

## 2022-2023 - Year 2 School Learning Plan

### 1. GENERAL SCHOOL STORY:

Kerrisdale Elementary, with a current population of 509 students, is a multi- program school comprised of an English, French Immersion, and District FI MACC Program. Our English program encompasses Grades 3-7 and complements the Kerrisdale Annex K-2 program. Our French Immersion program incorporates Grades K- 7. The FI MACC is a district program for High Ability Learners in Grades 5-7. Kerrisdale also participates in the International Student Program. With PAC-funded playgrounds, outdoor classroom space, and community gardens, there are many opportunities for students to be a part of the school community and to engage in dynamic learning. These facilities and the school grounds at large allow for students to engage in diverse activities as individual classes, multi-class groupings, and in free play.

Our school mottos, *Nihil Nisi Optimum* (“Nothing but the Best”), and *Is it kind? Is it safe? Is it fair?* guide the students to develop both personally and as part of the greater community. Students are encouraged to reflect on their personal mission and set individual, academic, and social goals. This is enacted through student engagement in community-based activities such as class buddies, volunteering, leadership, extra-curricular activities and fundraising initiatives. We celebrate our learning through individual class, multi-class, and whole-school events and activities which include performances, assemblies, fairs and exhibits, theme days, and collaborative events. Students are encouraged to participate in leadership initiatives through such institutions as Student Council and to maintain and develop a voice for students in the community by becoming involved in the initiation, planning, and creation of activities and events. Our community is also supported by a very engaged PAC which helps to support students, staff, and the greater community.

Kerrisdale’s school goal for 2022-2023 maintained focus on Place-based Education. With continued pursuit of this goal, we endeavoured to further explore manners in which to engage learners in better understanding the diversity of our local heritage, cultures, and environment. As we continued to strive in strengthening traditional ties with our Annex and expand new ties with the community and the Musqueam people, on whose traditional territory the school is situated, students will continue to be encouraged to develop their citizenship and stewardship within their school, city, province, country and environment. We continued to develop our understanding of the greater community through activities such as in-house and visiting presentations and performances; field trips, including outdoor education camps assemblies; fairs and theme days including student-driven initiatives; and staff professional development.

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## 2A. WHAT DID WE SEE?

The focus since 2021 has been Place Based Education. As we began year 2 of our three year plan, we continued to address the need to engage our students in experiential learning through field studies, museum boxes, and mentorship through largely in-person presenters, workshops, and field trips. Students were encouraged to explore their place in the community, and students reflected on successes and challenges and in setting attainable goals which were communicated to parents regularly. As a staff we engaged in on-going professional development which included Indigenous focus days both on and offsite, book clubs and collaborative discussions with regards to place based learning opportunities.

As Covid restrictions lifted this past year, students and families responded with more ease to our extensive opportunities to engage in community-based activities and roles. The aforementioned included extra-curricular activities, student leadership, grade-group camps and field studies, buddy classes, recess and lunch-hour mentorship by senior students with kindergarten classes, and external community-based activities and outreach. When opportunities were offered, students remained keen to participate and our parent community has been very supportive of our full return to incorporating offsite/onsite place based learning opportunities.

Having focused on Place Based Education for the past 2 years we continue to foster resilience in our students by helping them better understand their role in their community, with the continued intent to offer them a context in which they can strive towards their personal potential both socially and academically. We continue to offer various supports to our more vulnerable students in manners such as Challenge Centres, Collaborative Teaching, and grade group field studies.

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

As we begin the final phase of our 3-year plan, we have observed a need to extend our attention on the development our student literacy and critical thinking skills. Through Goal Setting, parent teacher consultations and staff surveys we have observed a reluctance on the part of students to take risks when expressing ideas as it relates to the comprehension of text. There has been an increased need to support differentiated learning for our ELL learners.

Through our Place Based Learning and Indigenous Focus we hope to incorporate opportunities to analyze information and provide learning opportunities to develop the ability to synthesize information and communicate in both written and spoken form. We will continue to offer leadership opportunities and collaborative days to foster executive functioning skills and a stronger sense of citizenship with our students.

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### 3. INQUIRY QUESTION (previously known as “Goal”)

How can the theories and practices of Place-based Education help our students better connect with their community and become more engaged learners and better citizens?

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### 4. WHAT IS OUR NEW PLAN?

Our plan to implement Place-based educational practices and theories will continue to involve learning about our various communities (school, neighbourhood, traditional ancestral territories, city, province, country) both historically and in the present. Student-driven and teacher sponsored initiatives (Student Council and others) will continue to engage students in stewardship (charities, community outreach, environmental cleanup, mentorship and volunteering, elections and Student Vote)

We will continue to share our learning more widely through celebration of learning expositions (Science Fair, Heritage Fair, Art show). These fairs and celebrations will be offered as a manner for students to connect to other members of the student body, staff, parents and the greater community.

We would also like to further explore how to better reach out to alumni and community members to provide further learning opportunities in specific areas that may include potential participation by the Annex.

We will continue to engage learners in experiential learning through field studies, (Grade Group Camps) museum boxes, and mentorship through online and *in situ* presenters. We would also like to further integrate community learning days where students would have the choice to participate in teacher run passion lessons/activities (employing multi-grade groupings and the Annex student inclusion).

We will continue to make use of outdoor spaces and local natural areas like Pacific Spirit Park, we would like to explore how outdoor education can facilitate cross-curricular teaching and environmental stewardship and make greater connections to First Nations Principles of Learning, including learning about the history of the land on which Kerrisdale School is situated and the greater community.

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### 5. WHAT SUPPORTS WILL WE NEED?

- We are continuing to develop outdoor learning spaces including tables for outdoor classrooms, garden spaces, and continued maintenance and consideration of the educational potential in the unique topography of the Kerrisdale Elementary School grounds. We will continue to monitor and assess how to best utilize and provide ease of access of the aforementioned spaces to our staff and students.

- We continue explore paradigms so that we may have better access release time for staff to collaborate and organize community events and ongoing initiatives.
- Presenters/mentors tied into our goal of Place-based Education.
- Professional Development, including relevant contacts, workshops, and book clubs.
- We continue to access funding for supplies to support community learning initiatives to better support differentiated learning.

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## 6. HOW WILL WE KNOW WE'RE ON TRACK?

Students will be able to:

- Identify their role in their school and wider community
- Identify their responsibilities (civic duties and/or roles)
- Identify their civil human rights and special rights as children
- Reflect upon and describe their contributions at different levels of community
- Share their understanding of the history of the school and the traditional territory on which it is located

We hope to continue to track for the purpose of better understanding our students' successful interactions with community and members of First Nations communities as we continue to cultivate such opportunities for our learners. This will continue to include informal documentation of involvement and participation.

We will continue to survey and offer opportunities for staff to identify the levels of community taught and how they are able to connect student understanding and engagement to praxis.

We will continue to survey staff to determine outdoor space use.

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## 7. HOW WILL WE SHARE?

As they have proven to be well-received and accessible to our parent community, we will continue to host various celebrations of learning with student-centered school events both in individual classes and as whole school events. Furthermore, we will continue to invite the community to participate in such events such as: Intermediate Concerts, Student Council Sponsored Theatrical Productions, Heritage Fair, and Science Fair, as well as any outdoor activities such as sports day, biking trips, nature walks, camping experiences, etc.

We will continue to share newsletters, and portfolios with parents.

We continue our efforts to cultivate opportunities to better collaborate and communicate with our Annex.



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

Our staff remain highly engaged and invested in sponsoring events, assemblies, collaborative learning, cultural-based learning, cultural-based presentations and activities, and field studies.

We are located on the Traditional, unceded and Ancestral Territory of the Musqueam People. We continue to strive to support them in celebrating their own heritage by engaging in learning and outreach that helps our students build knowledge, empathy and an appreciation of Indigenous histories, traditions and cultures. We will continue our efforts to foster a greater understanding of personal and cultural identity in all our students, with the intent to cultivate meaningful connections to where we live and learn.

We continue to use Museum boxes to engage learners. This year we used the Museum of Anthropology's Nunavut Kit as well as the Polar Knowledge Canada circumpolar classroom size floor map.

Our school continues to integrate the principles of Truth and Reconciliation, including but not limited to our local community, with the intent to help our students further develop an appreciation for Canada's diverse Indigenous cultures and their significance as they relate to our nations' identity. Through acknowledgements at meetings, led by students at assemblies and events, complimented by integrated content as it relates to history, art, music, literature, traditions, cultural and current events, Lacrosse workshops, we continue to collectively as a school further our understanding of what it means to be Indigenous in Canada.

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

As part of our 3-year plan, we will continue to utilize our Place Based Learning incentives to further establish relationships with our local communities, including the Musqueam Peoples. This will continue to include field studies, presentations, and working with the Indigenous community liaison at the school board and taking part in school board-initiated events. We will continue to expand our garden to include traditional and native plants that help our learners better understand the people who lived here and how they connected to the land, along with field studies to natural spaces in our community to see these plants in their natural habitat. We would like to continue to encourage awareness and exposure to Indigenous languages, both in written and oral forms: Musqueam greetings, place names and terms for flora and fauna.

We will continue to expand our library resources in English and in French. This could continue to include book clubs for both staff and students.

We have added our Social Emotional Nature Kits, which were compiled by the Social Emotional Learning, Mental Health and Well-Being Team in collaboration with the Indigenous Education Department within the Vancouver School Board, to our school library after presenting the contents to staff at a staff meeting.