



1. GENERAL SCHOOL STORY

Demographics

Our school population of 240 students located in the Kitsilano neighbourhood comes from a variety of backgrounds and experiences. The school population is quite stable and with the school's history of being a community school, there is a climate of a close-knit neighbourhood school. Prior to the pandemic, we had families who would come from abroad for work or study, which would increase the diversity of our school. Bayview has a very active parent population who are involved in the school in a variety of ways, including fundraising for many student programs, helping in classrooms and on field trips. Our school also has a very close connection with the before and after school care, Jericho Kids Club, who operate out of the school. For the past two years, our school has been located at a swing site while our school is being rebuilt as part of the seismic replacement program.

When thinking about equity and representation, we are wondering about our school staff in terms of composition of race, gender, etc. How much do our staff represent our student population?

Positive Characteristics/Assets

- Partnerships between classrooms and across grade grouping; family team groupings (pre-COVID)
- Active school; OTARS (Off To a Running Start)
- Many long time staff who bring tradition and stability to the school
- Student led weekly assemblies; student work is highlighted, stars of the week, etc
- Student leadership
- Celebrations of learning; visibly sharing in classrooms, and during assemblies
- Adaptable to COVID; still found ways to maintain traditions such as weekly assemblies, Halloween, Santa's Breakfast
- Cohesive resource team; School Based team
- Commitment by teachers to plan engaging curriculum that is meaningful to student; focused on learners

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

(SCANNING)

Learner Strengths:

- Kind and accepting of others
- Self advocate – students speak up for what is important to them, aware of social justice issues and how to be a better citizen
- Resilient and adaptable --> bus, COVID, sharing space in a swing-site
- Students are knowledgeable about many topics related to diversity

Learning Needs:

- Written output; based on class reviews and school based team meetings
- Solving problems in peaceful ways
- Considering others' perspective when making a decision

Student Voice

- at some of our weekly assemblies, we have conducted informal Slido surveys around a variety of topics
- we will be conducting year end informal surveys with students around how the year has been for them

Adult and Student Symmetrical Learning

- Learned to adapt to being in the swing site; many conversations with school community about how to manage sharing space
- Revised code of conduct; revisited the values behind our previous code of conduct; involved students in the process of its development
- Beginning anti-racist work for both staff and students; staff book club, morning message announcements focused on various themes (Black History Month, Asian Heritage Month, etc)

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

(SCANNING)

Learning Survey data (Map level)

The learning survey confirmed for us that our students are kind, accepting and they have close connections with staff. It also confirmed for us that students do not always know how to solve problems.

- Grade 4 - 24% reported 'sometimes' learning to solve problems in peaceful ways... 32% reported most of the time
- Grade 7 – I'm learning to solve problems peacefully – 53% agreed 15% strongly agree 23% neither agree/disagree
- Grade 7 - "Respect people who are different" - 73% all of the time
- Grade 7: At school, I am learning to understand and support human rights and human diversity
Agree 65%
Strongly Agree 26%
- Grade 4: How many adults do you think care about you at your school?
3 adults 8%
4 or more adults 56%
Don't know 28%
- We found this result interesting that 7 students didn't know if there were any adults who cared about them
Grade 7: At school, how many adults do you feel care about you?
3 adults 15%
4 or more adults 61%
Don't know 11%
- We were pleased with this result especially for Grade 7 students who can often feel disconnected from adults

Street Level

- We need to tap into student voice a great deal more to see what their perception is of how they feel at school.

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

We have decided we will start with staff to develop staff confidence in the areas of diversity, equity and inclusion. We believe that once staff feel more comfortable and have had a chance to examine their own bias, then they will have a more solid foundation for helping students with their learning.

- Evidence: ProD, discussions, SC discussions, survey
- Evidence is telling us that staff have varying knowledge and comfort levels regarding conversations and curriculum focused on equity. We are in a stage as a staff of having brave conversations, reflecting, collaborating and listening to other perspectives.

Connections to Curriculum

The Big Ideas in the Social Studies curriculum connects to many of the ideas we are hoping to explore.

Connection to Strategic Plan

Goal 3: Create a culture of care and shared social responsibility.

- Ensure school communities are safe spaces where racism and discrimination will not be tolerated.

Connection to Aboriginal Enhancement Agreement

Goal 3: Culture and Community

- Support the inclusion of Aboriginal content and ways of knowing in all areas of the new curriculum
- Increase access to Aboriginal resources in schools and school libraries

5. INQUIRY QUESTION (FOCUSING)

Inquiry Question:

What is the impact of cultivating an equity mindset?

We want to explore what the experience is for all of our students, and especially students from racialized communities. Our staff has had many conversations this year unpacking where bias exists and now we need to focus on how our students see themselves in our school.

6. WHAT IS OUR PLAN? (PLANNING)

For Year 1, our focus is on staff learning, with the potential for student learning. We want to provide as many opportunities as possible for staff to engage in learning about bias, anti-racism, and equity. We understand that everyone is at a different place with their learning and that it will be important for staff to feel comfortable with these topics and for them to also understand how their potential bias can have an impact on their teaching. Here are some of the things that we have already done this year:

- formed an equity team (The Jedis) made up of staff members who meet regularly and were responsible for planning two Pro-D days.
- formed a book club with 11 staff members, and we are reading *The Skin We're In* by Desmond Cole. The group has been meeting every two weeks to discuss the issues that arise in the book. We plan to have another book club next year; book is still TBD
- principal has chosen picture books with a variety of diverse characters and has been going into classes once or twice/month to share the literature
- have increased the number of books with diverse characters in our library
- have both SOGI and Jedis as standing items on our SC meeting agendas
- continuing to include items at our weekly assembly

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- We will use the inquiry group structure as we have in the past to discuss these topics
- Providing books for staff to read over the summer; fiction and non-fiction on topics of interest (with an anti-racist theme)
- Continuing to diversify our library collection
- Begin gathering data to see which students specifically have trouble solving problems in peaceful ways; use learning survey data
- Look at using possible structures from *Street Data* by Shane Safir and Jamila Dugan, or *Unconscious Bias in Schools* by Benson and Fiarman, or *Courageous Conversations About Race* by Glenn Singleton.

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

- As a baseline for staff, we used the following survey as an anonymous tool for people to see where there are in terms of the culture of our school and their classrooms.
<https://www.apa.org/ed/precollege/topss/considering-diversity/diversity-reflection-tool.pdf>
We would like to do a follow-up survey mid-year next year after we have done more work to see where people feel they have made growth and which areas they would still like to focus.
- We will also continue to use the Grade 4 and 7 learning survey for student data

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

We will continue to share information in our morning announcements, weekly assemblies, monthly newsletters and 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?

School-Wide Activities

- Continue with land acknowledgement at all gatherings
- Regularly posting teacher information on our Indigenous Education channel
- Monique Grey-Smith author visit for all of our classes
- Begin Pro-D Days and staff meetings in circle

Some classroom examples of learning:

Grade 1 Class

With every season, we learn about the Seasonal Round of the Coast Salish. We have learned how the Coast Salish have different activities depending on the season, and what food and materials are available, sometimes moving to different places to harvest food. I have also, with Deanna's permission, used her PowerPoints to teach lessons about: residential schools, reconciliation, life before European contact, the importance and understanding of land acknowledgement, totem poles, and celebrations.

Grade 6/7 Class

In division 1, we began with a map exploration of Indigenous Peoples Names in BC, followed by several short films during the Reel2Real Festival on the importance of family names, exploration of traditional activities by Indigenous families. We also wove the experience of Indigenous People in Australia (video segments and documentaries by Indigenous film makers) and the ongoing process of reconciliation there. As we began to define the journey of our learning about reconciliation, we relied on the book *Speaking Our Truth* by Monique Gray Smith; we read aloud the first chapter in sections and explored the concepts of the Seven Sacred Teachings, the Medicine Wheel and its components; we then began to look at the "truths" behind historical events; we reviewed a timeline I provided and investigated independently through a guided Webquest aspects of the first period of contact and the impact of the Hudson Bay's Company and the Royal Proclamation of 1763 (currently debriefing on the student's research); in language Arts, I also integrated the review of short stories available in the library to reflect on the language, the art of picture books, and the content of the books. Students completed an independent review of Indigenous short stories available in the library. In the context of social studies, we also viewed and discussed sections of 8th Fire series (recommended by Monique Gray Smith in her book) . Additionally, I have woven any opportunities from the Monthly Classroom Reading text and comprehension questions to open discussion on related Indigenous Peoples current issues (water, land development, exploitation of resources, etc.).

Grade 5/6 Class

We had a virtual visit from Andy Everson , west coast artist. In class we read many picture books.... We sewed felt orange hearts and stuffed them with sage in October. Each student created their own newspaper about Orange Shirt Day which we turned into a collective class newspaper. We wrote and sent postcards to veterans on Remembrance Day, including indigenous veterans.

We also listened in class to bits of the talk *Braiding Sweetgrass* author gave on zoom at a UBC event. One of my UBC anthropologist parent gave a 1hr presentation about the importance of linguistic diversity, the number of languages there are in the world, how languages encode different knowledge system, role of indigenous languages in Canada's future, given that just last year, a bill supporting indigenous languages was given royal assent and is now part of the Canadian constitution.

Grade 3 Class

Division 7 learned about IRS in October (SEL focus, building resilience), "We Are All Related" Unit culminating with a poster (perspective of Indigenous World View) Big Idea - **All people are interconnected through a network of relationships, to ourselves, our community, our earth and to each other.** Students have viewed and read several legends to recognize typical elements, they have also learned to create oral stories using picture-stones. We have been listening to contemporary Indigenous music from all over Canada, created by N'we Jinan Project Label. This term we have studied the Coast Salish Peoples past and present; homes, food sources, transportation, art and music, the Potlatch, and beliefs (traditional legends and medicine) Students have constructed several models, i.e. totems, canoes, bent boxes, weaving, West Coast form line/stylized drawing.

- We currently have one Indigenous student at our school, so we do not have our Indigenous Education worker as we used to. Staff have adapted and have implemented much of what they learned in the past from our IEW, Deana. We feel that all schools no matter their Indigenous population would benefit from some contact with this source of knowledge. I am very proud of how our staff have continued to do this work on their own as a result of the confidence they formed as a result of working with Deana.

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

Student learning survey:

- Grade 4: Are you learning about First Peoples at school
Never 12%
Few Times 24%
Sometimes 56%
- Grade 7: At school, are you being taught about Aboirginal or First Peoples in Canada
Few times 3%
Sometimes 30%
Many times 50%
All of the time 15%

This indicates to us that either we are embedding the First People's Principles in such a way that students may not be aware that they are learning about First Peoples and/or we need to be more explicit with our teaching. We can see that Grade 7 students seem to be more aware of what they are learning.

Local First Nations

- Grade 4: Are you learning about local First Nations at school?
Never 16%
Few times 28%
Sometimes 24%
Most of the time 8%
- Grade 7: At school, are you being taught about local First Nations?
Few times 7%
Sometimes 30%
Many times 42%
All of the time 15%

These results require a bit more exploration to uncover what students are learning about local First Nations, and how we might include more local content.

Examples of student work are displayed and regularly incorporated into our newsletters and assemblies.

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

- continue to provide learning opportunities by providing resources to staff (Inquiry Group)
- Continue to build on instructional strategies and access to cultural resources and artistic initiatives. Traditional stories, writing, visual art projects, food, potlatches, weaving, button blankets, Aboriginal presentations and speakers, cultural performances.
- Continue to acquire authentic Indigenous texts for our library and classroom
- Using our new space and proximity to the Musqueam lands as a way to continue to teach about local Indigenous people and to explore more place-based learning.