



# Vancouver School District

## School Plan for Tennyson Elementary

### Year 3 (2021) of 3 Year Plan, 2021-2022

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

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## 1. GENERAL SCHOOL STORY:

- Update school context if necessary
- Review inquiry question and where the need for this goal came from (evidence, etc.)

Ecole Lord Tennyson Elementary is a single-track French Immersion choice program school. Our families apply to the program in either Kindergarten or Grade 1, with students receiving 100% of their instruction in the French language from Kindergarten through Grade 3, and up to 80% French instruction from Grade 4 through Grade 7. For the 2020-21 school year, we are enrolling approximately 425 students and are anticipating a similar enrollment for 2021-2022. While the majority of our families are from the Kitsilano/Fairview and False Creek neighbourhoods, we have students from various areas of Vancouver. The strong majority of our students continue in French immersion through to Grade 7, with most of them choosing to attend the French Immersion program at Kitsilano Secondary; we are a part of the Kitsilano Family of Schools.

We have a caring and charismatic staff with a passion for helping students to achieve their best, and to immerse students in French language and cultural learning experiences. We offer a variety of extra-curricular activities, such as basketball and volleyball. Intermediate students are engaged in leadership activities through structures such as Groupe Globale and the Gr. 6/7 Student Leadership Team. We work hard to make the BC revised curriculum relevant for our students, both in terms of content and working with the development of core competencies. Our parent population tends to be highly involved in, and supportive of, school life, spearheading a number of successful and popular initiatives each school year, in collaboration with our staff. These include the Hallowe'en Howl, WinterFest, The Spring Fling, Kilometre Club, K-7 Track & Field, Book Fairs, and a variety of noon-hour and after-school programs based upon student interest.

Tennyson is also in the process of undergoing a seismic re-build. We have moved into our new building, and are adjusting to the new spaces. The previous building will be demolished and removed, and that space will become our new grounds/field. We anticipate these spaces to be largely complete in the Fall of 2021.

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## 2A. WHAT DID WE SEE?

- Describe the overall strengths as well as the needs of the learners.
- What is going on for them?

In terms of our school goal, our learners have relative strengths and relative needs. These sometimes overlap between individuals, and across contexts. These areas of *strength* and *need* have been identified collaboratively by our teaching and support staff:

### Learner Strengths:

- Student participation in leadership, helping adults and other students
- Students demonstrate a sense of pride in being involved in the life of the school and the community
- Demonstrating a positive attitude at school
- Practicing empathy towards others
- Demonstrating a *growth* vs. a *fixed* mindset
- Students are accepting of one another's personality traits and overall diversity
- Teachers, support staff and students demonstrated resilience in the face of global pandemic and suspension of all class instructions where all of them switched to the online learning, and then back to a hybrid model of instructions

### Learner Areas for Growth/Needs:

- Ability to work through anxious feelings/increase in self-confidence; use of mindfulness
- Ability to understand and focus upon using a growth mindset
- Skills to navigate social media peer dynamics and sense of isolation, adapting to new/novel social situations
- Consistent demonstration of gratitude and appreciation
- Developing awareness of surroundings and how behaviour/social interaction choices impact others (students, adults, the community); self-regulation
- Ability to solve problems independently and time management
- Working co-operatively and productively with others
- Taking responsibility for one's learning (core and curricular competencies)

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

- Outline any changes or adaptations from previous plan. Be sure to include rationale for why these changes should be made and how you believe that it will help.

Additions/Revisions to Learner Strengths and Needs (these supplement the information contained in section 2A.

### Learner Areas for Growth/Needs:

- Resilience when faced with challenges
- Active listening when working with peers
- Continue to develop and improve our online teaching practices to be able to swiftly adjust if needed.

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

- Does the original question need to be readjusted/continued/changed given the results outlined above?

In what ways will we work together as a school (students, parents/guardians and staff) to promote and build the target areas of Kindness, Empathy, Gratitude and Resilience within our community?

The original goal of teaching SEL with a focus on concepts of Kindness, Empathy and Gratitude have been the emphasis of the Tennyson team during the school year 2019-20. Students are aware of this goal through weekly lessons, school Assemblies, Groupe Leadership and Groupe Globale activities, field trips, and daily conversations. We continue to discuss this goal as a staff during staff meetings, PRO-D sessions and collaborative planning. Our PAC actively promotes and encourages the themes of Kindness, Empathy and Gratitude via PAC meetings, weekly newsletters, Parent Speaker presentations, overall school activities (Winter Fest, Book Swap, Book Fairs, Quebec exchange trips), and supporting individual teachers with their daily activities. This year has presented some extra-challenges in term of switching to online learning, and then back to the hybrid model. Our teachers and students have adjusted to the alternative methods of curriculum delivery. Next year, our staff members will continue to refine and enhance their teaching strategies that would promote Kindness, Empathy, Gratitude and Resilience within our community.

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### 4. WHAT IS YOUR NEW PLAN?

- Explain plan (i.e. specific activities for year 2) and any changes from previous plans

- Continue to discuss SEL model and strategies during staff meetings and organize targeted PRO-Ds to encourage further discussions and advance teaching methods around the notions of Kindness, Empathy, Gratitude and Resilience
- Encourage collaboration amongst staff members (including the multi-grade groups) to promote Kindness, Empathy, Gratitude and Resilience within our student population (eg. Peer tutoring, Big Buddies)
- Further develop strategies that would be effective while teaching using online platforms and hybrid model (online and in-person)
- Enhance and improve the online teaching methods to support the most vulnerable members of our school community (students with special needs and ESW children)

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### 5. WHAT SUPPORTS WILL WE NEED?

- Review and revise support plans for this year

- Our staff may need some reading material (eg. Rising Strong by Brené Brown) and journal articles that discuss the topics of SEL
- Continue to use and acquire teaching resources including district SEL teaching kits, and picture books/other literature related to SEL.
- Staff and Parent Workshops (eg. Nicola Doughty – RCC; Dr Lisa Gunderson, Registered Psychologist; Dr Shimi Kang, pediatrician, Saleema Noon – sexual health educator); these occurred in 2020-2021.

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

- Revise (If necessary) or repeat indicators from previous plan

We are aware that this aspects of this goal are developmental in children (and adults) and that results can take time to observe. While measurement is not as easy as with many academic goals, we believe our social-emotional learning goal to be vital as a primary goal to pursue.

### Current Sources of Data:

- Gr. 4 MDI (and use of Gr 7 MDI results)
- Student Learning Survey results and comparison over time (eg. cohort from Gr 4 into Gr 7)
- Anecdotal data by staff, parents, and students; we cannot underestimate the value of data related to students, staff, and parents/families sharing their stories related to the goal. Research supports the notion that schools have a climate that can be felt, and this climate (also known as *organizational school culture* or *organizational health*) occurs through our daily interactions with one another
- Assessment data: teachers are assessing students' core competencies, including those related to Social Emotional Learning Concepts; we can map student development in this manner

### Future Sources of Data for consideration:

- Use of mini-DESSA
- Locally developed survey re: SEL
- Report Card Assessment Data: SEL

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## 7. HOW WILL WE SHARE?

- How will we make parents, students and other members of the community aware and involved?

Our students continue to discuss the themes of SEL (Kindness, Empathy, Gratitude and Resilience) during weekly lessons, school Assemblies, field trips, school wide events and extra-curricular activities. Our staff members collaborate to develop SEL activities and embed them in their everyday teaching content. Our PAC, in collaboration with the staff, extend the notions of Kindness, Empathy, Gratitude and Resilience to the overall community by organizing activities that involve students, parents and teaching staff. A remarkable example of it was the organization of the virtual Gr 7 school leaving ceremony in 2020 where the students spoke about their vision of the world and their own future while supporting the worldwide anti-racism movement, and extending their gratitude to all teachers, staff and members of our community. We will be having a similar school leaving ceremony in June, 2021.



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

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

- Include numbers of students, grade levels, etc.

We currently have five students who identify as Aboriginal; this includes the following grade-level demographics:

- Grade 1: 1 student
- Grade 2: 1 student
- Grade 3: 1 student
- Grade 5: 1 student
- Grade 6: 1 student

We know that all our learners continue to receive school-wide instruction related to First Peoples' culture, history, tradition, and principles of learning embedded into the curriculum being taught. We also know that we continue to deepen our growth in this area. While our students have knowledge of this area, we need to continue to teach in this manner, and to augment our own knowledge, practice, and delivery as educators.

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

- List examples of pro-d, special events, speakers, curricular integration, routines and customs, etc.

- All staff attended the Indigenous PRO-D on Nov 27, 2020 and participated in group discussions
- Intermediate teachers purchased literacy materials related to the Aboriginal content and use them to enhance their students' knowledge about allyship and shared responsibility
- In all classrooms, teachers work actively on acquiring indigenous education resources to strengthen their teaching
- 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, resoruces related to Indigenus culture, residential schooling, and reconciliation)

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

- List continuing and new initiatives

### Events/Routines & Customs:

- Orange Shirt Day @ Tennyson September 30, 2020; many teachers have been teaching about reconciliation and how students can be a part of a part of it; we will continue to do this in 2021-2022.
- Full school staff participation in the Indigenous Education Focus Day inservicing in Fall, 2021.
- The Remembrance Day Assembly was prepared to acknowledge and bring light on the role of the Aboriginal Canadian soldiers during the First and the Second World Wars
- Use of Aboriginal Territorial Acknowledgement on all correspondence to families, memo letter head, and at all assemblies and workshops/presentations
- Many classes have attended indigenous-oriented learning experiences at Museum of Vancouver, Fort Langley, Museum of Anthropology; learning about First Nations, Inuit, Metis peoples
- Teachers incorporate place-based outdoor education in their everyday practices
- Teachers and staff incorporate aspects of indigenous education and learning in all areas of their teaching and in all subjects.
- Ongoing work on anti-racism, and the understanding of one's unconscious bias and microaggressions
- Ongoing work with and by our PAC
- Ongoing work, including use of District and other resources to help students and community to understand the horrific impact of residential schooling in the Canadian context, how this has affected our indigenous communities, and how we as a school community can, through education and conversation, participate in accomplishing true and meaningful reconciliation.

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

- Include both data-driven and anecdotal examples
- Give opportunities for student, staff and parent voice
  - Use of First Nations/Indigenous stories, legends, and texts; we have many in our library and classrooms which are visible; resources from the VSB indigenous Education Department.
  - Teaching First Nations cultures and practices during the Science and Social Studies units
  - Viewing and learning about First Nations art and how it related to culture and tradition
  - Teaching Circles of Courage, medicine wheel, sharing circles
  - Embedding learning about colonization, residential schools, and systemic racism into curriculum to promote understanding and social change through a social justice lens
  - The Tennyson enrichment center student was developing a personal interest project that was focused on the role plants in the Aboriginal medicine
  - Using [www.fnesc.ca](http://www.fnesc.ca) website and the Strong Nations resources in everyday teaching
  - Our teachers have been teaching about cultural diversity around the world (eg. Le Monde en Marche weekly magazine for Grade 4-7)

### New Initiatives:

- We would like to invite local Elders/knowledge keepers and Indigenous leaders to meet the students and staff at the school; present and discuss traditional teachings, present issues, historical context provide perspectives
- We would like to make emphasis in our next year teaching on the problems of racism and discrimination around the world and particularly in Canada through embedding relevant novels, news articles, stories while teaching literacy and Social Studies
- Using technology to bring Indigenous voices, stories, cultures, histories into our classrooms
- First Peoples' learning activities through art
- Form Tennyson circles with Indigenous focus
- Invite Aboriginal artists, speakers, musicians to perform
- Attend more PRO-D with Indigenous focus
- Continue to incorporate place based outdoor education with Indigenous focus (present in some classrooms)
- Working to promote conversations and learning in students' families about indigenous perspectives and way of learning and being, and to help families to be aware of and understand how these are embedded into the BC curriculum at all grade levels.
- Provide opportunities for educators to educate themselves about First Peoples and, as such, better understand allyship