

2022-2023 - Year 2 School Learning Plan

GENERAL SCHOOL STORY:

Lord Beaconsfield Elementary is situated in Renfrew Heights, near the intersection of Nanaimo and 22nd Avenue in Vancouver, British Columbia. Lord Beaconsfield enrolls 230 students in kindergarten to Grade 7 from diverse backgrounds. Fifty percent of Beaconsfield students are bilingual and speak English and an additional language. Lord Beaconsfield supports three district programs: the Excellence in Social Emotional Learning (EXSEL), Home Learners and the Alderwood Family Development Centre.

Our school has a strong connection to the community. Cedar Cottage Neighbourhood House plays a role in the school by providing before and after school care. The Gladstone Family of Schools offers additional after school programs to students. Lord Beaconsfield school community also has connections to Trout Lake Community Centre, Renfrew Community Centre, One to One Reading, the YMCA, and Renfrew Public Library.

Lord Beaconsfield staff are committed to early literacy. The school is actively involved in the Vancouver School Board's (VSB) Collaborative Early Intervention Initiative (CELI) and, as such, offers the Reading Recovery Program to select primary students. The staff are strong advocates for reconciliation and routinely look for opportunities to connect student learning with Indigenous knowledge and culture. The staff see the value in varying the learning spaces for students and make use of the school garden and outdoor community spaces to support student learning.

Lord Beaconsfield offers an active extra-curricular sports program with teams playing volleyball, basketball, soccer, badminton, cross-country, and track and field. The Community Schools Team supports after school programming through community partners. Lord Beaconsfield students demonstrate a strong sense of community and responsibility. Students take an active role in supporting organizations such as the Vancouver Food Bank and are involved in an annual fundraising activity for the Terry Fox Foundation. Beaconsfield students are responsible, respectful, and ready to learn as outlined in the school code of conduct.

Parents in our community value school programs, activities, and projects. They take initiatives to plan events and support our school. Through active fundraising, Beaconsfield's Parent Advisory Council (PAC) has built two new playgrounds and a beautiful community garden. They also support the school by organizing hot lunch opportunities, supporting the fruit and vegetable program, and planning other events throughout the school year.

WHAT DID WE SEE?

Strengths in regards to students' social, emotional skills

Beaconsfield students:

- are kind and cooperative
- enjoy being with friends
- show enthusiasm for learning
- are social, creative, and artistic
- are respectful and caring
- are empathetic when friends get hurt

Areas for further development in students' social emotional skills:

- thinking critically
- taking risks in their learning
- developing a growth mindset, having confidence in their abilities and trying tasks before asking for help
- problem solving and resolving smaller conflicts with peers
- developing a variety of self-regulation strategies
- expressing feelings and emotions in appropriate ways

WHAT DO WE NEED TO RE-ADJUST?

In the first year of our school plan, we focused on supporting students and teaching social emotional skills that could be used in interpersonal conflicts. Through our observations and discussions, we recognize that we need to take a broader view of students' abilities to manage problem solving. Through our work, we notice that many students struggle with solving a variety of problems in the classroom, in academic work, and in social situations. Our revised focus is centered on supporting students' social emotional skill development in order for them to feel empowered to see problems as opportunities for learning rather than barriers to success.

INQUIRY QUESTION

Our revised inquiry question is: What impact do targeted lessons and instruction in social emotional skills have on students' ability to effectively solve problems in a variety of ways?

A wide body of research suggests that SEL skills helps students develop critical competencies. Emotionally competent children are happier and more productive. Our interest lies in dedicating instructional time at each grade level to support growth in these skills.

*Short term Outcomes:

- Positive attitudes towards oneself, others and school
- Confidence, persistence and a sense of purpose
- Positive social behaviours with adults and peers
- Decreased behavioural issues and risky behaviour
- Increased school success

*Long Term Outcomes:

- Better chance of high school graduation
- Readiness for post-secondary education
- Career success
- Positive family and work relationships
- Reduced criminal behaviour
- Better mental health
- Engaged citizenship

*Note: excerpt from MDI Human Learning Partnership (see Weissberg, Durlak, Domitrovitch, & Gullotta, 2015)

WHAT IS OUR NEW PLAN?

Staff are continuing to utilize a variety of programs to deliver lessons targeting key areas of SEL skill development. This will continue in year 2 with ongoing re-evaluation of programs depending on the needs of the students.

Programs and Resources used at the school include:

Second Step, ALERT, EASE, Zones of Regulation, sharing circles, class meetings, Mind up breathing, Bucket filling concept, TAPS, Yoga, Growth mindset, Stigma-free mental health toolkit, Grade 7 transition activities, social contracts, check-ins for SEL, fidget tools, calming spaces, social stories

Additionally, staff deliver specific units and lessons on: identity, family, kindness, friendship, community, self-regulation, expectations/routines, CTA (creative thinking activities), class goal setting, empathy, diversity, character education, daily self-evaluation, daily reflective writing,

Lessons focusing on the Core Competencies with particular focus on social responsibility, including personal and social awareness and student self-evaluation.

We are using Powerful Understanding by Adrienne Gear that integrates SEL topics with literacy-based activities.

School wide assemblies focusing on social emotional skills development through video presentation and sharing information. These took the form of large group opportunities to highlight skills to develop positive friendships and resolving problems in peaceful ways.

Social responsibility reminders are included during weekly student announcements

WHAT SUPPORTS WILL WE NEED?

Staff engaged in multiple sessions throughout the year to identify the needs of the students, review the focus of our work on social emotional skills as a learning community, and highlight the activities and programs that were available and being used to support student growth. Further support was not required for this year.

WHAT WILL WE KNOW WE'RE ON TRACK?

Student reflections and self-evaluation:

Teachers engaged in multiple lessons and activities related to social emotional skill development and problem solving and had students reflect on their learning. A sample of students' comments are included here:

Grade 1

Students learnt how to regulate feelings, thoughts, and actions into pro-social behaviours. They considered how to live life in balance and created a personalized Body-Mind-Spirit-Heart Medicine Wheel to demonstrate their learning.

Grade 1/2

- Someone is mean to you – take a deep breath and say NO and tell a teacher
- Someone takes your things- do some super deep breaths
- Someone is mean- tell them to stop and ignore them
- Someone lost something at recess- try to find it yourself but if you can't tell an adult outside
- If you argue or disagree with a friend- take a deep breath and say sorry if they don't

Grade 2/3 – paying kindness forward

- Including others when they want to play
- If someone doesn't understand I could explain it to them
- Help new people by showing them around the school
- Play with people if they are sad or lonely
- Smile at others and be supportive

Grade 4

- Every morning I forget to feed my hamsters, I can ask someone to help me remember
- I argue with my sister about what to watch on TV, we can take turns
- When I am stuck in math I ask for help
- When I want to do a magic trick, I look for information on the iPad
- When I have friendship problem and we are fighting, I talk to my friend and say sorry

Grade 4/5

Students considered problem solving strategies when dealing with mean behaviour:

- Tell a trusted adult
- Stand up for the victim
- Talk back to the aggressor
- Ignore them and walk away
- Befriend the victim and help them to see that they have allies

Grade 5/6

- Students were asked to brainstorm various strategies to deal with problems. They were given the sentence "When I am upset I can_____". The following is a sample of their responses: play music, paint, help my family, read about other people's problems, talk to someone, take a bath, talk with friends, watch a movie

Grade 6/7

Students were asked to think of a problem and identify how they solved it.

- Forgot how to do division, I asked a friend for help
- Had trouble getting along in a group project, the experience taught me how to work with others
- Fought with a friend a lot, we started communicating better and our friendship improved
- When I joined a fight and I didn't know the whole story, I don't do that anymore, because it makes it worse

Staff are engaged in ongoing discussions both formally and informally with students about resiliency and problem solving on a daily/weekly basis. Students who are struggling in these areas receive additional support from the teachers, the counsellor and the youth and family worker. Indigenous support worker, district teachers and support staff are asked to support as needed. Social emotional skill development is a lifelong endeavor. We know we are on track with our efforts by the reduction in peer conflicts during unstructured school time (recess and lunch) and students' willingness to problem solve, with support, during instructional time.

HOW WILL WE SHARE?

Parents/guardians will be informed through newsletters, PAC meetings, and our school website. Discussions with students about the importance of being resilient in the face of problems will be ongoing.



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

WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARDS TO THIS FOCUS?

During the 2022-23 school year we had a total of 20 Indigenous learners enrolled in Kindergarten to Grade 7 at Beaconsfield School. The staff are committed to reconciliation and recognize the important role that educators and schools have in honoring and promoting Indigenous values, cultures, and traditions. A few examples of events, activities and ongoing work include:

- Indigenous Enhancement Worker facilitated small and large group activities throughout the year
- Increasing Indigenous themed books in school library and classrooms
- Utilizing Indigenous video resources
- Integrating Residential Schools information into lessons for all primary grades and specific lessons for grades 4-7
- Integrating Indigenous knowledge and principals of learning throughout the curriculum
- Commemorating Orange Shirt Day, including school wide activities and art making
- Workshops on drumming, drum making, soap carving, cedar weaving/bracelet making
- Visiting Indigenous Day at Trout Lake, visiting Grouse Mountain log house
- Professional Development opportunities for staff
- Linking Community Garden with Indigenous knowledge, sharing circles and outdoor classroom
- Land based learning – Renfrew Ravine (ecology and taking care of the land/water) and Still Creek (salmon)
- Guest speaker spoke to students about land divisions/maps/First Nations traditional lands

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

- Parents/staff working on school name change
- Medicine Wheel Project coordinated by Indigenous Enhancement worker in collaboration with Alderwood
- Land acknowledgement regularly spoken on announcements, at meetings, and assemblies
- Continuing to facilitate learning opportunities for students with guest speakers and workshops
- Field trips to Musqueam Cultural Centre, Anthropology Museum, Stanley Park tour with Elder, Museum of Vancouver, Capilano Suspension Bridge
- Considering permanent school memorial to children lost from Residential Schools
- Utilizing drums created last year in work with students
- Continuing to expand library Indigenous resources for students
- Integrating Indigenous themes into art-based activities
- Staff working together to support each other with resources and strategies to support integration of Indigenous knowledge/culture into curriculum areas