reflections about their own learning and growth.

"Mathematics is integral to every aspect of daily life. Mathematical skills are essential for solving problems in most areas of life and are part of human history." We believe that when we focus on the big ideas, and start with questions, we notice our students being more engaged and interested in learning. The year 2021-2022 was a positive year for teachers going further in their Mathematical questioning and for students generating their own questioning. Working as a whole school team on the strengthening and developing of better French oral skills is directly supporting our critical thinking and reflective goal.

Learning is symmetrical: adult learning during our monthly Staff Meetings as well as numerous pro-d together. The more conversations adults have with one another, the richer the learning opportunities will be. We have learned to work better together when we held our School Wide Write, when we met monthly during our Staff Meetings and developed our understanding of Math teaching and resiliency, and during all our small team planning sessions.

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## 5. INQUIRY QUESTION (FOCUSING)

How can we incorporate critical thinking in our teaching to support the development of oral French and Mathematical thinking, so students can feel confident in sharing their feelings and thinking?

We are wondering how French language may hinder the expression of students' knowledge and potential. We want our students to feel safe and resilient in their learning so they can access critical thinking. Our students in the margin will be placed in the center, at the heart of our planning. We want to further our use of Universal Design for Learning, to be able to address the needs of all our students wherever they are.

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## 6. WHAT IS OUR PLAN? (PLANNING)

We want to create a culture of risk-takers, develop greater discussion about learning and mistakes, the connections between learning and making those important mistakes, we want to increase the possibilities for engagement in discussions.

Year 1: review our teaching of the critical thinking core competency and include it in all we do. Create smaller discussion groups amongst staff to scaffold the next steps as to how Math is taught and what are the best approaches for critical thinking. We were hoping to use the sharing circle during staff meetings and have a topic where everyone is invited to share one strategy they use, or staff highlights and rotate through staff to provide one another with mini-pro-d. This way we remind ourselves that learning is symmetrical between adults and students. Community-wide conversations and include parents (we are an ecosystem after all). During our Staff Meetings we shared Math practices and spent the January 31<sup>st</sup> pro-d exploring further key questions in the curriculum in grade level groups. We hosted a *Mai le mois des mathématiques* with Math provocations daily to promote discussion and continue to tickle interest. During our April 25<sup>th</sup> pro-d, we reflected together about our students' French level and see how we can better align to support their linguistic development, so it does not hinder our young mathematicians from growing.

Year 2: We were not ready for a sharing circle in year one and will see if we feel ready this year. We will focus on cohesion among our practices. This requires us to continue to reflect on what will best help our students, communicate with one another, be risk-takers, and adjust our practices. Older students will continue to support and inspire younger learners in Mathematics via games and play, as seen in Year 1. During the month of May in 2022, we held *Mai le mois des mathématiques* and saw more students interacting with Math around themselves and teachers inviting students to create Math problems, to explore their surroundings to find Math and to gain the identity of mathematicians. We have also continued our discussions regarding the language used during Math classes and looked at what we can do differently to make sure we improve the equity to access the knowledge within our school.

Two teachers took part in the pilot project MathUp 2021-2022 and they are interested in providing our staff with support to further develop our Mathematical reasoning and how Math is taught at our school during the year 2022-2023. We would like to invite parents and guardians in at the beginning of the school year to gain a better understanding not only of the curriculum but how Math should not be taught to promote critical thinking, communication, and creativity.

Year 3:

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## 7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

We think we need to move from analyzing into action. 1) improving our own interventions, by modelling how to reflect critically. We will review current Math resources as well as our model to provide Math to our students to enquire how we can best support their learning. 2) concretely bridge the learned SEL strategies and Growth Mindset practices from the past years, to make sure students are equipped to use their critical thinking skills. 3) use the review time at the beginning of the school year for the school-based team to assess who are the students currently at the margin and what are the concrete actions to set up to make sure those students can thrive this year and that the teaching is centered around them.

We know that we need to keep the three core competencies of communication, critical thinking, and creative thinking in the forefront in all we do. We must teach those competencies as often we believe they are acquired but they are not. We will need to begin the school year by teaching the core competencies to our students, particularly the Critical Thinking competency to make sure it is our guide throughout the year.

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## 8. HOW WILL WE KNOW WE'RE ON TRACK? (CHECKING)

We will see our students seeing themselves as mathematicians and wanting to share their learning with peers and other educators in the building. We will hear students acquiring vocabulary and linguistic skills allowing them to express their ideas, their reflections, and their needs. We will look at the results our students are obtaining in Math and French to see if there is an improvement. Our baseline can be the reporting we have as well as the discussions we have about student learning. When we discuss the progress and needs of a student, we can know best where they are and if/when they progress.

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## 9. HOW WILL WE SHARE THIS INFORMATION? (CHECKING)

In our monthly Mme Eve's report, the report from the Principal, successes and challenges will continue to be shared as well as via our website. Guidelines as to how to better understand the curriculum as well as how to teach and approach it will also be presented by the school's Principal. In 2021-2022, we had "Les Nouvelles de JQ" in which students were journalists and were broadcasting the learning that was taking part in this place. If we obtain families/guardians permission, we could share it with the community at large too. In the fall of 2022, we would like to host a parent-ed to share our teaching practices, setting the tone for the year ahead. We hope to engage in meaningful conversation with our community about the best mathematical learning practices anchored in the curriculum.



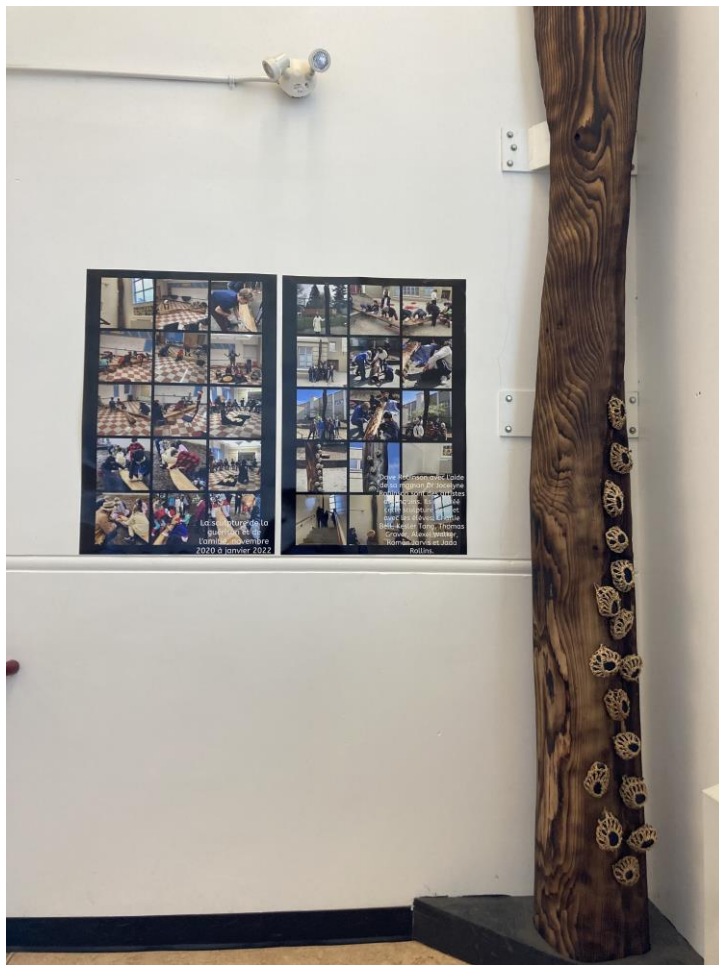
*District-wide Indigenous Focus (worldviews): To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all learners.*

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## **10. WHAT LEARNING HAVE WE DONE AT OUR SCHOOL TO SUPPORT AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE?**

The 7 Sacred Teachings taught to us by Davita Mardsen were highlighted in the 2021-2022 assemblies and we continue caring for them as our guide so that we can focus on becoming the best possible human beings. Our school-based Indigenous Committee meets monthly and reports during the Staff Committee Meetings during the Indigenous Education standing item on the agenda. We continue to follow the works of Dr. Martin Brokenleg in our Code of Conduct and are focusing on restorative justice to students and their family/guardians when situations occur. We strongly believe in this process in a way to create belonging and healing. Many teachers continue using the sharing circle as their check-in practices and problem-solving circles. Every month, a new Indigenous song is introduced and celebrated by our school. Students are walking in the school to the sound of Indigenous Voices. Our Grade 4-6 teachers collaborated in making sure the impacts of Immigration on Indigenous Peoples would be part of their teachings. Our Grade 3 classes focus on why and how we are all interconnected and connected to the hən̓q̓əmin̓əm' language and practices. In early 2022, our sculpture created by artist Dave Robinson and 6 learners was installed for all to appreciate. This is a sculpture representing healing, friendship, and collaboration.





In our hopes to continue our work towards being anti-racists, in June 2022, we hosted our second Month of Celebration of Indigenous' People in June. We want to recognize and celebrate the existence and presence of the Indigenous People now and their rich contributions. We launched the Month of



Celebration of Indigenous' People at the end of May, with the school wide teachings about cedar and cedar bark weaving by Leonard Tiger Williams of the Quatsino First Nations. He spent 10 days at our school with our learners.

Our 2 Grade 7 Indigenous students completed their elementary education in 2022, we are extremely proud of them. For the year 2022-2023, we will have 2 students of Indigenous ancestry: one student in Grade 2 and 5. Our learners are kind, intelligent, funny, and all very diverse.

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## **WHAT EVIDENCE OF UNDERSTANDING OF INDIGENOUS WORLDVIEWS AND KNOWLEDGE HAVE BEEN FOSTERED WITHIN YOUR SCHOOL COMMUNITY? PLEASE SHARE HOW IT IS EMBEDDED THROUGHOUT.**

After our November 26 Indigenous focused day, our staff wanted to go further with making Indigenous language visible and infused the culture to our everyday life. We began, during the first week of December, playing Chief Dan George's Coast Salish Anthem over the PA system as students are walking in. The song belonged to the Late Chief Dan George and his family from the Tsleil-Waututh Nation, who gifted the Prayer Song to the Salish Nations in support to stand together and sing together in strength and unity. Students are all calmly listening to the anthem which was introduced to them at the beginning of the school year by the principal who has played it and has presented it at the beginning of each assembly and gathering.

[https://www.youtube.com/watch?v=sQk-rVgnW\\_I](https://www.youtube.com/watch?v=sQk-rVgnW_I)

Kung Jadee, Haida storyteller and singer, shared with us her Squamish stories and songs virtually. She also spent time answering our questions during a live session. We are learning to decolonize certain words and places to honor the Peoples who were here before us.

Many classes welcomed Amanda White in for a story or a discussion. We feel grateful for having this incredible Haida Knowledge Keeper connected to our school.

We have reached out to our Indigenous Department to know if our Indigenous learners would be able to receive the visit of an Indigenous Cultural Worker to establish a meaningful connection with them. We have also enquired about the possibility of adding the name of all the rooms in our school in hə́ŋqəmiṇəm to make this local language visible to all. While we were asked to wait before going further with this project, we are continuing to learn words in hə́ŋqəmiṇəm as we want this local language to be heard, appreciated, and to stay strong.

Some of our schoolteachers have begun the discussion to reflect about our school's name and the possibility of changing it for a non-colonial name.

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## **11. HOW WILL WE SUSTAIN AND ENHANCE OUR UNDERSTANDING OF INDIGENOUS PERSPECTIVE AND KNOWLEDGE?**

Starting the year 2022-2023, our Grade 1-7 learners will all have had a connection with cedar and Leonard Tiger Williams. We hope this will bring an awareness of the importance of connection between all living things for our students. We want to continue focusing on land-based learning, spend time outside, and learn by being present to our environment and surroundings. Every class learned outside numerous times during the 2021-2022 school year, which means we are heading in the right direction of appreciating our local lands and respect for the Peoples it belongs to. We want to continue connecting various subjects with one another so the knowledge can be more wholesome for our students. We are hoping that our Grade 3 students will be able to learn from the Squamish people this year by attending Camp Cheakamus in the 2022-2023 school year.