



# Vancouver School District

## School Plan for École Laura Secord Elementary

### Year 3 of 3 Year Plan, 2017-2020

**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:

École Laura Secord Elementary is the only school in Vancouver to provide three different learning tracks for students; we offer early French Immersion from kindergarten through grade 7, late French Immersion for grades 6 and 7 and English from kindergarten through grade 7. For the 2018-2019 school year, 328 students are enrolled in the Early French Immersion program, 60 in the Late French Immersion program and 277 are enrolled in the English program. 61 (9%) of our students are designated English Language Learners (ELL) and we have 53 students with Ministry of Education designations. Our student population is stable and we do not see a significant number of students moving in or out of our school community each year. We take pride in the diversity at our school; students speak a variety of languages at home including but not limited to: English, French, Hindi, Spanish, Tagalog, Vietnamese, Cantonese and Mandarin. Our school is large, both physically and in population. We have 29 divisions, 67 staff members and 665 students. The original Laura Secord Elementary was built in 1913. In 2010, the school underwent seismic upgrading. During seismic upgrading staff, students and parents provided insight and input in designing our school's playscape and we have a dynamic playground, a running track and a field composed of both grass and turf. Geographically our school is located on the east side of Vancouver in a culturally rich and diverse community near Commercial Drive. École Laura Secord has an annex located at 3<sup>rd</sup> and Victoria Drive. Queen Victoria Annex has a dynamic population of 110 students in Kindergarten through grade 5. We have siblings attending both schools. We are a few blocks north of Trout Lake park and the Central Valley Greenway and we enjoy the large green space for our Fitness Fridays and we use the playground, lake and park for nature, activity and art-based field studies, athletics and class walks. The Broadway/Commercial Skytrain station is two blocks away and we have easy access to bus routes and walking routes. We offer many field studies in our community throughout the year and have close relationships with both Vancouver Technical Secondary School as well as the local bowling alley, ice skating rink and movie theatre. We created pollinator gardens and vegetable gardens on our school grounds to celebrate Earth Day and we value the green space at our school.

In-school programming for the 2018-2019 school year included fencing and hip hop for our students in grades 4-7. School-wide our students experienced learning from experts on a variety of topics including: online safety (SOLOS), felting, knitting, sewing, woodworking, soap-making, social media etiquette as well as digital citizenship and the ERASE Report IT tool. UBC engineers led the Geering Up program for 3 intermediate classes, Green Bricks presented water conservation experiential learning sessions for our grade 4 students, Scientists in Schools taught a stop-motion animation workshop and a naturalist helped students learn about local bird identification. Every second year we bring in Saleema Noon to teach sexual health education to our students in kindergarten through grade 7.

Our students shine in experiential learning situations. This year's field studies included athletic, artistic and academic opportunities. Classes went ice skating, bowling, hiking, camping and dancing. Some classes went to a farm as part of Fresh Roots. We explored Vancouver with students learning at Grouse Mountain, the Port of Vancouver, Museum of Anthropology, Vancouver Art Gallery, Macmillan Space Science Center and the Carousel Theatre. Several teachers took their classes to Van Dusen garden to experience Indigenous teachings about local plant use, the medicine wheel and deepening our understanding of the Aboriginal Acknowledgement. We guided our students through the stories told through totems and learned about many types of story poles. All primary classes celebrate our year together at Terra Nova

Park in Richmond and a highlight of this year was a school-wide trip to the Chan Center to hear Galician bagpiper Cristina Pato. Students in grades 4-6 appreciated learning about Indigenous plants as food and medicine at Trout Lake while 90 grade 7 students in our two French Immersion programs traveled to Quebec for a week then hosted their peers from Quebec in Vancouver for a second week, showcasing our city through kayaking, dragon boating, hiking, exploring Science World and hiking on the North Shore.

This year saw us thriving in our Applied Design, Skills and Technology (ADST) experiences; our students are demonstrating excellent progress in using the design process as part of ADST. A highlight was the December marketplace where each of our grade 6 and 7 students started their own business, conducted market research, designed a prototype, made a product then sold their wares at a marketplace open to all students, staff and parents. We are extremely proud of their effort and success. We prioritized our commitment to providing students with technology and purchased one iPad for each classroom and a laptop cart with 30 new Dell laptops. Across the grades, ADST projects included stop motion animation, personal interest projects based on kindness inspired by "The Most Magnificent Thing," making Hudson Bay point blankets, knitting, sewing, felting, weaving, designing and constructing gingerbread houses, plaster masks and parachutes, practicing coding using Wobblebots, designing dream playgrounds, building and testing bridges, constructing 3D marble mazes, jewelry making, building planter boxes, making soap, baking throughout the year and designing and building working solar ovens. Several classes regularly engage in experiential learning opportunities through outdoor education and sustainability initiatives.

Our expert fine arts teachers enrich our students' lives with the opportunities they provide in visual arts, music creation and dance. Our visual arts program culminates with a celebration at our spring Communicating Student Learning/parent teacher conferences. We are committed to providing a diverse selection of artistic and cultural experiences; this year students enjoyed live theatre from Green Thumb and Axis, music with The Walrus and Marimba Mazuva, acrobatics with Flyin' Bob, a dynamic presentation from Axé Capoeira and a Laser Light show with Rainbow Dance. All French and English classes enjoyed a French Canadian cultural presentation from Maple Man.

Laura Secord Elementary works with several partners in the community to support our students. The Cedar Cottage Neighbourhood House operates a before and after school care center in the school. Many students attend nearby Frog Hollow before and after school care and City Reach after school care as well. The Community Schools Team from Vancouver Technical Secondary offers regular after-school programming throughout the year. Our students love the sports, cooking, yoga, games, music and art opportunities available each term. We are part of the Van Tech family of schools and our students who transition to Van Tech from Laura Secord return to our school for leadership throughout the year, beginning with the grade 7 camp in September. Students at Laura Secord enjoy using the Van Tech facilities for track and field and the Van Tech music department showcases their talents and opportunities through a music concert for Laura Secord students.

We have an active parent advisory council (PAC) and parent community which strives to enhance the experience for students through a variety of activities and programs. This includes monthly hot lunches, the addition of Fuel Catering twice per week, organizing an autumn pumpkin patch, Winter Warmer Carnival, two movie nights, French and English book fairs, Trivia Night, Bike To School Week and our Spring Secord Family Festival celebrating culture, creativity and community. The parents also assist in fundraising for enhanced classroom experiences, field studies, grade 7 camp, Quebec exchange, and in-school programs. The 2018-2019 school year saw increased parent involvement with coaching and volunteering. Parent volunteers joined two teachers to coach a basketball team and one parent and three staff members sponsored a knitting club for grade 3 students. We have expanded our track and field program to include grade 2 and 3 students thanks to a parent coach and two teacher sponsors. Parents had the opportunity to attend evening workshops with SOLOS online safety and the Education and the Brain series. We also held information sessions for our parent community on the topics of transitioning to high school, welcome to Kindergarten and Ready, Set, Learn. We asked our parents to provide feedback and they tell us they appreciate the open communication between parents and teachers and administrators. They value time to connect and have conversations about students and learning and the issues our students are contending with as 21<sup>st</sup> century learners. Our parents value the strong community we have at Secord and they prioritize events that build community over events that are mainly targeted for fundraising. Parents report that our monthly newsletter is a valuable form of communication. Many parents appreciate advance notice for field studies so they can adjust their schedules and

attend as volunteer chaperones. Our parents tell us they are hearing great things about our social emotional learning program and that the mindful breathing and fitness programs are especially helpful.

The staff at École Laura Secord Elementary are dynamic, diverse and dedicated. We strive to provide engaging, meaningful learning opportunities and we care deeply that each student has a strong sense of belonging in our classrooms and in our school. We work hard to bring the new curriculum to life and 100% of our teaching staff has embraced the Communicating Student Learning (CSL) pilot project. We are also a staff that values ongoing professional development.

### Inquiry Question

Our inquiry question for our three-year plan is, “How can we support our students in their social emotional learning to create a community of caring and kindness?”

This goal came from our in-depth knowledge and understanding of our students’ needs as 21<sup>st</sup> century learners.

In May 2018, teachers worked collaboratively to identify the skills and knowledge our students need to be successful in school and in life and we discussed what we needed to implement at Laura Secord Elementary as part of our three year plan. This included:

- develop a common language in social emotional learning
- increase social responsibility instruction
- increase student engagement in kindness and values
- involve parents in teaching and modeling social emotional learning at home and in the community
- increase understanding and respect for diversity
- further develop empathy
- help students understand that their actions affect others
- provide students with the skills and knowledge to solve problems in peaceful ways
- teach and develop reflective self-regulation skills
- increase sense of belonging
- foster positive behaviours
- enhance the level of caring, safety and respect in the Secord community

We used the Social and Emotional Learning model based on the core competencies developed by CASEL (Collaborative for Academic, Social and Emotional Learning) to assess where our students are, where we want them to be and what we are going to do to support each child. We want each student to feel a strong sense of belonging, care and kindness in their time here. Not only do we provide a strong academic program, we also value social emotional learning. Through teaching social emotional learning, we increase students’ capacity to integrate skills, attitudes and behaviours to deal effectively and ethically with daily tasks and challenges. (CASEL 2017) For year one of our school plan, we focused on social emotional learning through the lens of classroom based practices. Looking at the graphic below, we are in a solid position to continue the work we are doing in our classrooms while expanding our reach to school-wide practices and policies.



Current direct instruction or programs in use for social emotional learning includes:

- |  |                                    |
|--|------------------------------------|
| Self-awareness                           | 5 Point Scale                      |
| Self-management                          | Friendology                        |
| Social awareness                         | Friendship 101                     |
| Relationships                            | Friendship Fire                    |
| Responsible decision making              | Social Detectives                  |
| TAPS (Talking About Personal Boundaries) | Expected and unexpected behaviours |
| Whole body listening                     | Social mapping                     |
| Zones of Regulation                      | Super Flex                         |
| Mind Up                                  | Managing Worries                   |
| Second Step                              | We Thinkers I and II               |
| Welcome to My Life                       | Boys For Real                      |
| Ready Bodies, Learning Minds             |                                    |

The data that we used to guide our decision-making while formulating our inquiry question was the Devereaux Student Strengths Assessment (Dessa) mini (refer to pages 13 and 14 in this document for results for both 2017-2018 and 2018-2019) as well as student voice surveys we developed then revised, anecdotal evidence and a grounding in current research:

“Children who have empathy, solve problems peacefully, get along with others, manage strong emotions and deal with stress do better in school, family and community. They have less aggression, fewer behaviour problems and less emotional distress. In short, they thrive. We now know how we can cultivate these positive human qualities in our children-by providing caring environments, developing nurturing relationships and being deliberate in teaching children the skills they need to be healthy and happy.”

-The Dalai Lama Center for Peace and Education, “What is Social and Emotional Fitness?”

The work we are doing in our classrooms is successful. Using evidence from the Middle Years Development Index, we know that 87% of our grade 4 students have a strong sense of belonging at Laura Secord Elementary and they consider their relationships with adults to be an asset. Not only are our students connected to the adults at our school, the majority (75%) feel they have a strong connection to their peers while another 10% report their connections with their classmates is at a medium level. When assessing their own social emotional skills, 85% of our grade 4 students recognize they have a high level of empathy when responding to the statement: “I care about the feelings of others.” Data from the MDI corresponds to the anecdotal evidence wherein our teachers and staff report that while students are respectful, hard-working, motivated and supportive of their peers in our classrooms there is a need to increase expected behaviours from

students at recess, during lunch and with adults who are not their classroom teachers. 55% of our grade 4 students state they have strong skills in self-regulation, 33% say their self-regulation is medium and 13% indicate it is low. While our goal is to support our students in their social emotional learning to create a community of caring and kindness, for year two we are shifting our focus from the classroom to the larger context of our whole school environment.

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## 2A. WHAT DID WE SEE?

### Strengths

Students at École Laura Secord Elementary are engaged, enthusiastic, curious learners who thrive when presented with critical thinking challenges or experiential learning opportunities. Our highly social students collaborate well in a variety of groups and are gaining proficiency in setting and accomplishing SMART goals. Teachers consistently report that our students are keen to learn and are happy to be at school. Our students thrive in hands-on, active learning situations such as exploring the school grounds for natural elements, working with guest speakers to test minerals in water or interviewing a Supreme Court of Canada judge. Our students are keen to succeed and we find that their motivation comes from a joy in learning. Guest speakers and guest teachers frequently tell us how wonderful it is to be in our classrooms and teachers report that our students come to school with a high level of school skills and a readiness to learn. In our classrooms, we notice our students are caring and empathetic with both children and adults. This is reflected in our school's kindness campaign where classes chose a kindness challenge for a month and created a kindness quilt with each student represented in the kind, thoughtful words of others. We notice that our students retain what they are learning and experiencing at Secord, they are able to transfer their knowledge and skills from one year to the next and they actively apply background knowledge from diverse life experiences to enhance both their own ability to synthesize knowledge and to share with others. Many students are confident, capable speakers who thrive in discussions, debates and in self-advocacy. Teachers experience the students in our classrooms as friendly, welcoming and helpful, with many students offering to support their classmates with kind words or invitations to join in. As part of our executive functioning teaching, many students have completed a self-assessment to help them understand their strengths and stretches in each of the eleven domains.

Teachers also note that when challenges arise, our students are able to engage respectfully in the problem solving process and they have a repertoire of strategies to use to regulate their bodies and feelings. There is a strong sense of community in each classroom and we observe students showing empathy and kindness to others. We describe our learners as thoughtful, determined and eager to share their knowledge and daily life experiences. Many of our intermediate students are thriving in self-directed learning such as Personal Interest Projects or design theory projects. Our intermediate teachers report that students in our upper grades are strong negotiators, can think and solve problems independently and are passionate and knowledgeable about global issues, demonstrating strong skills in social responsibility. Our grade 6 and 7 students have many opportunities to practice social responsibility and leadership skills through Student Council, We Team and school-based volunteer roles including morning announcements, library monitors and hot lunch monitors. This year, our WE Team led the following initiatives:

- WE Scare Hunger food drive
- WE Bake for Change (fundraiser for Haiti)
- Union Gospel Mission hampers
- Union Gospel Mission Easter fundraiser
- Pink Shirt Day Assembly
- WE Walk for Water
- Community Neighbourhood Clean Up

Our incredibly dedicated and reliable student council organizes events to build community and have fun. This year, our student council:

- Prepared presentations for our assemblies to introduce the Code of Conduct
- Organized the Halloween parade and costume contest
- Organized our poppy fundraiser for the veterans for Remembrance Day
- Created and managed our 12 Days of Kindness Christmas event

Our Peer Helping Leadership Program includes 30 students in grades 6 and grade 7 who are committed to supporting our younger children as reading buddies, math centers partners or mentors in the Ready Bodies Learning Minds room. Throughout our school, we have students who are kind, self-aware and enthusiastic. We have students who shine in visual arts and love attending our open art room sessions at lunch. We have students who join all our sports teams and represent Laura Secord at zone and district events. Many students engage in after-school or weekend activities including gymnastics, capoeira, dance, fencing, martial arts, soccer, hockey, ice skating, baseball, swimming, musical theatre, music lessons and drawing classes. Many children are in language classes to learn the language of their heritage including Mandarin, Cantonese, Japanese and Madrasa Islamic classes. As we expand our social responsibility curriculum, we see an increased effort take care of our earth. Ninety students spent a day volunteering to clean up our shoreline at Jericho Beach and 80 students learned to test and conserve our drinking water as part of the City of Vancouver's Green Bricks program. Two of our buddy classes constructed birdhouses to place in our community. Earth month continues to be an important part of our year at Secord where we plant a garden, volunteer in the neighbourhood clean-up, raise money for clean safe water in developing countries through the We Walk for Water and students and staff increase our efforts to bring litterless lunches to school.

### Needs

Our students need to feel included and involved. They need to know that we care about each individual. They need to show their learning in a variety of ways and let themselves be creative and use their imaginations. Students need to feel empowered and to experience pleasure and pride in their own learning. They need opportunities to practice making good choices and they need time to play. Our students need models for kindness and respect and need the time and opportunities to practice social emotional learning in a safe, supportive setting. Students at Laura Secord Elementary need to recognize their own strengths and areas for growth and practice both vocalizing and internalizing growth mindset language. As 21<sup>st</sup> century learners, they need to learn safety and etiquette with technology and they need opportunities to inquire and explore.

Staff feel that students need to develop even stronger problem solving skills and we are exploring ways to both provide more opportunities for leadership and ways to strengthen our school community at Laura Secord so students have a greater intrinsic desire to care about others and show greater responsibility for their actions. Students need to practice what they are learning at school at home. We continue to teach and model empathy and accountability. We also recognize that there is a small percentage of students who are not yet demonstrating expected behaviours with our Code of Conduct. Some of these students need one to one support as well as clear boundaries, expectations and sometimes adaptations.

As members of our Laura Secord Community, our students need to understand and apply our Code of Conduct throughout their school experience. They need consistent language and expectations and they need to understand that they are accountable for their words and actions because their words and actions impact others. Using a restorative justice approach, we need to help students cultivate a better understanding of the consequences of their actions. Given some of the ongoing behaviours we are seeing, we know that our students need more supports and strategies in making good choices, being kind to others and demonstrating expected behaviours. We need to provide opportunities for all students to contribute positively to our whole school community in ways that demonstrate respect and consideration for others beyond the classroom. Essentially all students need a strong sense of belonging to our community and they need to continue to apply problem solving strategies with the support of caring adults.

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

As a staff we engaged in a reflective and collaborative process to examine our goals and objectives and to adjust our plan. We looked at each of our action items from our Year One School Plan for 2018-2019 and applied the language we use to communicate student learning (beginning, developing, applying, extending) to assess where we are with each item.

Laura Second Elementary School Plan Year One Actions: Where are we now?

Action Item from School Plan Year One 2018-2019	Continuum
Ongoing conversations in the context of staff meetings to revisit the School Plan each month	beginning
Continual reflecting and adjusting using the same terminology as the new reporting language: what is going well, what are the areas of growth and what support do we need	developing
Begin the year with the book "Words and Your Heart," sharing this powerful book with all students and staff members	applying
Commit to two professional development workshops on social emotional learning	applying
Expand our social emotional learning program to intermediate classes	developing/applying
Actively teach the Code of Conduct and make it known and visible throughout the school	applying
Multi age learning groups focus on the Code of Conduct and expected behaviours the first week of school before we move into assigned classes	implement in 2019-2020
Implement a kindness and care curriculum, using the model designed by Dr. Michele Borba: looks like, sounds like, feels like...	developing
Implement executive functioning programming	beginning
Expand teaching of growth mindset language and behaviours	developing
Develop scope and sequence for K-7 Social Emotional Learning	re-evaluate
Include values instruction in our assemblies, led by our student council members	beginning
Work with our teacher librarian to increase our collection of books focusing on values and social emotional learning	applying
Take photos of students demonstrating kindness, empathy and positive behaviours and display these in our classrooms and hallways	applying
Provide staff with opportunities to learn more about the executive functioning framework	developing

With our action items, we needed to assess whether to keep, expand, adjust or release each item. Following the initial review of our action items, we held a lunch time session open to all staff members where we focused on the items that were beginning, developing or not yet started. What emerged from this dynamic session are our top three priorities:

- I. review expected behaviours and the Code of Conduct with all students the first week in September
- II. expand executive functioning teaching and consider the topic of executive functioning as part of our first professional development day in September
- III. expand our teaching, modelling and use of growth mindset language

For these top three priorities, we discussed what our next steps will be and what supports, tools and strategies we will need to effectively implement each item. This became our guiding plan for year two and is reflected in the chart on the next page.

Some items, such as our commitment to take photos of students demonstrating kindness, empathy and positive behaviours and display these in our classrooms and hallways naturally expanded throughout the year. We tied this action item in with our plan to include values-based instruction in our assemblies and focused our February assembly on kindness. As a result, most of our classes created kindness quilts and over half of our classes participated in our "Kindness Challenge." Acts of kindness included greening the school grounds, making birdfeeders, cleaning the lunchroom, learning how to help others when they are in need, writing cards of gratitude, making a chain of kind acts, and setting personal goals for one month of



kind acts. We documented the acts of kindness and created a display in our hallway. We also displayed our kindness quilts during our Communicating Student Learning sessions.

One item evoking discussion was to include values instruction in our assemblies led by our student council members. While we place importance on the idea, the reality is that our large population makes teaching in the gym in an assembly setting challenging. Our student council did prepare two assemblies using the language and desired behaviours outlined in our Code of Conduct; these focused on taking care of others and taking care of this place. When discussing this as a staff, we realized that this instruction would be more effective in smaller groups and have adjusted our plans accordingly: we are now committed to implementing multi-age learning groups focused on the Code of Conduct and desired behaviours the first week of school before we enter assigned classes.

In addition to reflecting on our action items as part of our year one plan, we celebrate the extensive Social Emotional Learning that took place in our classrooms and our school throughout the year. Teachers increased read-alouds in conjunction with our Social Emotional Learning goal, selecting books to help students understand and manage their feelings. We engaged in mini-lessons to help students solve small problems, to model kind behaviour and to teach the difference between being helpful and not helpful. Our grade one classes celebrate individuals with a weekly shining star while other grades present stars for noted acts of kindness. Our upper intermediate classes worked with their teachers and our counsellor on topics including mental health, anxiety, stress management, time management and drug prevention. In many of our classrooms, teachers and students effectively use mindful breathing and mindful listening to a chime as a calming, self-regulating strategy. We are expanding our common language around expected and unexpected behaviours. One of our goals for the 2018-2019 school year was to expand our executive functioning teaching to our early intermediate students. Our counsellor met with the grade 4 teachers during our September 2018 Professional Development Day and has been working with classes to teach students about the brain and how it works, how to regulate behaviour and how to recognize strengths and stretches in the 11 domains of executive functioning.

As we strive to be responsive to all students' needs, we continue to adjust opportunities and expectations for students during recess and lunch. This year, we implemented Mindful Lunch Mondays which were a huge success. We initially piloted the idea for three weeks and after observing the positive outcomes, committed to Mindful Lunch Mondays from March through June. Other adjustments we implemented this year were to invite students to have indoor lunch hours on rainy days and to open the gym for our grade 7 students two times each week. When we offer independence and choice to our older students we notice a remarkable increase in positive, expected behaviours. Given that in the Student Learning Survey, 62% of our grade 7 students indicated that "rules and expectations for behaviour are clear" (for example, school rules or codes of conduct) we understand that there is more we can do to help teach and model positive, desired behaviours.

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### 3. INQUIRY QUESTION

Our inquiry question for our three year plan is, "How can we support our students in their social emotional learning to create a community of caring and kindness?"

Based on the extensive reflective process in which we engaged as a staff, anecdotal evidence, results of the Dessa surveys completed in April 2019 and the Student Voice Survey feedback from students in May 2019 as well as concrete data from the Middle Years Development Instrument and the Ministry of Education Student Learning Survey we are continuing with our inquiry question. While the question remains constant, we have adjusted our goals and objectives to best meet student, staff and parent needs and we are expanding our social emotional learning from the classroom to a school-wide context.



## 4. WHAT IS YOUR NEW PLAN?

Action Item	Next Steps and What We Need
I. Implement executive functioning programming and Expand staff training in the executive functioning framework	<ul style="list-style-type: none"> <li>implement executive functioning programming in all classes and expand it in our grade 1-3 classrooms</li> <li>develop a list of resources</li> <li>Smart But Scattered book group</li> <li>secure funding to create visuals</li> <li>Research French resources</li> <li>consider a half-day session on this topic for our first Professional Development Day in September 2019</li> </ul>
II. Multi age learning groups focus on the Code of Conduct and desired behaviours the first week of school before we enter assigned classes	<ul style="list-style-type: none"> <li>approval at a Staff Committee meeting</li> <li>invite a team of teachers to plan activities explore what have other schools done time in June to plan so we have the lessons and activities ready for September</li> <li>consider doing this on a smaller scale in September 2019 then expanding for September 2020</li> </ul>
III. Expand teaching of growth mindset language and behaviors	<ul style="list-style-type: none"> <li>consider this topic for our first Professional Development Day in September 2019</li> <li>follow up with ProD to offer more sessions for staff</li> <li>purchase primary and intermediate growth mindset posters (done)</li> <li>establish a common language time together to plan engage in ProD planning for 2019-2020 in May/June 2019</li> </ul>

To implement these actions items, we will have lunch and learn sessions each term and will offer Professional Development opportunities to expand our knowledge and resources in growth mindset, executive functioning and positive behaviour strategies. We will create classroom and hallway visuals to raise awareness of growth mindset language and are committed to sharing and using our Code of Conduct effectively and widely. We continue to find the Dessa and Student Voice Surveys to be useful and effective data that deepens our knowledge and understanding of our students and will use both these tools in April 2020 as we move into year three of our School Plan.

## 5. WHAT SUPPORTS WILL WE NEED?

Our staff spent a professional development day developing actions based on our students' strengths and needs. Our guiding question was "how can we support and nurture our students to develop their academic, personal and social emotional skills?" We prioritized areas of greatest need and created action teams of staff members, collaborating to determine actions and supports needed.

École Laura Secord Elementary School 2019-2020

Topic	Actionable Ideas	Corresponding Supports Needed
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<p>Implement executive functioning programming in our intermediate grades and continue to teach executive functioning to our primary grades.</p>	<ul style="list-style-type: none"> <li>• Develop a list of teacher resources</li> <li>• Increase visuals used for expected behaviours and student awareness</li> <li>• Implement 'Ready, Do, Done' as a planning and organizing tool</li> <li>• Mindful breathing</li> <li>• Movement breaks</li> <li>• Spirit Buddies (connection activity from Ensouling our Schools)</li> <li>• "How to be a Human"</li> <li>• Smart But Scattered inquiry book group</li> <li>• Consider a half-day session on this topic for our first Professional Development Day in September 2019</li> </ul>	<ul style="list-style-type: none"> <li>• Take and print photos of students engaging in expected behaviours</li> <li>• Ready, Do, Done cards for classrooms</li> <li>• Establish priorities and a common language</li> <li>• Purchase several copies of Ensouling our Schools</li> <li>• Purchase visuals. Can we find some posters for executive functioning in French?</li> <li>• Work with students to create easy to remember and "catchy" rhymes, raps or chants featuring the common language linked to expected behaviours (ie :we are polite, we walk on the right")</li> <li>• Create and put up visuals (posters) with the common language in the hallways and classrooms for ALL to see and use (students, staff, visitors, parents)</li> </ul>
<p>Code of Conduct</p>	<ul style="list-style-type: none"> <li>• Consider multi-age grouping to teach/review code of conduct the first week in September</li> <li>• Consider having upper intermediate students platoon the first week, deconstructing one expectation with a different teacher each day and then these students prepare presentations for the younger students</li> <li>• Peaceful Schools Curriculum</li> <li>• Restitution strategies such as 'My job/your job'</li> <li>• Use PBIS strategy of teaching desired behaviours in specific areas throughout the school using the language looks like, sounds like, feels like</li> <li>• Implement a school wide values instruction project</li> <li>• Character Builders by Michele Borba</li> </ul>	<ul style="list-style-type: none"> <li>• Planning time in June for a working group to develop lesson plans for K-7 for the first week of September</li> </ul>
<p>Expand teaching of growth mindset language and behaviours</p>	<ul style="list-style-type: none"> <li>• Consider this topic for our first Professional Development Day in September 2019</li> <li>• Purchase primary and intermediate growth mindset posters</li> <li>• Establish a common language</li> <li>• Lunch and learn sessions for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and discussion time for teachers</li> <li>• Finances for French and English posters</li> </ul>

Topic	Actionable Ideas	Corresponding Supports Needed
<p>Building Community</p>	<ul style="list-style-type: none"> <li>• Increase student and class involvement in assemblies</li> <li>• Continue to provide time for buddy classes to meet</li> <li>• Increase positive recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Work with assembly committee</li> <li>• Consider having an information session about PBIS</li> </ul>

Fostering positive relationships between our students and school staff	<ul style="list-style-type: none"> <li>• Use of common language (expected/unexpected, zones, what could you have done differently)</li> <li>• Supervised, structured play on the playground to review expected behaviours and problem solving skills</li> <li>• Make sure all students know who the office staff, custodial staff, SSAs and supervision aides are and what is expected</li> <li>• Provide an option for indoor or outdoor unstructured time</li> <li>• Teach more outdoor games</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible scheduling for each class</li> <li>• Locations for indoor recess and lunch options</li> <li>• Purchase board games</li> <li>• Grade group meetings in September introducing all staff</li> <li>• Teach specific outdoor recess games</li> </ul>
Hallways	<ul style="list-style-type: none"> <li>• Paint hallway dividers so students will walk on the right through our narrow hallways</li> <li>• Recognize expected behaviours</li> <li>• Have one door for students to enter at recess and lunch to use the bathrooms</li> <li>• Teachers practice walking students out for recess through the doors closest to them so students are going directly outside rather than walking through the hallways and the east wing</li> </ul>	<ul style="list-style-type: none"> <li>• Look into directional signage for hallways</li> <li>• Commitment from all staff to teach, practice and praise expected hallway behaviours</li> </ul>
Communicating with Parents	<ul style="list-style-type: none"> <li>• September parent class meetings as part of "Meet the Teacher" event to review expected behaviours and the Code of Conduct</li> <li>• Work with our PAC and parents to develop information workshops (SEL, PBIS, technology, academic support, executive functioning)</li> <li>• Teacher involvement at PAC meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Have parents and students sign a Code of Conduct agreement in the front of the agenda</li> <li>• Have all members of our Secord community sign a large version of the Code of Conduct in the front hallway</li> <li>• Research speakers</li> <li>• Liaising with PAC</li> <li>• Teachers attend PAC meetings</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• Recognize and reinforce positive behaviour</li> <li>• Teach expected behaviours in assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Try PBIS strategies</li> <li>• Draw for a desired reward</li> </ul>

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

At Laura Secord Elementary, we value the input of staff, parents and teachers. In May 2018 and 2019, we asked students to complete the Student Voice Survey we developed in 2018 and revised in 2019.

Student Voice Survey May 2019

	At school...	Never	Sometimes	Often	Always
1.	I am happy to come to school each day.	2%	33%	43%	23%
2.	I am kind to others.		5%	46%	49%
3.	Students and staff are kind to me.	2%	8%	52%	38%
4.	I am learning about different Aboriginal customs, cultures and histories.		43%	46%	11%

5.	I know how to solve a small problem by myself.		7%	44%	49%
6.	I know when to get help from an adult.	2%	20%	28%	51%
7.	When I make a mistake, I know how to take responsibility and I try to fix it.		16%	49%	34%
8.	I am learning to have a growth mindset	3%	25%	36%	36%
9.	I pay attention to and listen to the adults at school.		8%	41%	51%

The results of this survey tell us that approximately 80% of our students surveyed are always or often feeling happy to come to school, that they have opportunities to practice giving and receiving kindness, they know how to solve problems and when to seek adult help, they are practicing language and skills using a growth mindset and they pay attention to the adults at our school. We will know we are successful when the numbers increase and we can support our students in moving from sometimes to often or always.

A significant marker of success for us is how our students feel about and describe their experiences at our school. In our student voice surveys, our students tell us over and over how happy they are in their classes and how much they like their teachers and the overall school climate. Many spoke about their appreciation for all that the staff does. Grade 6s and 7s are very grateful for camp and the Quebec exchange. Students feel supported and safe and welcomed at our school. They love gym and art and being in our library and reading. Many students appreciate the chance to have a calm, quiet lunch on Mondays and asked us to continue the practice of Mindful Lunches. Our intermediate students are thankful for the opportunities to work with our counsellor and Youth and Family Worker and spend time in their amazing room. Our students tell us what they appreciate about École Laura Secord Elementary is:

- I get to play with my friends in my class and other classes
- Everyone is friendly and kind
- A lot of the staff are kind and they give you what you need
- The people here are nice and I like playing with my friends
- All the teachers are nice
- What makes me happy is science projects
- All the people are very nice and very supportive to students
- I like when my friends are nice and kind to me
- I like the gym because I get to play games
- I'm trying my best on my work
- This school cares about people
- We go on field studies, see a lot of performances, we have a big field and everyone is nice
- I want you to know that I love Laura Secord Elementary
- I like the kind people, math, the playground and reading
- I want you to know that I am happy at school
- I love this school
- This school is supportive of the LGBTQ community
- We do fun science experiments
- I like my class
- We have a lot of performances
- I love learning something new
- I am always happy
- I like grade 6/7 indoor day
- What I like best about Laura Secord is the people in it
- Laura Secord Elementary is an awesome school!

Reading our students' comments, we know they are proud and happy to attend Laura Secord Elementary. They are engaged with their teachers, staff members, friends and learning. Many students want us to know how hard they are working and that they are trying their best. Our students truly appreciate the kindness and care they are shown and they

love to come to school, work hard and have fun. We also asked students to let us know what they would change about our school. The most common request for change is to implement Mindful Lunches every day. They also tell us:

- What I would change is for the lunch room to be not as loud
- Please get more books
- Less litter
- I would like there to be more outdoor activities
- I would like longer reading times
- I wish there was time to go in the library and just read
- I want more things to play with outside
- Nothing! I love the school the way it is.

In May 2018 teachers, administrators and our area counsellor collaborated to complete the Dessa (Devereux Student Strengths Assessment) surveys for grades 1, 3, 5 and 7. In April 2019 we completed the same surveys for students in grades 2, 4 and 6 thereby tracking the same group of children. The Dessa provides 8 behaviour-based questions to help us learn more about how our students are accepting responsibility, being kind, using positive language, focusing, working in a group, performing tasks in order, showing care when doing work and following the advice of a trusted adult.

École Laura Secord Elementary

Dessa Results from 2018 and 2019

Grade 1 2017-2018

	Domain	Never	Rarely	Occasionally	Frequently	Very Frequently
Question 1	Decision Making	0%	6%	14%	63%	17%
Question 2	Relationship Skills	0%	1%	17%	56%	26%
Question 3	Optimistic Thinking	0%	2%	23%	49%	24%
Question 4	Self-Management	0%	7%	21%	60%	12%
Question 5	Social Awareness	0%	5%	16%	64%	15%
Question 6	Self-Management	0%	6%	15%	51%	28%
Question 7	Personal Responsibility	0%	5%	15%	55%	25%
Question 8	Decision Making	0%	2%	12%	58%	28%

Grade 2 2018-2019

	Domain	Never	Rarely	Occasionally	Frequently	Very Frequently
Question 1	Decision Making	<.01%	16%	27%	31%	23%
Question 2	Relationship Skills	0%	15%	31%	32%	23%
Question 3	Optimistic Thinking	0%	12%	37%	28%	23%
Question 4	Self-Management	0%	13%	31%	33%	23%
Question 5	Social Awareness	0%	11%	31%	36%	23%
Question 6	Self-Management	<.01%	17%	25%	35%	21%
Question 7	Personal Responsibility	0%	11%	27%	29%	28%
Question 8	Decision Making	0%	8%	31%	35%	27%

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Grade 3 2017-2018

	Domain	Never	Rarely	Occasionally	Frequently	Very Frequently
Question 1	Decision Making	4%	11%	23%	32%	30%
Question 2	Relationship Skills	0%	8%	25%	33%	33%
Question 3	Optimistic Thinking	0%	1%	25%	40%	33%

Question 4	Self-Management	2%	4%	23%	36%	35%
Question 5	Social Awareness	4%	7%	21%	33%	35%
Question 6	Self-Management	1%	9%	12%	40%	37%
Question 7	Personal Responsibility	0%	4%	20%	39%	37%
Question 8	Decision Making	0%	7%	13%	21%	59%

Grade 4 2018-2019

	Domain	Never	Rarely	Occasionally	Frequently	Very Frequently
Question 1	Decision Making	0%	8%	17%	31%	46%
Question 2	Relationship Skills	<.01%	4%	21%	45%	29%
Question 3	Optimistic Thinking	0%	0%	22%	41%	37%
Question 4	Self-Management	<.01%	8%	21%	32%	38%
Question 5	Social Awareness	0%	13%	29%	29%	28%
Question 6	Self-Management	<.01%	4%	21%	32%	42%
Question 7	Personal Responsibility	0%	3%	24%	31%	42%
Question 8	Decision Making	0%	<.01%	10%	32%	56%

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Grade 5 2017-2018

	Domain	Never	Rarely	Occasionally	Frequently	Very Frequently
Question 1	Decision Making	2%	4%	27%	30%	36%
Question 2	Relationship Skills	0%	2%	25%	39%	34%
Question 3	Optimistic Thinking	0%	4%	21%	39%	36%
Question 4	Self-Management	0%	16%	23%	27%	34%
Question 5	Social Awareness	0%	9%	16%	39%	36%
Question 6	Self-Management	0%	12%	21%	35%	32%
Question 7	Personal Responsibility	0%	9%	19%	35%	36%
Question 8	Decision Making	<1%	<1%	12%	51%	35%

Grade 6 2018-2019

	Domain	Never	Rarely	Occasionally	Frequently	Very Frequently
Question 1	Decision Making	2%	4%	10%	55%	29%
Question 2	Relationship Skills	1%	2%	22%	47%	28%
Question 3	Optimistic Thinking	1%	5%	27%	49%	24%
Question 4	Self-Management	2%	5%	30%	34%	29%
Question 5	Social Awareness	2%	9%	42%	29%	18%
Question 6	Self-Management	2%	5%	25%	42%	26%
Question 7	Personal Responsibility	1%	3%	23%	52%	22%
Question 8	Decision Making	1%	0%	18%	64%	17%

Analyzing this data from the past two years, we notice that what we are doing is working. Across the grades, approximately 70% of our students are frequently or very frequently demonstrating effective skills in the above-mentioned domains. Our younger students are learning and practicing the skills while our older students are internalizing, actualizing and becoming proficient in these skills. We notice that while there are changes in the number of students demonstrating proficiency in each of the domains *very frequently*, we do see greater consistency and regularity of desired behaviours. Our grade 4 students demonstrate strong progress in decision-making and relationship skills. Our cohort of students who were in grade

3 in 2018-2018 and grade 4 in 2018-2019 had many students move into the *very frequently* column in each of the following areas: decision-making, optimistic thinking, self-management and personal responsibility. Our grade 6 students show excellent growth in decision-making, relationship skills and social awareness. This can be attributed to the workshops we provided to our grade 6 and 7 students, working collaboratively with our school counsellor and youth and family worker to provide instruction, strategies and support on mental health and wellness, anxiety, self-regulation, personal empowerment, stress management and time-management. Further, our grade 7 students had the opportunity to participate in Welcome to My Life and Boys for Real to experience mentoring in personal empowerment from secondary and university students. We recognize the amount of leadership options open to our grade 6 and 7 students, including We Team, Student Council and Peer Leaders and that these experiences are giving our students the gifts of time-management, relationship skills, and personal responsibility.

One of our goals this year was to reduce the percentage of students in the *never* and *rarely* columns by providing direct instructional support to our students with ministry designations or who need guidance in self-regulation and interpersonal skills. Our results for students who were in grade 5 in 2017-2018 and in grade 6 in 2018-2019 show improvement in Question 4 (self-management) where last year 16% of students were rarely meeting expectations and this year only 5% are in the rarely column. We did notice that across the grades there was a slight decline in how well students contribute to group efforts, which indicates to us we need to provide direct instruction and opportunities to practice small group skills next year.

We will know we are successful when we reassess our students in the spring of 2020 and continue to see students moving across the continuum and *frequently* or *very frequently* demonstrating proficiency in each of the domains. As we actively model and teach skills in expected behaviours and executive functioning, we expect to see improvement in the following domains:

1. Response inhibition
2. Emotional control
3. Task initiation
4. Organization
5. Goal-directed persistence
6. Metacognition
7. Working Memory
8. Sustained attention
9. Planning/prioritizing
10. Time management
11. Flexibility

We are also expecting to see improved behaviour in our hallways and during recess and lunch. In terms of ways to improve our school, so many students spoke about not wanting to go outside on rainy days so we adjusted our plans to include an indoor option. We know we need to strengthen students' relationships with our supervision aides and provide our supervision aides with the same problem-solving language and positive reinforcements we successfully use in our classrooms.



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## 7. HOW WILL WE SHARE?

- Include our Code of Conduct in students' agendas
- Upload this school plan to our school website
- Post growth mindset posters in classrooms
- Present our School Plan at our June and September PAC meetings as well as sections of it throughout the year
- Communicate DESSA survey results with parents at a PAC meeting
- Communicate Student Voice Survey results at a PAC meeting
- Provide opportunities for students to create social emotional learning, growth mindset and Code of Conduct posters and bulletin boards
- Include positive behaviours in our school newsletters
- Use the PBIS strategy of inviting parents to discuss values, behaviours and expectations at home
- Celebrate and recognize positive, expected student behaviours at our monthly assemblies
- Continue to work with students on ongoing self-assessments of core competencies. These are sent home to parents with the June written report.

We asked parents how we can most effectively communicate student learning and they told us that the Communicating Student Learning (CSL) written reports as well as conferences (student-led, three way conferences, parent teacher conferences) are very helpful. One parent wrote, "the art on the walls at school is always amazing! It's a celebration in itself."



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

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

Our Indigenous students come from a variety of nations in British Columbia and Canada. For the 2018-2019 school year, we have 25 Indigenous students attending Laura Secord Elementary which is about 4% of our population.

	K	1	2	3	4	5	6	7
English	1	4	2	4	1	1	2	1
Early French Immersion	1			3		1		2
Late French Immersion								2
Total	2	4	2	7	1	2	2	5

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

To expand our knowledge and skills our teaching staff actively seeks opportunities for professional development focused on Indigenous education. This year teams of teachers attended the following professional development workshops:

- Indigenous Perspectives and Natural History of British Columbia at Van Dusen Gardens
- Indigenous Storytelling & Art
- Traditional Plant Knowledge
- Medicine Wheel Teachings
- Sharing Stories, Learning Through Place
- Embarking on Your Journey of Reconciliation
- Cedar Weaving Workshop
- Indigenous Ways of Knowing
- Sharing My Culture-Haida Knowledge Keeper
- UBC Indigenous Math Symposium

At Laura Secord Elementary school, our district literacy teacher and our Indigenous Enhancement Worker presented a series of lunch time workshops to our primary teachers on how to effectively use the Strong Nations resources in both English and French. The focus was on integrating Indigenous topics, themes, vocabulary, symbolism and stories into our balanced literacy programs. Further, we have a teacher collaborative inquiry group focused on outdoor education. They worked with Lori Snyder, an Indigenous Herbalist, on both teacher training and student experiential learning at Trout Lake. Over 120 students enjoyed and learned from the Indigenous Plant Knowledge workshops at Trout Lake. This year brought about a significant increase in curricular integration of Indigenous knowledge, experiences and customs. Many teachers use Aboriginal place names when teaching about British Columbia's history and geography and have the linguistic Indigenous maps of British Columbia place names visible in their classrooms. Our Grade 6/7 students read "The Elders are Watching" and created art and writing inspired by David Bouchard. Several classes use Aboriginal legends as part of Language Arts as well as to integrate Indigenous beliefs in Social Studies and Science. When teachers incorporate First Nations read-alouds we note the language, the traditional territory or nation and talk about the experiences of Indigenous people. As part of our grade 4 Social Studies curriculum, our classes attended the UBC Museum of Anthropology Pole Walk. We also took our grade 3 and 4 classes to Van Dusen Gardens to learn about the Medicine Wheel, story poles, edible foods, place names and the teachings behind the Aboriginal Acknowledgement. As classes explore European contact with First Nations peoples, we are emphasizing the perspectives, histories and experiences of Indigenous People in British Columbia and Canada. Our IEW worked with one class to design and sew Hudson's Bay inspired point blankets. In our older grades, novels about residential schools are included in literature circles selections. Our Fine Arts teachers embarked on an Indigenous artist study inspired by the Shawnee nation in North America. One classroom teacher worked with a student teacher on an integrated Indigenous unit based on Roy Henry Vickers' books. Several classes incorporated teaching about the cedar tree as the tree of life into Science and Social Studies units. As part of our commitment to both the performing arts and Indigenous content our whole school enjoyed a presentation on "How Raven Stole the Sun" from Indigenous storyteller Dallas Yellowfly of the Siksika Nation. He taught our staff and students about the holistic values, traditions, and culture of Indigenous peoples of the West Coast of British Columbia. We honour Orange Shirt day at our school in many ways including teaching our students about the long-lasting impacts of residential schools. We wear orange shirts, make cards, design displays telling the stories of survivors, share books by Nicola Campbell and we make commitments to be kind and respectful. Being so close to Trout Lake, many classes attend National Indigenous Peoples Day in June to recognize and celebrate the culture, history and contributions of Aboriginal, Inuit and Métis people. Our Indigenous Education Worker provides resources to help teachers learn and teach about Aboriginal Veterans and she creates a display for Indigenous People's Day showcasing traditional clothing. Further, she maintains a bulletin board in the staff room for First Nations information, including professional development opportunities and opportunities for learning, access to artists, student opportunities such as art contests and ways to infuse Aboriginal content into classrooms.

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

- Our Indigenous Enhancement Worker recommends creating an Aboriginal Acknowledgement for our front hallways so it is always visible
- Incorporate spirit circles (as described in *Ensouling our Schools* by Jennifer Katz) into classroom and multi-age groupings to deepen students' sense of belonging and connections to peers
- Purchase 4 additional copies of *Ensouling our Schools*
- Provide school-wide, class and group opportunities for students to engage with and appreciate Aboriginal culture
- Continue to embed Aboriginal content and awareness into classroom lessons
- Expand our use of *Strong Nations* and *Turtle Island Voices* in our guided reading and independent reading selections
- Continue to build our collection of Canadian Indigenous titles in our school library
- Use picture books to invite conversations about First Nations *Principals of Learning* and first nations perspectives in science, social studies, math and technology
- Continue to support staff in attending professional development workshops to facilitate authentic learning opportunities about Aboriginal culture and history
- Integrate Indigenous knowledge and content into Mathematics (using *Raven math* and instructional strategies presented at the 9<sup>th</sup> Annual Indigenous Math Symposium)
- Incorporate Aboriginal ways of knowing and learning into our social emotional learning goal using the *Seven Sacred Teachings*
- Prioritize including Indigenous groups as guest performers. For 2019-2020 we have booked a Métis dance group and a Hip-Hop Hoop group blending traditional indigenous hoop dancing with African rhythm and movement.

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

A new initiative for us in the 2017-2018 school year that we continued in 2018-2019 was to develop a student voice survey based on the Aboriginal Enhancement Agreement Student Voice Surveys. We asked our students to let us know what they learned about Indigenous People and we invited them to tell us in which areas they are interested in expanding their knowledge. When we asked students in grades 2, 4 and 6 to provide feedback about their knowledge and experiences learning about Indigenous People, 89% of students surveyed report they are *sometimes* or *often* learning about different Aboriginal customs, cultures and histories. Further, one of the questions students are asked when they complete the Ministry of Education Student Learning Survey is, "At school, are you being taught about Aboriginal or First Peoples in Canada?" 80% of our grade 7 students responded that they are being taught about Aboriginal people in Canada. Responses range from *sometimes* to *many times*. Another question asked as part of the Student Learning Survey is, "At school, are you being taught about local First Nations?" 100% of our grade 7 students said they were being taught about local First Nations, with some students indicating this was happening *a few times* a year and the majority stating this is happening *sometimes* or *often*. To gain a deeper understanding of what our students are valuing and remembering about Indigenous culture, we invited students to share what they learned or experienced this year. We asked students to tell us what they learning about Indigenous People, culture, history and traditions. Our students' learning reflections include:

- this is not our land. We use the land of the Indigenous People.
- they were the first people to live in this place.
- Indigenous people use nature to survive and I learned about the cedar tree.
- that Indigenous people don't waste a single part of the meat they hunt and they give thanks to the animals for their lives
- they only took as much as they needed and they didn't destroy territory
- we learned about the cedar tree as the tree of life
- I learned about culture and history
- some First Nations groups lived in longhouses
- I learned that different types of totem poles have different purposes
- groups have different styles of totem poles and carvings
- plantain grass is edible
- we did a plant walkabout
- plants are used as food and medicine
- herbs are used for healing
- their lifestyle is way different from my lifestyle
- I learned that Indigenous People learned how to live off the land and heal from the herbs
- I know more about plants that can heal you.
- they all have different jobs/roles
- I learned about the teachings of the medicine wheel
- Indigenous people used different types of medicine than we use now.
- Indigenous People have clans
- I learned about the life cycle of the totem pole
- Indigenous People used an adze to carve
- I learned about the steps in carving a totem pole
- I learned about how to use cedar bark to make rope
- there are different crests on the totem poles
- I learned what happened when explorers met the Indigenous People in British Columbia.
- I learned about all the ways they use the animals that they hunt.

We are committed to providing personal, inquiry driven learning experiences and we asked our students to respond to the following statement:

What I would like to learn more about Indigenous people, culture and history is:

I would like to learn more about plants and how to use them

Indigenous women throughout history

I would like to learn more about what Indigenous People ate

I would like to learn more about their history.

What was their usual day like?

What happened between the First Nations people and the Europeans who came to Canada?

What did Indigenous People do for fun?

How did they learn what to do to survive?

I wonder how Indigenous People hunt for food

How did they survive? How did they make houses and how did they cook their food?

I want to learn more about Indigenous Peoples' history

What did they play when there were no video games?

How did Indigenous People live before the Europeans came to North America?

What are their stories?

I wonder what they use to carry their tools

I wonder how they get fish from the rivers and ocean

What do Indigenous People use to play and have fun?

Who were the first

Indigenous People on earth?

How did they learn to make longhouses with wood?

I would like to hear more legends

I would like to hear more Indigenous stories

Can we learn more about history?

What are the different totem poles?

How are Indigenous People reacting to global warming?

I would like to learn more about how they didn't waste any of the parts of the animals and how animals were used for food and for tools.

How do Indigenous People live today?

It is evident that our students are very interested in learning more about Indigenous customs and histories. Comparing their learning statements and questions from last year to this year, we recognize that our students are gaining a deeper, more sophisticated appreciation for and knowledge of Indigenous People in Canada. Many students are keen to learn more

about how local Indigenous nations were connected and still are connected to the environment and how we can adopt those practices to become stronger stewards of the earth. We can continue to expand the depth and breadth of all students' knowledge by working with our Indigenous Enhancement Worker to bring in local elders and artists so our students understand and embrace contemporary as well as historical teachings. It is important that we showcase present-day Indigenous leaders, politicians, writers, teachers and knowledge keepers. Our IEW also recommends that we create a space in our front hallway to visually acknowledge and honour that we live, learn and play on the traditional unceded territory of the Musqueam, Squamish and Tsleil-Waututh nations. We will know we have increased student and staff knowledge and appreciation of Indigenous culture, history and customs when students can explain how the Aboriginal Principles of Learning connect to social emotional learning.