

2022-2023 - Year 1

Ecole Lord Tennyson Elementary School Learning Plan

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

Ecole Lord Tennyson Elementary is a single-track French Immersion choice program on the West side of Vancouver with approximately 400 students in Grades 4 to 7. Our families apply to the program in either Kindergarten or Grade 1 (up until the end of September for Grade 1), with students receiving 100% of their instruction in the French language from Kindergarten to Grade 3 and up to 80% of the instruction in French from Grades 4-7. While the majority of our students are from the Kitsilano/Fairview and False Creek neighborhoods, we have students from a variety of areas in Vancouver. The majority of our students choose to continue in the French Immersion program at either Kitsilano Secondary or Churchill Secondary, depending on their secondary school catchment area. We are part of the Kitsilano Family of Schools.

Tennyson has recently undergone a seismic re-build and the staff and students have settled into our new facility. Our passionate and skilled staff are dedicated in their goal of assisting and guiding students to achieve their best through immersion in the French language. Tennyson is part of VSB Early Literacy Initiative and we have Reading Recovery and the CELI intervention programs to support early learners in the primary grades. Several of our primary classes are exploring a Reggio Emilia inspired approach to early learning and there is a commitment to deepening our understanding of the current curriculum to foster and facilitate an inquiry-based approach to learning across the school.

Students at the upper intermediate level are engaged in leadership activities such as “Equipe Leadership,” peer tutoring and book buddies with our early primary level students. We offer a variety of sports and team extra-curricular activities such as volleyball, basketball, cross-country and track and field. There are staff-led noon hour activities such as Intermediate Choir, SOGI Club and Math Club. Noon hour activities will vary across the years depending on student and staff interests. Our parent community is very involved in and supportive of the school with an active and supportive PAC. They organize and host a number of traditional events in the school which continue to build community involvement. The “Hallowe’en Howl,” and “Spring Fling” this year were a huge success as we adapt to the new space.

2. WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

(SCANNING)

Academically, many of our students are showing successes in their development of the French language. As they move through the grades, their reading, writing and oral language skills show progress, however we are finding that their connection to the French language and desire to use French as their primary method of communication lessens as they reach the Intermediate grades. The staff feel that the overall development of their oral language skills and vocabulary development could be stronger which, in turn, affects their continued development of their reading, writing and overall communication skills. We believe that by finding ways to increase the student “connection” to the language combined with continued skill development in French our students can continue to develop the confidence and enthusiasm in learning a second language.

Learner Strengths:

- Students, generally, demonstrate a positive attitude towards school
- Students participate in leadership opportunities across the school and grades
- Students are developing their French language skills – the majority being at the “Developing and Applying” level

Learner Needs:

- Continuing to move from a “fixed” to “growth” mindset
- Maintaining the skill and desire to speak French as the primary mode of communication, in and outside of the classroom
- Connecting – with the French language, staff and each other
- Ability to solve problems independently
- Working cooperatively and productively with others
- Taking responsibility for one’s learning (core and curricular competencies)

Through MDI and Learning Survey results, students have indicated that there is a wide range in their feeling of connection and belonging to the school and their studies. This is an area that we plan to further investigate and work towards improving.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS?

(SCANNING)

From 2022-2023 Report Card data we have learned that our students are progressing in their French language skills over the years, however, there is still room for improvement. Many teachers (for over 65% of students at the intermediate level) report that there is a need for student to use their oral French language skills more during class time and in the school community. We will be investigating how much of the cause is the desire to speak the language (as per our “connection” focus) and how much is the need for increased confidence building, development of vocabulary and skill level.

French Language Arts January 2023

| French Language Arts | # of students | Extending | Applying | Developing | Beginning |
|----------------------|---------------|-----------|----------|------------|-----------|
| Gr. 7 | 48 | 2% | 40% | 56% | 2% |
| Gr. 6 | 54 | 0% | 43% | 48% | 9% |
| Gr. 5 | 52 | 0% | 36% | 60% | 4% |
| Gr. 4 | 51 | 0% | 57% | 31% | 12% |
| Gr. 3 | 51 | 8% | 65% | 21% | 6% |
| Gr. 2 | 49 | 0% | 63% | 31% | 6% |
| Gr. 1 | 48 | 0% | 23% | 65% | 12% |
| K | 39 | 0% | 90% | 10% | 0% |
| | | | | | |

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

Our focus, with this inquiry question, will be with all of our Kindergarten to Grade 7 learners. We will have a specific focus on continuing to develop French language skills, for our French as a second language learners, within the context of building their confidence and connection to the French language and culture.

Our focus connects in the following areas: (VSB Education Plan, Aboriginal Enhancement Agreement)

- Building a strong educational foundation
- Exercising critical intelligence adaptive to new situations
- For learners to see themselves
- Feeling supported and connected
- Increasing literacy and deep critical thinking
- Encouraging students to reach beyond boundaries in knowledge and experience
- Eliminating gaps in achievement and outcomes
- Incorporating the First People's Principles of Learning and Indigenous Ways of Knowing across the curriculum
- Finding opportunities to build continued respect for Indigenous histories, traditions, cultures and contributions, incorporating the French connection with the Metis culture

5. INQUIRY QUESTION (FOCUSING)

How can we improve students' literacy skills and connection to the language, of our French as a Second Language Immersion students?

- Are students reaching their potential?
- Students have a decreasing desire to speak French, in and outside of the classroom, as they progress through the grades
- Students have reasonably strong French literacy skills – desire of staff to have students reach their potential and achieve higher levels of skill

Focus on:

- Ensuring that all students are reading, in French, at grade level
- Ensuring that students have the accompanying oral skills to their reading skills
- Ensuring that all students feel that they are part of the school community and belong
- Ensuring that students have the desire to speak French in the school
- Ensuring that all students have equitable access to the supports that they need (human, technological, academic) to thrive

6. WHAT IS OUR PLAN? (PLANNING)

In relation to our Inquiry, we propose to take the following actions and provide:

- Provide more oral language opportunities and activities related to French culture
- Focus on confidence building and connecting activities
- Use peer examples and teaching
- Encourage Primary/Intermediate connecting activities
- Provide opportunities to incorporate French into daily activities,
- Provide focused literacy support, meeting students where they are in their learning
- Use direct teaching of reading at all grade levels
- Focus on interpersonal skill work
- Integrate more connection activities
- Give more hands-on and experiential learning across the grades
- Design and use surveys of students, across the grade levels, staff and parents to clarify areas of connection and how they can be improved
- Move away from worksheets/paperwork

Year 1 – survey students and families, start year with connecting activities, more cultural activities focus on a world-wide French view, more activities to involve parents/families in their child’s French learning, testing across grades for reading/literacy levels (where are we now), look at consistency and continuity of reading/literacy programs and teaching, provide numerous activities for students to increase oral language opportunities, staff look at new ideas for teaching French

Years 2 and 3 – re-evaluate plan based on successes and challenges – branch into other broader areas of literacy such as critical thinking, problem-solving, technological literacy

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Organize and purchase French resources based on the needs of the students and equitably across the grades
- Provide opportunity and access for staff to participate in Professional Development that focuses on a variety of methods for delivering high quality, diverse and applicable instruction for students
- Work with staff to tap into and share the resources that already exist within the school community – staff, materials
- Look into the use of the “RELI” – Intermediate level French reading comprehension assessment through the VSB District – we have been in discussion with the French language consultant and workshops for staff will also be available
- Continue with the primary French Reading Recovery program(EPLE) and the accompanying CELI program (CLIP in French)

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

- Improved literacy results from report card data, reading testing – move more students from “Developing” into “Applying” and “Extending”
- Increased use of French in the school by students – inside and outside the classroom, less report card comments indicating lack of ability or interest speaking French, increased positive attitude/reaction across the grade levels, particularly in the Intermediate grades, increase in connectedness data
- Sources – MDI data, school-based surveys (pre and post year), parent and teacher responses, % or comments on report cards regarding attitude and confidence in speaking, French literacy results on report cards
- Improved percentages on MDI, Learning Survey and school-based surveys in the areas of connection, academic self-concept, French language skills and confidence in speaking
- We will re-evaluate strategies if we do not see changes or there are unanticipated changes (and new directions appear worth pursuing)

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

- Informed in school newsletters, website, class emails/newsletters, PAC meetings,
- staff sharing with their parents, students sharing with parents through online formats, presentations, ongoing conversations at home
- Continued inclusion of student work and school focus in weekly newsletter
- Sharing through class newsletters and online formats
- Sharing of ideas, projects and knowledge across classes and grade levels
- School and PAC organized events
- Student-led conferences with families
- Presenting information and progress at PAC meetings by staff and students
- More creative formats to be developed and shared in Year Two



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

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

- Indigenous acknowledgement at the beginning of meetings, assemblies, school events
- Participation of staff in District-wide professional development
- In all classrooms, teachers work actively on acquiring indigenous education resources to strengthen their teaching – in French for primary level students and in French and English for intermediate level students
- Our library has been actively acquiring more picture books, fiction novels and non-fiction texts related to Indigenous Peoples (including legends, histories/personal and community narratives, other stories, resources related to Indigenous culture, residential schooling and reconciliation).
- Our learners continue to receive school-wide instruction related to First People's culture, history, tradition and Principles of Learning embedded into the curriculum being taught. We also know that we need to continue to deepen their understanding and growth in this area.
- We need to continue to teach in this manner and to augment our own knowledge, practice and delivery as educators. Many students, at the intermediate level, through the Learning survey, indicated that they were unsure as to whether they were learning about aspects of Indigenous cultures. We will be looking at ways to make out teaching as focused and deliberate as possible.

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

- Intermediate teachers purchased literacy materials with a focus on Indigenous content and all teachers have worked actively to acquire indigenous education resources to strengthen their materials and teaching
- Our library continues to build the collection of picture books, fiction novels, and non-fiction texts related to Indigenous Peoples (legends, histories, personal and community narratives, resources related to Indigenous culture, residential schooling and reconciliation)

Class or grade-based activities and learning:

- Workshops with the Museum of Anthropology on Fraser River archaeology
- Workshops – Museum of Vancouver Musqueam exhibit
- Novel studies – identify and community, Indigenous themes and stories
- Reading stories from Indigenous authors
- Books read/shared in class and discussed – residential schools, notable Indigenous figures
- Outdoor Education studies – making connections to place-based learning (Pacific Spirit Park) across the seasons (local culture and natural heritage explored)
- Learning about the traditional medicinal use of the local plants – forest tour with Musqueam elder to identify plants and their medicinal qualities
- Creation of personalized land acknowledgements.
- Exploration of textiles
- Multiple perspective approach to historical events in social studies
- Learning about Indigenous governance – historical and current
- Field trip to Fort Langley to learn about early trade between European and First Nations communities – looking at the First Nation terms and perspectives
- Fieldtrip to see David Bouchard, Metis storyteller
- Land/Ocean conservation efforts program with “Ocean Ambassadors” and environmental stewards' program (ocean protection, plastic pollution)
- Learning about Susan Point’s (Musqueam) Spindle Whorl art and creating spindle whorls
- Learning to count in the Musqueam hereditary language (hən̓q̓əmin̓əm̓)
- Music listening program – Franco-Indigenous songs
- Learning Indigenous games in PE

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

- Workshops on drumming and drum making – actively participate next year in the drumming day, as a school
- Continued Indigenous acknowledgement at meetings, events and assemblies
- Incorporate more learning/activities of the Metis culture (French connection) – dancing, songs, history, cross-Canadian connections, pen pals, speakers, cultural events,
- Incorporate more text and resources from Indigenous authors including continuing to increase the number of indigenous books in the Library/Learning Commons
- Continue to directly teach, at appropriate grade levels, about the lasting effects of residential schools and reconciliation
- Focus on how learning is embedded in memory, history and story
- Focus on the importance of oral language in terms of storytelling and the passing of knowledge
- Encourage staff the share what they are already doing in their classes with their colleagues and work together across grades and grade levels
- Continue to incorporate more place-based outdoor education, incorporate Indigenous teaching of local plants into our garden projects (also bring in local knowledge-keepers)
- Staff attend indigenous-focused PRO-D, whole-staff workshop with Musqueam leaders, book club (First Nations 101)
- Indigenous art, music and drama activities – student workshops (drumming, dance,)
- Continue to build Indigenous perspectives, representation, individuals, into assemblies (Remembrance Day, Pink Day, Earth Day, Winter celebration)
- Look at working with an Indigenous artist to redesign the Tennyson Tiger logo from an Indigenous perspective
- Invite local Indigenous elders/knowledge keepers to the school