

2022-2023 - Year 1 School Learning Plan

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

Moberly Elementary School is in the culturally diverse Vancouver Sunset community. We are a learning community with over 450 learners coming from families who partner with the school in their children's learning. There are at least 27 other languages being spoken within our school community, with Punjabi and Tagalog being the main languages. Approximately half of Moberly learners are identified as English Language Learners. We have several Indigenous learners whose families come from the traditional lands of the Coast Salish and beyond. We strive to celebrate and acknowledge the cultural and social diversity of our community continuously throughout the school year with students leading the way in sharing their traditions with the whole school community. Moberly has completed seismic upgrading. We share our premises with the Newcomer Welcome Center (NWC). Moberly School also has a provincial Strong Start Centre.

We are a school that receives enhanced services and support. We have a strong connection to our Community Link Team and, with their support, offer numerous after school programs focusing on the Arts and Sports. Most recently, 2021/2022 Moberly became part of the VSB's collaboration with the Broadband program called Future Play – a sustainable and scalable educational program aimed at fostering digital and STEAM (Science, Technology, Engineering, Arts and Design, and Mathematics) Literacy. This program has helped us create our Innovation Lab and additional well-equipped learning spaces for learners and has provided ongoing professional development for teachers to support them as they use these spaces. We will continue as a FUTURE PLAY school continuing to serve our at-risk most vulnerable communities who have less access to the resources needed to foster quality STEAM learning opportunities. Girls, Indigenous Youth, and highly underrepresented groups in technology fields are a strong focus of the Future Play program.

Moberly supports and facilitates different programs through community connections provided by South Vancouver Neighborhood House, South Vancouver Family Place, Pacific Immigrant Resource Society, Big Brothers of Greater Vancouver, One to One reading, Reading and Math Buddies, Moberly Arts and Cultural Centre, and the Sunset Community Center. We are the home base for Squadron 888 – Avengers Air Cadets with an active membership of over 200 young people.

We have a strong focus on supporting learners with diverse learning needs and will continue to work collaboratively with our onsite programs and district staff to provide significant, targeted support for our most vulnerable learners. Our educator team includes 10 student support workers who work to support our learners with special learning needs. We have a vibrant library learning commons area that is supported by a teacher-librarian. Our school culture is built on caring, kindness, courteousness, and respect.

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

The focus for the last three years, 2019-2021, was to engage our learners through innovative teaching and learning practices. We worked to build on ENGAGEMENT – Engaged MINDS, engaged BODIES, and engaged COMMUNITY. Teachers moved into new spaces and used additional space and time to create cross curricular opportunities for students and to increase teacher/student collaboration through proximity. We created spaces within our school building that were furnished with “flexible” furniture to encourage innovative teaching practices and learner ownership of space. Teachers wanted to create different learning experiences, with the understanding that not everyone learns best sitting at a desk all day – teachers wanted to see changes that allowed for increased physical movement during the learning process, provided learners with choices of being social or solitary in their learning space, and provided resources for visual learners. As a staff we engaged in on-going professional development for teachers to grow their skills in preparing students for future interests and careers in STEAM.

Engaged Minds – Teachers have created learning experiences that engage all learners through a multitude of avenues (outdoor education, Indigenous ways of learning and knowing, STEAM, early literacy reading and writing programs, play-based learning, more hands on/minds on activities, student collaboration and sharing, establishment of rules, routines, and roles, creating safe, positive learning experiences for all, promoting choice, challenge, and curiosity.)

Engaged Bodies – John Ratey, author of *Spark* (Hatchett, 2008), states that “exercise is the single most powerful tool you have to optimize your brain function.” At Moberly, over the past 3 years students have participated in various local minimal risk walking field trips to locations in the nearby community. (Power walks, playground activities, park visits, gardening activities, nature walks, and more.) All Divisions participate in regular Daily Physical Activity. Our Physical Education Program with the support of the Parent Community has provided enriched and diverse opportunities in Dance, Tennis, and Rugby. Our students love to move, this movement has helped to keep them focused and may help change their brains by strengthening neuropathways leading to improved storage and retrieval of information.

Engaged Community – Covid restrictions limited the activity of our parent community significantly. However, as restrictions have been lifted, we have seen a boost in community engagement. Our most recent in-person parent meeting showed a significant increase in parent involvement with the largest attendance at a PAC (Parent Advisory Committee) Meeting for quite some time. Community partners are actively engaged with the Moberly School Community as evidenced by our affiliations with (Big Brothers of Canada, Artists in Residence, UBC Geering Up Program, Science World, Moberly Community Centre. The Khalsa Diwan Society, and a partnership with Science World).

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

(SCANNING)

The COVID-19 pandemic has caused major disruptions in the education of young people. Many young people lost out on opportunities to have their voice heard. Student decision-making regarding school life was deeply impacted. With the disruption to regular school came a reduction in opportunities for student governance, community action, volunteering, and classroom discussion.

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

GOAL #1

Student Agency and Co-Agency

To work towards giving the members of this school community a sense of belonging, significance, and agency by amplifying the voices of the community (students, teachers, caregivers).

Education Plan Equity Statement

The Vancouver School Board – a large, urban school district located on the unceded, traditional lands of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) Nations – respects and supports Indigenous ways of knowing and learning.

The VSB (Vancouver School Board) will create an equitable learning environment where every child can experience a deep sense of belonging and is free to pursue pathways of learning in ways that are authentic to themselves. The VSB will achieve this by:

- prioritizing student needs by making informed decisions and engaging in open communication with rightsholders and stakeholders; and

The VSB commitment to equity will be informed by humility and accountability.

This goal is connected to the VSB Education Plan...

Student Agency is rooted in the belief that students have the ability and the will to influence their own lives and the world around them. Student Agency is defined as the capacity to set a goal, reflect and act responsibly to effect change.

The concept of student agency, as understood in the context of the **OECD Learning Compass 2030**, is rooted in the principle that students have the ability and the will to positively influence their own lives and the world around them. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. When students are agents in their learning, that is, when they play an active role in deciding what and how they will learn, they tend to show greater motivation to learn and are more likely to define objectives for their learning. These students are also more likely to have “learned how to learn” – an invaluable skill that they can and will use throughout their lives.

5. INQUIRY QUESTION (FOCUSING)

How can the cultivation of agency and co-agency in the Moberly School community enhance the learning environment for students and improve learning outcomes?

6. WHAT IS OUR PLAN? (PLANNING)

3 Year Plan

- 1. Build a strong and lively participative culture within and outside the school.** This culture can be promoted by ensuring student voice is present in formal governance structures, everyday school activities and community and social action projects. Students should be actively encouraged to participate in formal governance structures with the help of educators who guide them in learning about democratic processes.
- 2. Develop a monitoring framework to measure the progress of student voice and participation.** As a key first step to building this strong and lively culture, it is necessary to carry out an extensive audit of the strengths and weaknesses of existing student voice and participation activities both in and beyond schools to know what steps and measures are required to bring about progress and cultural change
- 3. Promote the development of democratic culture competencies,** similarly to other competences such as literacy and numeracy. Learning about and practicing participation and civic engagement is clearly not only about theoretical knowledge of democratic citizenship but also – and mainly – about developing the values, attitudes, skills, and critical understanding that prepare young people for life as active citizens
- 4. Prioritize student voice in initial and continuous training for teachers and head teachers.**
- 5. Prioritize and engage with hard-to-reach students for participation in student voice projects** by not relying solely on volunteers. Considering that children and young people who volunteer for citizenship projects in schools are typically from advantaged socio-economic backgrounds, there should be a conscious effort to include students who are less likely to engage.
- 6. Incorporate, at school and in the classroom, factors that enable student voice and participation to thrive from an early age.** The research has highlighted the importance of factors such as strong leadership, trusting relationships between teachers and students and a strong civic culture. A strong civic culture could be promoted through the cross-curricular teaching of democratic culture, class councils/student unions and other safe communication channels for student voice and student involvement in the planning of school projects.
- 7. Prioritize student voice by ensuring that sufficient time and resources are invested into it.** Student voice should be applied across the curricula. This means reflecting student voice encouraging participation across the curriculum, through whole-school approaches and community-level initiatives.

Source: UNESCO The Impact of the COVID-19 pandemic on student voice – Findings and Recommendations Published in 2021 by the United Nations Educational, Scientific, and Cultural Organization

7. WHAT SUPPORT WILL WE NEED? (PLANNING)

- **Engagement of Student Community** with the formation of Student Forum Group that will look at issues relevant to the school population. Regular meetings that engage a diverse and representative group of students.
- **Create a climate of “Co-Agency”** which recognizes that students, parents, teachers, and communities work together to help students progress towards shared goals.
- To **open the decision-making structures** so that all stakeholder voices are heard equally. For example, PAC Meetings will have a traditional report from Principal, report from staff rep, and a newly implemented report from Student Voice/Rep... Student Forum Meetings will include parents and staff members and/or guests from the local community.

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

- Establishment of Student Forum Leadership Team (a form of student government)
- Increase in Community Engagement as evidenced by potential collaboration with community
- Increased participation/attendance at PAC Meetings
- A report from Student Forum Team

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

- Monthly Newsletters and Daily Bulletin Communications
- Various celebrations of learning with student participation and sharing.
- Community outreach, inviting community to participate in some school events
- Sharing at PAC meetings



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?

The collection of Indigenous themed books in our Library Resource Centre continues to expand based on district and teacher recommendations. The school's teacher-librarian hosted a multi-day exposition where teachers could preview the materials that were in our library. Teachers are committed to infusing Indigenous themes into regular classroom work and continue to work towards this goal with the help of the links provided in the BCED plan. Examples include career exploration video series inclusive of Indigenous people, food studies using Indigenous food examples, historical study timeline reflective of Indigenous peoples' history, poetry, and government unit.

The Aboriginal Information Management System (AIMS) is used to provide anecdotal comments for support in place, work habit comments, and general comments on the learners' progress. We have learned that not only is the sense of belonging for each child important, but a sense of belonging for their families is equally so. Getting to know each learner, their families, and what makes them feel a better sense of belonging is critical.

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

All whole school engagements begin with the acknowledgement that we learn, work, and play on the traditional and unseeded territories of the Coast Salish peoples – the Musqueam, the Tsleil-Waututh, and the Squamish Nations. Previously, our Indigenous Education Enhancement Worker has provided academic and social support for classes, small groups, and individuals and has engaged learners in traditional Indigenous practices (e.g., cooking, creating tools, or crafts). More significantly, they were recognized as a valuable resource and member of our learning community – their voice is valued and respected. Classroom teachers have continued this approach with support from the district.

SOME EXAMPLES:

Division 12 Coast Salish and Inuit Art with Andrea Fritz

Division 12 has been working with a Coast Salish Artist since September 2021 learning about Indigenous art and language through a creative exploration of animals and storytelling. Once a month, they get together with the artist through the Joyful Learning Network and the students

practice their Coast Salish shapes before listening to a story and then drawing the animal presented that month.

Warren Hooley - Workshop/Presentation - Indigenous Allyship & Healthy School Culture:

In September of 2022 to start the school year, we invited Warren Hooley an Indigenous speaker to work with our school community. For the past 11 years Warren has facilitated over 2000 workshops on the topics of Compassionate Communication, Indigenous Allyship and Decolonization. The workshop focused on exploring the gifts that can be added to our lives from learning about the strengths of indigenous peoples. Using fun and interactive exercises we explored some of the general core values of indigenous peoples and how they can support the health of our communities / school culture. Community connection, Laughter, Storytelling/metaphor are a few examples of what our students experienced together. Warren will be continuing his partnership and teachings at Moberly Elementary throughout the 2023 school year.

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

We will continue to increase knowledge and awareness by continuing to engage in the activities listed above. Some of the actions will become the culture and practice of the school community (e.g., Indigenous acknowledgement, Orange Shirt Day).

We will move towards acceptance and appreciation by engaging our learners beyond one-time activities to ongoing interactions and exchanges with Indigenous people. This aligns well with our school plan as we focus on engagement – mind, body, community – and further explore innovative learning spaces (e.g., outdoor learning space) and invite Indigenous elders to guide the learning in those spaces.

In 2022/23, we will commit our learning community to an intentional exploration of Indigenous Principles of Learning and explore how they will also align with our goals for increasing engagement:

- Learning supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one’s actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge. Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one’s identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

First Peoples Principles of Learning

On November 25, 2022, Moberly Elementary School Staff engaged in a Professional Development Journey to refine and re-vision the District Wide Indigenous Focus so as to give it

added meaning in the Moberly Elementary School context. The voices of Moberly Staff are shared and summarized below:

Objectives:

- To ensure students have increased access to Indigenous Resources
- Expand resources and supports for Indigenous students at Moberly in a way that is culturally sensitive and relevant
- To support the inclusion of Indigenous ways of knowing in classrooms
- To identify community needs and look for additional opportunities to develop partnerships with Indigenous Community Organizations
- To seek out partnerships with Indigenous Community Groups interested in working with our staff and students on various projects
- To continue to provide educational opportunities for staff to develop their own personal/professional capacity for Indigenous Learning
- Providing firsthand physical experiences of indigenous culture for staff and students (e.g. Field trips, visits to Indigenous Lands etc.)
- Incorporate Indigenous teachings/culture (games, songs, activities) in the daily school activities.