



# Vancouver School District

## School Plan for Eric Hamber Secondary

### Year 2 (2021-2022) of 3 Year Plan\*, 2018 - 2021

*\*Due to the Covid-19 pandemic, current school plans have been carried forward to the 2021/22 school year.*

## 1. GENERAL SCHOOL STORY:

In September 2018, there were 1,599 students enrolled at Eric Hamber Secondary, including 170 International students. Our school offers a District Fashion Program for 29 students, a Mandarin Bilingual Program (an extension from Jamieson Elementary's Mandarin Bilingual Program) for 47 students, and Eric Hamber's Challenge Studio Mini Program, a District Specified Alternate Program, enrolls 150 students. Eric Hamber Secondary School is a comprehensive high school emphasizing academic achievement, student leadership, athletic excellence, participation in the arts, and service to others. Eric Hamber's drama, music, athletics, foods, fashion, computer programming, dance, business, and multi-media programs are well known throughout the district for their high profile shows, awards in competitions, and success stories.

Approximately 7% of Eric Hamber's student population has been identified as having special needs. Each of these students has an Individual Education Plan (IEP). Fifty-seven percent of students identified with an IEP are fully integrated into regular programs at the school, and the remaining forty-three percent of students identified with an IEP benefit from intense support in an enclosed program setting (Learning Assistance Junior, Learning Assistance Senior, Learning Assistance Lifeskills, and Lifeskills), with possible integration in one or more classes that support student growth.

Eric Hamber's school population is ethnically diverse. Top languages spoken in students' homes include English (54%), followed by Chinese, including Mandarin and Cantonese (28%). Seventy-three percent of our students are born in Canada. Thirteen percent of Eric Hamber's total student population are enrolled in English Language Learning classes.

Less than one percent of Eric Hamber's student population is Indigenous.

Year One of our 2018 – 2021 School Plan focused on supporting the needs of all of our learners in order for our students to demonstrate intellectual, social, aesthetic, and physical growth and excellence in a school setting that reflects diversity, fosters cooperation, mutual respect and individual growth, and prepares students to become responsible members of society.

Based on whole staff, department, and small group discussions, our inquiry questions were:

- How can we further enhance students' current classroom engagement, initiative, and leadership to improve student success and learning while facilitating our students' future successful citizenship as young adults within their greater community?
- How can we deepen, expand and enhance our students' current sense of belonging while increasing their community, environmental, and personal responsibility?
- How does incorporating Indigenous culture and content in authentic, placed-based ways enhance students' understanding of the First People's principles of learning and interconnections between their community, environment, and ecology curriculum?

In June 2018 the Ministry of Education announced that Eric Hamber Secondary will be moving into a new Seismic Replacement School by 2022. The new school will be built beside the current building on Willow Street and 33rd Ave. The current building opened in 1962 and has been renovated and expanded several times over the years. A School Advisory Group of staff, students, and parents was formed in October 2018 and began working on the plans for the new school.



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## 2A. WHAT DID WE SEE?

Departmental highlights of what's going on for our students this past school year, as well as their needs:

### **Applied Design, Skills, and Technologies**

- Student engagement and initiative was encouraged through case competitions and SkillsBC Canada trade competitions which also allowed students to look ahead to future career possibilities.
- Students in Drafting 11/12 completed a project-based unit around the design and creation of emergency shelters. Students worked in groups and generated a mobile housing system inspired by students' passions to provide a structurally-sound shelter in both physical and digital forms.
- Graphic Design 11/12 students worked collaboratively with a company to propose alternate company designs keeping the integrity of the company while modernizing the overall company's style. Students' leadership skills grew alongside their community citizenship skills.
- Senior Foods 11/12 students deepened their understanding of an array of ethnic foods through sharing teachings from their own cultures in a workshop format.
- Marketing 12 students were involved in a business competition known as Innovate where two teams competed for one spot to represent the school. This learning opportunity showcased community, environment, and a sense of belonging to a team and the greater population.

### **English**

Strengths of the department include:

- more project-based learning for groups and individuals which allowed for greater student engagement,
- cross-curricular learning opportunities, for example, an English and Dance project based on a novel's themes,
- annual departmental events like Poetry in Voice and the Grade 10 and 11 Oratoricals,
- more individual student self-reflection and self-assessment,
- further linking of activities to the core competencies,
- using peers as information resources rather than students' cell phones - this encourages sharing of knowledge and personal experiences - building a community,
- less reliance on paper handouts and more posting online increasing environmental responsibility, and
- exploring social justice issues, for example, the creation of chapbooks of student-written poetry.

### **ELL**

- New language learners are paired with experienced language learners.
- Critical thinking questions are used to keep students engaged and to create discussion.
- Use of local and international current events to encourage students' personal and social responsibility.

### **Fine Arts**

- Students are encouraged to support each other in assignments and projects by working together in pods and/or squads.
- Multi-grade classes breakdown grade hierarchies.
- Decentralized learning – moving away from the teacher as the only source of knowledge.
- Creating a safe container for students to share their knowledge with each other.
- Inspired by Japanese symphonic band, senior students teach younger students, this helps build community, strengthens relationships and helps the senior players break down what they have learned to better understand and reflect on their own practice.
- Exploring pop culture, music history and merging old and new technology is global citizenship.
- Dance 9 students are piloting a Communicating Student Learning (CSL) form of assessment this year. Dancers from Grades 9 - 12 are self-reflecting on individual growth and team reflections.
- Dance 9 - 12 students are also building portfolios and reflecting upon their growth throughout the terms.
- Collaborative class projects, working individually but with shared themes to create one large final piece.
- Students took initiative with the Eric Hamber Dance program and created a dance council to engage, collaborate, and deepen their understanding of the many facets that make up dance pieces, performances, and shows. It takes the fundamentals from dance classes and it advances a student's knowledge base through real-life implementation/practice.

### **Library Learning Commons**

- Provided relevant and engaging learning resources for teachers' lessons.
- Library Monitors and Community Service students' leadership skills were encouraged.
- Helped connect the student body through contests, social media, displays, and celebrations.
- Encouraged students' personal responsibility for care and timely return of library materials.

### **Math**

- Use of mini-white boards during lessons supports small groups of students working together on creative problem solving. Students are more willing to contribute ideas because the erasable surface is lower risk than writing on paper. Provides students more ownership over their learning
- Having students mark their own warm-up questions increases their understanding of where they are at with their learning - what they know and what they still need to learn.
- Worked to create an environment that is more conducive to learning, such as providing stand/stretch breaks or opening windows for fresh air.
- Access support for students in class through School Support Staff Workers, the Skills Centre, or peers in the class.
- Assign cross-curricular projects to allow students to see how Math is present in other areas and to provide a different way of showcasing Math knowledge.
- Work in small groups on good numeracy tasks - open ended tasks that allow for many interpretations and many solutions. These tasks require a lot of Math thinking without a lot of Math knowledge and promotes persistence, requires good communication, develops critical thinking.
- Provide opportunities for students to positively impact the community such as the elementary school tutoring program.
- Provide opportunities in Math Club and Math Challengers Club for students to share their knowledge and teach others - develops a community of Math learners.
- Take examples from things that are happening in the student and school community. For example, a Math 8 data presentation can be based on some aspect of the Grade 8 school culture.

### **Modern Languages**

- Authentic learning experiences included: fieldtrips to local restaurants for Mandarin, French, and Spanish classes, Francofête Language Awareness Day where all French 10 students participated in fun activities in their target language, Japanese Ball, a French 12 trip to the Art Gallery, Francophone World Unit (French 8), a Spring Break trip to Spain, YMCA Summer Exchange Program, Fête de Fromages, Spanish Dance Performance with student dancers, and a car unit in French 12 connecting students with community as well as electric vs. gas vehicles.
- Students' sense of belonging was deepened and expanded while increasing their personal and social responsibility by holding students accountable for their learning, peer feedback for written and oral work, use of classroom bulletin display boards, creating a safe environment for students to take risks with their oral language development, discussions around target language culture, and how the target language connects with the students' own cultures.

### **Physical and Health Education (PHE)**

- Fitness assessments include self-directed exercise encompassing core competency of personal responsibility, accountability to self and individual role within the greater group. Thread is initiated at the beginning of the school year, and highlighted throughout the year, reinforcing behaviors through daily opportunities to be active and responsible for self within the larger group.
- Leadership Classes - course curriculum in general, specifically related to the following school-wide initiatives: Griffin Cup Relays, Midtown Showdown, and Intramural Tournaments.
- Relationships - trying to create/foster/maintain relationships and sense of belonging to greater school community through opportunities for team teaching. Using physical activity as a vehicle to connect socially with other students and teachers in a meaningful manner.
- Athletics programs - approximately 700 students involved in extra-curricular athletics programs as players, coaches, and managers. Evidence suggest students' value activity and they are making the choice to be

involved in activity and to connect to their peers and the school community. Providing opportunity to develop resilience, leadership skills, and problem solving skills. The scope/depth/breadth of opportunities is unparalleled in most other schools - greatest variety of activities, opportunity to be involved as an athlete/coach/official/scorekeeper. Many of these students come back to the school in volunteer capacity after graduation.

- Evidence: high enrolment of senior students taking PHE classes. Number of students engaged in physical activity opportunities (athletics, intramurals, PHE classes).
- Health Education Curriculum - classroom content related to non-physical aspects of personal health (classroom sessions). Connection to wellness.
- Team teaching opportunities helps students build relationships with more classmates and more teachers.

### **Science**

- Learning opportunities included student choice projects, project based learning, field trips (Playland for Physics 11 and 12 students, planetarium for Earth Science students), demonstrations, labs, and inquiry based activities.
- Students participated in Science fairs (district, regional, national).
- Guest speakers were brought in Let's talk BC, UBC, SFU and Genome BC - volunteers came out to do hands-on activities with junior science students.
- Department sponsors student initiated clubs: Biology club, Chemistry club, Physics club, Environmental club, Craft club (soap making, bath bombs, club members made cards for the Temporary Modular Housing for new tenants in conjunction with PAC), Reach for the Top, and the Environmental club - bee keeping, shore line clean up.
- A peer tutor, who wants to become a teacher, currently helps out in junior science classes.

### **Social Studies**

- The department sponsored a Remembrance Day Club that invites in the greater community, including the Jewish Community Center, Veterans, Cadets, and Elementary schools.
- The department connects students with the community, for example, participating in Musqueam Band community events.

### **Student Learning Support (Special Education)**

- Inviting students who do not have a Skills block to still have learning accommodations, for example, test adaptations.
- Work Experience opportunities out in the community to become familiar with the world of work.
- Community field experiences to build life skills.
- Peer Tutors develop their leadership skills.
- Providing safe classroom environments and a sense of belonging transfers to the greater school.
- School clubs, a club representative or executive to buddy with a District Program student to bring them to the club. Staff can help encourage/scaffold these intentional opportunities.
- Student photo display case for Life Skills students.

### **Student Support Services (Counselling)**

Strengths seen for students across all curricular areas include: Work Experience programs, Peer Counselling, PE Leadership, Community service (staff mentoring students), Library assistants, Peer Tutoring, Here4Peers, Band section leaders, Yearbook and yearbook executive roles, Math challengers – older students teach younger students, Club leaders – executive members guide younger students and involve them, Student Council, Grad Committee, and all extra -curricular activities, athletics etc.

Challenges for our students include: some students become overwhelmed and take on too much, some students' time is divided between multiple leadership roles, some students are inactive and uninvolved, and some students need help in finding greater school-life balance.

## 2B. WHAT DO WE NEED TO RE-ADJUST?

Our **Applied Design, Skills, and Technology department** recommends including a focus on digital citizenship as part of Inquiry Question #2. Social media now connects our current generation of students to the areas of community, environmental, and personal responsibility. A school focus on digital citizenship would help students become more responsible with their digital actions and help create positive change.

Our **English department** would like to have more of a focus on:

- Gender roles and diverse identities,
- Personal responsibility - taking responsibility in all areas: picking up garbage, silent reading when you're supposed to, composting what you're supposed to, etc.,
- Environmental issues – further composting of green bin materials, and
- Promoting literacy - silent reading.

Our **Library Learning Commons department** would like to simplify our inquiry questions and include an explicit focus on 'digital citizenship'.

Our **Math department** would like to:

- Encourage more student ownership of their learning - if students took more ownership of their learning, they would be more intrinsically motivated, which would result in increased engagement in the classroom.
- Need to better support the struggling Math learner - it is difficult for students to feel engaged in class if they are feeling overwhelmed by the content due to huge gaps in their knowledge.

Our **Modern Language department** would like to see further education for students around the appropriate use of cell phones in their classrooms and around the school.

Our **Physical and Health Education department** would like to see a school goal related to health - not just related to physical movement, but related to the wellness wheel that the department presents to their students in their Physical and Health Education courses. The wheel encompasses social, mental, spiritual, physical, emotional, intellectual, and environmental wellness. At present, "health" is looked at as being purely "a PHE thing", but most of the aforementioned topics are largely covered in all other subject areas. The department would like to see a shift to the entire school focusing on student health and well-being.

A lot of what's mentioned already happens in this school, such as International Day of Pink (and all associated activities during Diversity Week), Intramural Programs, Extra-curricular programs, and Literacy. If we specifically make this a school goal, it gains better accountability and will put these concepts at the forefront of what we're doing in the school. Student stress, anxiety and depression, vaping and substance use affects all students regardless of subject area.

Our **Science department** would like to see a school inquiry question helping students be more explicit about student ownership - when students invest their time setting up goals, they are more passionate about following through with their goals.

Our **Student Learning Support department** would like more guidance with the Indigenous Education focus goal.

Our **Student Services department** wonders if silent reading could be changed to allow for other activities such as tutorial time. Could we keep silent reading two days per week alternating with tutorial support? Counsellors are supporting the use of Office 365 school emails and myBlueprint accounts for career planning through guidance classes.

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### 3. INQUIRY QUESTION (previously known as "Goal")

At this time our school will continue our inquiry work on:

- How can we further enhance students' current classroom engagement, initiative, and leadership to improve student success and learning while facilitating our students' future successful citizenship as young adults within their greater community?
- How can we deepen, expand and enhance our students' current sense of belonging while increasing their community, environmental, and personal responsibility?
- How does incorporating Indigenous culture and content in authentic, placed-based ways enhance students' understanding of the First People's principles of learning and interconnections between their community, environment, and ecology curriculum?

In fall 2019 our school will look more closely at the proposed adjustments outlined in Question #2b of this School Plan. From there we will define where we see areas of need amongst our students as a whole school community. We will then outline how our inquiry goals need to be readjusted, continued, or changed moving forward. These conversations will take place during Instructional Planning time and on an Administrative Pro-D day. We will also be looking at the 2018/2019 Student Learning Survey student and parent feedback data.

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### 4. WHAT IS YOUR NEW PLAN?



2019/2020 school plans and activities in relation to our three inquiry questions include:

### **Applied Design, Skills, and Technologies (ADST)**

- Incorporate new project-based, community-based, and place-based units of study into ADST curriculum while engaging and connecting with the local community.
- Continue encouraging students to build networks, sharing their knowledge throughout the school community and participate in external environments and competitions such as SkillsBC Canada and Business Focused Competitions.
- Continue to explore diversity and connectivity among students' past, present, and future as Foods and Graphic and Design students, thus creating spaces and opportunities for students to become leaders and share passions with their classmates.
- Continue to support students' digital citizenship skills through networking, connecting, showcasing, and collaborating through digital media outlets that in turn impacts one's self and their sense of belonging in the greater community. Examples include using case competitions to help deepen, expand, and enhance our students understanding of networking and interacting with professionals analyzing data, thinking critically when evidence is presented, working under time pressures, and creating positive usages for social media outlets.
- Support students in the running of the School Store, "Griff's". The school store fosters an environment where students learn important business and life skills such as customer service, mobile marketing, promotions, advertisements, and networking.

### **English**

- Continue exploring and implementing further cross-curricular projects.
- Try different approaches to teaching to reflect the new curriculum, new goals, and new assessment practices.
- Focus on building students' sense of responsibility - if we move away from traditional evaluation practices, we need to show students the intrinsic value in learning.

### **ELL**

- Attain further adapted resources to support ELL learners in reading, writing, and Social Studies.
- Continue supporting students in making connections to their home countries.
- Continue encouraging students' participation in school clubs.
- Further incorporate self-evaluations into lessons.

### **Fine Arts**

- Visual arts teachers' plans are to increase the department's visibility in the school by showcasing student work earlier in the year. Focusing on frequency and development rather than quantity and finished/polished products. Documenting and showcasing the journey not just the destination.
- More music classroom presentations earlier in the year. It was noticed this past year that after having students perform for their music peers by October this helped break down social walls and increased overall engagement with the material and the excitement of learning an instrument. There was a noticeable difference in the way community was created within the classroom.
- Students will be given more responsibility for their instruments and technology within the classroom giving them a sense of ownership and personal responsibility.
- Looking forward to exploring new partnerships with cross-curricular opportunities.

### **Library Learning Commons**

- Investigate feasibility to facilitate a peer-led workshop about digital citizenship in the Library Learning Commons in collaboration with classroom teachers.
- Look into creating and offering workshops for transition to life beyond secondary, possibly through a collaboration with the counselling department.
- Investigate idea of training student 'experts' in citation/ethical use of information to be student leaders.
- Continue improving the Library Learning Commons existing strengths of creating community and belonging through displays, contests, and book club.

- Focus on highlighting environmental issues through a book display and potentially an engagement board.
- Offer more opportunities for Community Service students and Library Monitors to take responsibility for specific events, initiatives, and tasks.
- Encourage increased personal responsibility for library materials through orientation and student-created tutorial videos.
- Create weekly book recommendation series by Library Monitors.

### **Math**

- All Math 8 teachers will work together to develop and implement a new standard for Communicating Student Learning (CSL). As students become more aware of their own learning and take greater ownership over it, they will become more engaged in class and have increased initiative to be better advocates for their education.
- Increase use of end of term self-reflection of core competencies and work habits.
- Have students' reflect back on the chapters they learned and give specific examples of their growth in the core competencies. Identify their strengths and weaknesses from what they learned the previous term.
- Expand the elementary school tutoring program to more of our catchment Elementary schools.
- Increase discussion of current events.
- Talk about careers in Math.
- Provide more time for group work and partner activities so that a classroom community can develop. Students will then further support each other more. Success is no longer individual, but becomes shared.

### **Modern Languages**

- Continue to offer students opportunities to participate and explore different cultural activities in their target language studies.
- Bring in speakers and presenters to provide authentic cultural exposure such as chefs and dancers.
- Look for new print resources for French that are aligned with BC's new redesigned curriculum.
- All Grade 8 and 9 language teachers will work together to develop criteria for assessing using CSL method.

### **Physical and Health Education (PHE)**

- Increase sense of student belonging through our Griffin Cup Intramural Program.
- All Grade 8/9 students are automatically on an intramural team (House system) unless they opt out.
- Grade 12 PHE Leadership students act as "house leaders" for each house, their responsibilities include taking attendance at games, promoting fair play and good sportsmanship, all the while establishing friendly relationships with the Grade 8 and 9 students.
- Further increase student ownership within the Eric Hamber community through our PHE Leadership classes involvement with our Griffin Cup intramural program and school wide engagement activities (indoor / outdoor track meets, Midtown Showdown).
- Continue to promote healthy relationships through physical activity (team teaching, intramural house leaders, etc.)
- With the new school construction removing much of our outdoor activity space, we will need to address potential changes in order to continue to provide large school or grade wide engagement activities such as track meets. How will we continue to offer all our programs - both from a curricular and extra-curricular perspective?

### **Science**

- Will continue to offer project based learning opportunities.
- The department is in the middle of changing to Standard Based Learning and Grading. This will help encourage students to take further ownership of their learning.
- Continue to offer a variety of clubs, activities, and sports and sponsor these activities.

### **Social Studies**

- Further collaboration with the greater community and the Music department in the planning for Remembrance Day ceremonies.

- Explore different approaches that can be taken to successfully implement the new Career Life Connections and Capstone curriculum.

**Student Learning Support (Special Education)**

- Continue to encourage student self-advocacy for their learning needs.
- More work and field experiences. More flexibility in class collaborations.
- Continue different avenues to showcase talent and build apprenticeship/mentoring ties among students and staff. Further integrate students as appropriate.

**Student Support Services (Counselling)**

- Continue guidance program across all grade levels with PHE 8, 9 and 10, and English 11 and 12.
- Continue to support large school events.
- Add two events from the Student Support Services department next year similar to Pink Day, possibly including a poster contest.
- Plan to purchase picture frames and have student art work put up in our department.
- Continue to support school clubs such as HOST (Helping Others Succeed Together), Here4Peers, Service Club, GSA (Gender and Sexuality Alliance), and Mental Health Awareness.

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## 5. WHAT SUPPORTS WILL WE NEED?

### **Applied Design, Skills, and Technologies (ADST)**

Further support requested for Inquiry question #3 (incorporating Indigenous culture and content):

- Additional IEEW staffing at the school, as often our IEEW is on-campus only one, or two, days per week
- Assistance in looking for positive Indigenous role models to share their art/craft/trade with our students and create that connectivity through hands-on learning. Having a contact list for trade-focused local Indigenous workers would be helpful.
- Build in a professional development day to visit Musqueam territory and learn trade-focused practices.

### **English**

- Funds for more resources.
- The ability to bring in more speakers on a variety of topics would enhance students' learning and engagement.
- Be given more direction for the teaching of Indigenous literature - we need more time and resources, as well as more community leaders and consultants available to visit classrooms and guide teachers

### **ELL**

- Support with continued resource development.
- Appropriate guest speakers as related to curriculum.

### **Fine Arts**

- More funding to bring in outside artists (composers or performing artists) to the classroom as these experiences provide inspiration, motivation, and memorable classroom experiences

### **Library Learning Commons**

- Funding to bring in Indigenous guest speakers.

### **Math**

- Have a First Nations person come and teach a curricular lesson to our classes so that we can see how to do this. Keep seeking out Indigenous workshops that link First Nations culture and content to Math curriculum.
- More time to meet as a department so that we can work together on developing a common CSL strategy.

### **Modern Languages**

- Need access to the Foods rooms to prepare Indigenous foods for French 8 and French 11.
- Greater IEEW support for activities that would include dreamcatchers and drumming.
- Funding for First Nations resources in the four target languages – French, Japanese, Mandarin, and Spanish.
- More collaboration time to meet as a department to develop criteria for CSL assessment.

### **Physical and Health Education (PHE)**

- Department requests the timetabling together of junior PHE classes. (For example, 2 PHE 8 classes together in a block). Pairing grade level classes simplifies planning engaging activities and allows for far more collaboration, team teaching, relationship building, and an increase in participation in intramurals.

### **Science**

- Allow for release time for collaboration within department, within school and within district.

### **Social Studies**

- Modification of primary resource material, especially at the senior level, for international learners.
- Subscription to NFB and Criterion On Demand for Schools.

### **Student Learning Support (Special Education)**

- More Indigenous education guidance and resources.

- Funding to support initiatives, for example, a field trip to build awareness of Indigenous cultures.

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## 6. HOW WILL WE KNOW WE'RE SUCCESSFUL?

### **Applied Design, Skills, and Technologies (ADST)**

- Continue to survey students formally and informally.
- Assess class student participation rates in outside-the-school ADST learning opportunities.
- Monitor quality of student project work submitted, specifically looking at collaboration, initiation, and implementation.
- Enhance exposure of the department through the school website. Create submissions to highlight what's happening in the department's diverse programs. The department already has a Business Education Facebook page.

### **English**

- Anecdotal evidence shared at department meetings.

### **Fine Arts**

- Student feedback forms.
- Students' willingness to contribute to the fine arts shows and performances.
- Students' reflections and self-evaluations.
- Revisiting materials and content throughout the year to truly measure growth.

### **Library Learning Commons**

- Success will be measured through observation, anecdotally through students and staff.
- Feedback from Library Monitors and Community Service students.
- Checking-in with classes after a unit in the library.

### **Math**

- Compare attrition rates, attendance, and student interest (both perceived and through student feedback).
- Look for increased student interaction in the classroom. Are they supporting one another more?
- Look for increased personal responsibility.
- Increased frequency of teachers being more comfortable and confident with incorporating Indigenous culture and content into their lessons.

### **Modern Languages**

- Hold strong enrolment in the four target languages at Eric Hamber – French, Japanese, Mandarin, and Spanish.
- Measure student satisfaction and engagement with each learning opportunity.
- Help students understand how to build their work habit capacities.

### **Physical and Health Education (PHE)**

- Number of students choosing elective PHE classes.
- Number of students participating in physical activity opportunities through extra-curriculars.
- Number of students participating in intramural activities.
- Survey of PHE students to inquire as to their physical activity levels in and out of school and other health indicators such as those discussed in the First Nations Perspective on Health and Wellness - this would be done in fall, winter, Spring.

### **Science**

- Through student anecdotal feedback and former students returning and offering feedback.
- Student surveys.
- Success rate of former students getting a job within their field of study.

### **Social Studies**

- Strong enrolment in Senior courses in the department.

**Student Learning Support (Special Education)**

- Department goals are revisited frequently to inform next steps.

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## 7. HOW WILL WE SHARE?

### **Applied Design, Skills, and Technologies (ADST)**

- Further utilization of Business Education’s Facebook page.
- Using the school website to publicize the department’s successes, opportunities, involvements, and goals.
- Assessing department progress and submitting a monthly report to the school PAC.
- Connecting to the school community through the School Newsletter which is graphically designed by students in the department.

### **English**

- Course outlines for students.
- Parent-teacher interviews.
- School newsletter for disseminating information.

### **ELL**

- School website.
- Parent emails.
- Celebrate learning and inviting in parents where possible, for example, a Science Fair.

### **Fine Arts**

- Continue to utilize the school’s display cabinets to showcase student work.
- Continue to host nighttime performances and plays.
- Convey important Fine Arts information to parents through the PAC, student bulletins, and emails home.
- Posters in the halls.
- Social Media.

### **Library Learning Commons**

- Making connections between school goals and library actions for students.
- Social media, school newsletter, PAC updates, displays and bulletins.

### **Math**

- Provide more information about our school plan at the Parent Walkabout.
- Provide more information about our school plan at the Grade 7 tours.
- Facilitate increased communication between students and their parents/guardians.

### **Modern Languages**

- Further support Grade 7 articulation activities.
- Further engage family and community into student project work.
- Encourage students and parents to communicate with teachers through email.

### **Physical and Health Education (PHE)**

- Parent night, handouts, social media, and guest speakers.

### **Science**

- Use of student and staff bulletins and the school newsletter.
- Showcasing students' work in the classroom and website.

### **Social Studies**

- Display work online and in the showcases around the school.
- Newsletter articles, Yearbook contributions, School Website, and School Calendar.

### **Student Learning Support (Special Education)**

- Newsletter articles to highlight the department’s learning activities.
- Continue using school display cases.



### Student Support Services (Counselling)

- Grades 8, 9 and 12 Counselling staff use a group communication tool with students and a separate group for parents.
- Regularly send PAC co-chairs parenting workshop information.
- Parents were invited to participate with the school in a Vancouver Run for Women's Mental Health.
- Regular communication in the student bulletin.



*District-wide Aboriginal Goal: To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.*

## 8. WHAT DO WE KNOW ABOUT THE ABORIGINAL LEARNERS IN OUR SCHOOL?

Eric Hamber Secondary School enrolled eleven Indigenous learners this past school year, five Grade 8 students, one Grade 9 student, three Grade 10 students, and two Grade 11 students. Five of the eleven Indigenous learners are enrolled in an enclosed program setting (Learning Assistance Junior, Learning Assistance Senior, or Learning Assistance Lifeskills), with possible integration in one or more classes that support student growth.

Our Indigenous learners are supported on a weekly basis by our school's Indigenous Education Enhancement Teacher (IEET) and our school's Indigenous Education Enhancement Worker (IEEW).

#### Our IEET:

- works alongside teachers, support staff, administrators and parents to monitor and track Indigenous student achievement and support Indigenous students with successful grade-to-grade transitions and in meeting graduation requirements,
- collaborates with our School Based Team and other enrolling and non-enrolling and support staff to analyze Indigenous student needs and to develop individual student learning goals,
- consults with enrolling classroom teachers on Indigenous student assessment, evaluation and programming strategies, and
- provides targeted instructional support to Indigenous students by working within the classroom, and in small group settings.

#### Our IEEW:

- provides supports to identified Indigenous students according to need,
- collaborates with the District's Indigenous Education Program and School Site administration to play a lead role with schools' planning, developing and monitoring programs that support success for Indigenous learners and the achievement goals in the Aboriginal Education Enhancement Agreement,
- works closely with teachers in support of student success and in the promotion of Indigenous cultural and traditional knowledge within the district, and
- is responsible for monitoring and maintaining records of Aboriginal student achievement and supporting all students within their assignment around successful grade-to-grade transitions and in meeting graduation requirements.

## 9. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS GOAL?

Eric Hamber Secondary School staff work to build knowledge, acceptance, empathy, awareness and an appreciation of Indigenous histories, traditions, cultures and contributions amongst all students.

Every formal meeting, assembly, or event is opened with an acknowledgement of our presence on Indigenous territories.

During a December instructional planning morning staff explored the following inquiry question: *"How can we increase knowledge, awareness, appreciation of, and respect for Indigenous histories, traditions, and cultures throughout Eric Hamber Secondary's Seismic Replacement School Project?"*

Discussion fell under the themes of Art, Community, School History, and Spaces. Feedback from the morning was shared with Eric Hamber Secondary's Seismic Replacement School Advisory Group and included ideas such as featuring local art of Indigenous residents in this region, proper protocol and ceremony around welcoming and honoring land and space, and creating spaces in the new school that are more conducive to Indigenous learning.

Our IEET and IEEW help promote and model the integration of Indigenous cultural and traditional knowledge into classroom curriculum and the overall school setting. Our IEET also shares knowledge of Indigenous curriculum resources and professional development opportunities with colleagues.

First Nations 12 students organized and led their 5<sup>th</sup> annual Indigenous Awareness Assemblies this year on the theme of 'Activism'. The assemblies featured four Indigenous performers and included musicians and a spoken word artist. Eric Hamber dance classes closed out the assembly with a dance performance they learned while studying with an Indigenous artist. Approximately one thousand students attended the event and grew in their awareness of Indigenous culture and resiliency, as well as an understanding of how we all play a part in dismantling the behaviors and/or systems which perpetuate stereotypes.

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## 10. WHAT WILL WE CONTINUE TO DO IN THIS AREA?

We will continue to specifically support our Indigenous students by meeting as a team of administrators, counsellors, IEET, and IEEW each term to review Indigenous student progress and plan for student recognition, encouragement, support, and interventions as required. This data will continue to be shared with teaching and support staff at department head meetings and staff meetings. Necessary adjustments are identified and plans made accordingly to best support the needs of our Indigenous learners.

We will continue to track Indigenous student support and interactions through the use of AIMS (Aboriginal Information Management System).

We will investigate possible reasons for Indigenous student absenteeism and work with parents and community groups to support Indigenous students for whom poor attendance is impacting their ability to learn and grow at school. This will help to further develop opportunities for Indigenous student and parent voices to be heard in the context of learning. It will also help encourage increased participation of the families of our Indigenous students in school events through personal connections and/or cultural events

We will continue to acknowledge local territory at school events and meetings.

2019/2020 school plans and activities in relation to increasing knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students include:

#### **Applied Design, Skills, and Technologies (ADST)**

- Connect with our IEEW to provide First People's principles of learning opportunities across all ADST curricular areas.
- Seek volunteers and/or community members to present their specialized craft, whether it be in wood working, culinary arts, and/or graphic design.
- One example planned is for Graphic Design students to connect with Indigenous culture (techniques, practices, color wheel, shapes) and utilize those techniques to create a self-reflection of one's past, present, and future. The usage of positive and negative spaces is utilized with shapes, placement, and color that all aid in telling the story of one's self, the environment around them, and the community that helps support them.

#### **English**

- Focus professional development on Indigenous resources.

#### **ELL**

- Seek further collaborations with the First Nations 12 class and our IEEW.
- Look into a field trip or a guest speaker to further incorporate Indigenous culture and content.

#### **Fine Arts**

- Department continues to develop plans to incorporate Indigenous representation into their classes that are authentic and seamlessly woven into existing content.
- Continue working with Aboriginal Pow Wow dancers to acquire knowledge on traditional movements and the meaning of particular steps. In addition, learning about authentic costumes and the materials used to create additional sound.

#### **Library Learning Commons**

- Collaborate with other departments to create authentic experiences, for example, invite Indigenous author, or poet, to speak.
- Feature more Indigenous resources in displays and units.

- Promote our Indigenous content to teachers to help support their teaching for example at staff meetings and in the bulletin.
- Add stickers to identify fiction with Indigenous authors.
- Deselect outdated resources about Indigenous peoples.
- Select and purchase current and relevant Indigenous resources.

#### **Math**

- Collaborate with our school's IEEW and IET to connect Indigenous culture to Math curriculum in an authentic and meaningful way.

#### **Modern Languages**

- Continue to explore First Nation print resources provided to the department from the District's Modern Languages Coordinator.
- Further collaborations with our school's IEEW.

#### **Physical and Health Education (PHE)**

- Make explicit with our students First People's principles of learning within our curriculum. We will do this by incorporating the First Nations Perspective on Health and Wellness into our Health Education lessons.
- See: <http://www.fnha.ca/wellness/wellness-and-the-first-nations-health-authority/first-nations-perspective-on-wellness>

#### **Science**

- Further explore labs and activities that incorporate aboriginal knowledge and culture.
- Field trips and guest speakers to assist the classroom teacher to incorporate Indigenous culture within the Science curriculum.

#### **Social Studies**

- Explore further awareness of local Indigenous community events. Acquire Musqueam teaching resources to use in classes.

#### **Student Support Services (Counselling)**

- Welcome staff who have never entered the department, as well as students who have never visited the department.
- Invite an elder to do a blessing at an assembly possibly at the beginning of school year.

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## **11. HOW DO WE KNOW THAT WE ARE BEING SUCCESSFUL IN THIS AREA?**

Data driven and anecdotal examples of how our school supports the inclusion of Indigenous content and ways of knowing in all areas of the new curriculum as well as providing support to teachers so that they can further instill First Peoples' Principles of learning into their teaching include:

### **Applied Design, Skills, and Technologies**

- Foods 9 students grew in their knowledge of the staple foods for Indigenous peoples and the traditional ways that this food is prepared.
- Textiles students were inspired by Indigenous accessories and learned the basics in creating authentically styled pieces and the extensive handwork involved in creating something unique to our lands.
- Fashion/Marketing students worked on an entire Aboriginal unit focused on traditional apparel design, structure, and the manufacturing of pieces which connects community and local surroundings into Art.
- Graphic Design 11/12 students worked closely with our IEEW on traditional West Coast design techniques, which saw students breakdown the construction, representation, and reflections of key components.

### **English**

- Exploring the oral tradition.
- Using Indigenous texts to explore issues of identity, for example, Grade 9 students read "Wenjack".
- Identifying Indigenous issues in a text and then referring back to the Principles of Learning, for example, Grade 12 students exploring the History of Indians in Canada.
- Exploring a variety of resources and genres such as, "Indian Horse" (Grade 11), mythology (Grade 8), and slam poetry (Grade 11).

### **ELL**

- Collaborated with our school's IEEW to include Indigenous artwork and stories within lessons.
- Reflected on Indigenous music, specifically drumming, to think about drumming as a heartbeat connecting to life.
- Further discussion of oral tradition and stories while simulating a campfire during Halloween.

### **Fine Arts**

- Collaborated with the First Nations 12 class to provide artwork that was displayed during the school's Indigenous Awareness assembly with themes of resistance and activism.
- Incorporated contemporary Indigenous culture and showed examples of Indigenous artists using contemporary forms of technology during lessons and units of study.
- Celebrated Indigenous contributions in music and art.
- Welcomed Indigenous guests into our classrooms.
- Worked and engaged with nature and natural materials.
- Drama: taught a ritual unit working with Indigenous myths, not to retell but to take elements and put it into a modern day scene.
- Working on scenes written by Indigenous playwrights.

### **Library Learning Commons**

- Purchased many new Indigenous resources for both fiction and non-fiction collections.
- Highlighted Indigenous authors and content in book displays, book talks, and collaborative units.

### **Math**

- Used units or individual lesson plans from "Teaching Mathematics in a First Peoples Context Grades 8 and 9." Lessons were created specifically for the BC Math 8 and 9 curriculum by the First Nations Education Steering Committee.
- Used examples from First Nations culture and history as examples to teach concepts.

### **Modern Languages**

- Videos shown of Indigenous artwork.
- Stories shared on Indigenous culture.

- French 11 Indigenous story-telling of childhood memories and song.
- Students participated in a clothing project featuring Chinese traditional clothing alongside Indigenous design garments.

### **Physical and Health Education (PHE)**

Many of the principles of First People's learning is inherent in the PHE curriculum (for example, Health and Wellness) and the way the department delivers curriculum. The department models their values and practices in their shared spaces, co-teaching, and the way they choose to deliver our curriculum.

### **Science**

- The department invited Amanda White (Indigenous Education Knowledge Keeper) to the school to speak with some of our students.
- Teachers model the First Peoples Principles of Learning - teach through storytelling.
- Model First Peoples method transferring knowledge by having Grade 12 Peer Tutor the junior grades.

### **Social Studies**

- Connected with Amanda White on First People's Principles of Learning.

### **Student Learning Support (Special Education)**

- Increased teaching methods incorporating storytelling.
- Incorporated First Nations literature and stories into class discussion.
- Apprenticing/mentoring among staff and student population, for example, peer tutoring, pizza sales leadership.
- Mobility Mondays to connect to nature, for example, visit Queen Elizabeth Park.

### **Student Support Services (Counselling)**

- Began to use medicine wheel for personal wellness as part of guidance.