

2022-2023 - Year 1 School Learning Plan

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

Sir Wilfrid Laurier Elementary School is located on Laurel Street on the corner of 57th Avenue, three blocks west of Cambie Street. The neighbourhood is primarily residential, with a main local shopping area located on Cambie Street and a main Community Center, Marpole, located on 59th. W 70th Ave is the approximate divide between low-rise apartments to the south and single family and duplex homes to the north.

Sir Wilfrid Laurier Elementary School promotes a safe, caring, and respectful climate within a neighborhood rich in multicultural diversity. We support a diverse and changing community that welcomes students from varied socio-economic and linguistic backgrounds. In 2022-2023, 65% of the students have a home language other than English and about 40% of our students are designated as English Language Learners (ELL). Twenty different language groups are represented at Laurier Elementary. We celebrate our different cultures in a variety of ways throughout the school year and provide opportunities for cultural exchange and learning.

We currently enroll 330 students from Kindergarten to Grade 7. Our students generally work hard and are engaged learners, despite the language challenges that exist for some of them. Over the past few years we have seen an increase in the number of students entering Kindergarten, who need additional support with their learning and behavioural needs. The staff members at Laurier visualize success for our students and understand that intellectual development, social skills and physical well-being are all valued as components of a well-rounded whole child. With this in mind, the staff have implemented a school-wide approach to social-emotional learning and positive behaviour intervention support to help students develop a social and emotional skill set that will serve them now and in the future.

Sir Wilfrid Laurier Elementary School is actively involved in the Collaborative Early Literacy Intervention (CELI), which targets support for our early learners in Kindergarten and Grade One by providing one-to-one support through Reading Recovery, small group instruction and strong classroom practice. We are also involved in the Leveled Literacy Intervention.

At Laurier, there is strong family support for school initiatives and student achievement. We have a very supportive and involved Parent Advisory Council (PAC), that provides financial support for a variety of enrichment activities and programs. They organize school wide events such as multicultural celebrations, movie nights, craft fairs, hot lunches and fundraisers to contribute to programs such as performing arts presentations and outdoor education and gardening to promote healthy living.

Our foci of inquiry for our 3-year school growth plan are *Universal Design for Learning (UDL)* to meet the needs and enhance the engagement of our diverse learners, and the *Awareness of and Appreciation for Indigenous Cultures*. The following reflects our school goals, as part of our three-year plan:

- To create a culture of achievement in the classrooms by applying the principles of the Universal Design for Learning, which provides students with multiple means of engagement, expression and representation and therefore enhances their emotional engagement with their learning
- To increase knowledge, acceptance, empathy, awareness and appreciation of Indigenous histories, traditions, cultures and contributions among all students

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

At Sir Wilfrid Laurier Elementary School, we have a very diverse population of learners with a range of social emotional and academic strengths and needs.

Based on our staff members' observations, feedback and conversations with students, we believe that our students have a strong sense of belonging to their school community. They have keen interest in their teachers and are helpful, polite, kind, empathetic, supportive and respectful. They are diverse, ambitious, curious, imaginative and open-minded. They are focussed and keen to do well and motivated to learn. They enjoy reading and are involved in various school activities. They are mostly well-supported at home and come to school ready to learn and participate.

Academically, we refer to the Foundation Skills Assessment (FSA) outcomes. The FSA is an annual province-wide literacy and numeracy assessment of grades 4 and 7 students. The FSA provides stakeholders with important information on students' progress in the foundational skills of Literacy and Numeracy. The results are analyzed based on a three-point scale of *Emerging* (Students demonstrate an initial understanding of the concepts and competencies relevant to the expected learning), *On Track* (Students demonstrate a partial to complete understanding of the concepts and competencies relevant to the expected learning) and *Extending* (Students demonstrate a sophisticated understanding of the concepts and competencies relevant to the expected learning). In October 2022, our Grade 4 and 7 students participated in this assessment and the outcomes demonstrated a reasonably good academic achievement of our students in literacy and numeracy as follow:

- In literacy, 24% of our Grade 4 students were emerging, 37% on track and 11% extending
- In numeracy, 13% of our Grade 4 students were emerging, 53% on track and 5% extending
- In literacy, 9% of our Grade 7 students were emerging, 50% on track and 17% extending

In numeracy, 7% of our Grade 7 students were emerging, 43% on track and 22% extending

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

(SCANNING)

We have referred to varied forms of assessment to learn more about the emotional well-being and academic needs of our diverse learners:

Achievement/Outcomes: In the past few years and as part of our school growth plan, our staff members have been working on helping our students to develop critical thinking skills. This work was guided by the principles of formative assessment to support student self-assessment. We believed that our students needed to develop the necessary skills to apply their learning, take risks and solve problems independently. In order to build confidence and become more independent learners, they needed to acquire good listening, thinking and reasoning skills. The intensive work helped our entire staff and students to adopt common language and understanding regarding Formative Assessment. Student voice supported this evidence as students demonstrated their abilities to self-assess through different in-class activities. For example, the following table shows how students' self-assessment was compared to teachers' assessment of students for each statement.

The outcomes showed an improvement in students' abilities to self-assess, which became more aligned with teachers' assessment of their abilities as a result of ongoing direct teaching and practice. Through the teaching of self-assessment, our teachers realized that it was time to take our work with our students to the next level. Based on the work we did, our students were able to self-assess, but they still needed support to apply their personal knowledge to their learning. The school team was surveyed based on the work done with students, mainly their work with self-assessment, which was informed by students. The School Plan Team met and developed a direction for our next school growth plan that dove into self-aware learners. Through our students' newly developed ability to self-assess, it was time for them to build the ability to choose the best strategies and tools to support their own needs and goals. The team concluded that it was important for our students to learn about multiple intelligences and identify their personal strengths and how best they would learn. This led the team to the next school goal of Universal Design for Learning (UDL).

| Assessment Scale | I'm learning and I need help | | Off to a good start. I sometimes need help. | | I got it! I can do it by myself. | | I got it! I can teach a friend. | |
|--------------------------------------|---|---------|---|---------|----------------------------------|---------|---------------------------------|---------|
| Student Self- and Teacher Assessment | Student | Teacher | Student | Teacher | Student | Teacher | Student | Teacher |
| Statement #1 | <i>I can Experiment with different ways of doing things (6/7)</i> | | | | | | | |
| | <i>I can try different ways of doing things (K-5)</i> | | | | | | | |
| January | 8% | 8% | 22% | 26% | 41% | 46% | 29% | 20% |
| May | 4% | 9% | 18% | 25% | 47% | 43% | 31% | 23% |
| Statement #2 | <i>I can develop criteria for evaluating design options (6/7)</i> | | | | | | | |
| | <i>I make and follow a plan (K-5)</i> | | | | | | | |
| January | 11% | 21% | 24% | 28% | 36% | 38% | 29% | 13% |
| May | 6% | 10% | 23% | 27% | 47% | 45% | 24% | 18% |
| Statement #3 | <i>I can make choices that will help me create my intended impact on an audience or situation (6/7) -- I think about others when making a plan (K-5).</i> | | | | | | | |
| January | 8% | 12% | 16% | 24% | 45% | 45% | 31% | 19% |
| May | 6% | 10% | 20% | 27% | 45% | 41% | 29% | 22% |
| Statement #4 | <i>I can monitor my progress and adjust my actions to make sure I achieve what I want (6/7)</i> | | | | | | | |
| | <i>I can use feedback to make changes along the way (K-5).</i> | | | | | | | |
| January | 11% | 9% | 20% | 32% | 38% | 38% | 31% | 21% |
| May | 6% | 7% | 20% | 28% | 42% | 43% | 32% | 22% |

-Foundation Skills Assessment: This assessment informed us about our students' abilities in literacy and numeracy. Please see the previous section for the outcomes.

-Middle Years Development Instrument (MDI): The MDI is a self-report questionnaire that asks students in Grade 4 to Grade 8 about their thoughts, feelings and experiences in school and in the community. It is a unique and comprehensive questionnaire that helps all stakeholders gain a deeper understanding of how children are doing at this stage in their lives. Researchers working at the Human Early Learning Partnership are using results to learn more about children's social-emotional health and well-being. In addition, the MDI is being used across sectors to support collaboration and inform policy and practice. In 2023, our Grade 6 students participated completed the MDI:

- **In the category of Self-Awareness**, which is described as the ability to recognize one's emotions and thoughts while understanding their influence on behaviour. e.g., "When I'm upset, I notice how I am feeling before I take action.": 41% of our grade 6 students scored high, 52% medium and 7% low.
- **In the category of Academic Self Concept**, which measures children's beliefs about their academic ability, including their perceptions of themselves as students and how interested and

confident they feel in school. e.g., *"I am certain I can learn the skills taught in school this year."*: 74% of our grade 6 students scored high, 15% scored medium and 11% scored low.

- **In the category of responsible decision-making**, which is described as the ability to understand the consequences of one's actions and make good choices about personal behaviour. e.g., *"When I make a decision, I think about what might happen afterward."*: 59% of our grade 6 students scored high, 37% scored medium and 4% scored low.
- **In the category of Connectedness with Adults at School**, which assesses the quality of relationships children have with the adults they interact with at school. e.g., *"At my school there is an adult who believes I will be a success."*: 44% of our grade 6 students scored high, 44% scored medium and 11% scored low.
- **In the category of Connectedness with Peers/Peers belonging**, which measures children's feelings of belonging to a social group. e.g., *"When I am with other kids my age, I feel I belong."*: 61% of our grade 6 scored high, 36% scored medium and 4% scored low.

Overall, the above results fall within the range of good to satisfactory, but with room to improve. Our students' scores in the categories of self-awareness and academic self-concept will be guiding us to work toward the implementation of UDL principles to enhance student engagement with their work.

-Student Learning Survey: Each year, Vancouver School Board participates in the Ministry of Education and Child Care Student Learning Survey. This survey has been administered annually in BC public schools since 2001. Our Grade 4 and 7 students participated in the survey in the Spring of 2023. Some of the questions in the survey were focussed on awareness and self-assessment abilities of the students. Based on the results of this survey (Students were to select one of the following answers: *Never, Almost Never, Sometimes, Most of the Time, All of the Times, Don't know, No Answer or Strongly disagree, Disagree, Neither agree nor disagree, Agree, Strongly agree, Don't know, No Answer*):

Outcomes for Grade 4 Students:

- 9% of our Grade 4 students feel that they have a choice about what they learn all of the time, 33% most of the time, 21% sometimes, 12% almost never, and 9% never
- 15% of our Grade 4 students think that they get to work on things they are interested in at school all of the time, 30% most of the time, 42% sometimes and 9% never
- 33% of our Grade 4 students think they are taught to improve how they learn all of the time, 33% most of the time, 21% sometimes, 6% never
- 18% of our Grade 4 students indicate that they set a goal when learning something new all of the time, 17% most of the time, 27% sometimes, 15% almost never, 3% never
- 21% of our Grade 4 students get to show their work in creative ways (pictures, writing) all of the time, 36% most of the time, 27% sometimes, 6% never
- 21% of our Grade 4 students are learning ways to think of new ideas all of the time, 27% most of the time, 33% sometimes and 6% almost never
- 15% of our Grade 4 students can explain to others how they solve problems all of the time, 27% most of the time, 42% sometimes, 6% almost never, 6% never
- 42% of our Grade 4 students think that adults in their school welcome their questions all of the time, 33% most of the time, 18% sometimes, 3% almost never, 0% never
- 39% of our Grade 4 students think they can get the help they need from adults at their school all of the time and 39% most of the time, 2% sometimes and 6% almost never, 0% never

Outcomes for Grade 7 Students:

- 8% of our Grade 7 students feel that they have a choice about what and how they learn all of the time, 22% most of the time, 34% sometimes, 18% almost never and 8% never

- 26% of our Grade 7 students are provided with feedback on how they could improve their learning all of the time, 36% most of the time, 25% sometimes, 5% almost never, 2% never
- 5% of our Grade 7 students get to work on things they are interested in as part of their course work all of the time, 22% most of the time, 42% sometimes, 14% almost never and 4% never
- 16% of our Grade 7 students are taught to improve how they learn all of the times, 35% most of the time, 29% sometimes, 6% almost never, 2% never
- 14% of our Grade 7 students think at school, concepts are explained in ways that they can understand all of the time, 50% most of the time, 22% sometimes, 4% almost never
- 15% of our Grade 7 students have chances to show what they learn in different ways (pictures, models, writing) all of the time, 35% most of the time, 31% sometimes, 7% almost never, 2% never
- 14% of our Grade 7 students are learning creative ways to think of new ideas all of the time, 31% most of the time, 35% sometimes, 8% almost never, 3% never
- 32% of our Gr. 7 students think that adults in their school value and welcome their questions all of the time, 41% most of the time, 14% sometimes, 2% almost never, 1% never
- 46% of our Gr. 7 students think they are able to get the information and advice that they need from adults at their school most of the time, 19% all of the time, 9% almost never, 1% never

Overall, these results show that a focus on Universal Design for Learning will improve the outcomes, as UDL enhances student engagement, enables students to set goals, ask for advice and choose the strategies and activities that would be beneficial to them, and help them become stronger and more self-aware and independent learners.

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

We will focus on improving and enhancing our student engagement with their learning for our entire student population across Kindergarten to Grade 7.

Our focus connects to the goals 1 and 2 of the VSB 2026 Strategic Plan regarding Student Achievement, Well-being and belonging and Equity: Encouraging students to reach beyond previous boundaries in knowledge and experience; Eliminating gaps in achievement and outcomes among students, which guide us to enhance practices and educational approaches that provide increased opportunities to connect students to their learning, support the implementation of the curriculum and enhance assessment strategies that support teaching and learning.

Our focus connects to goal 2 of the Indigenous Education Enhancement Agreement: Mastery, which guides us to ensure that our Indigenous students achieve increased academic success in our school, participate fully and successfully from Kindergarten through the completion of Grade 7, and individualized and targeted support is provided to all our students through a whole school “team” approach.

Our focus connects to the core competencies of Personal and Social, Thinking and Communication, as students who are critical thinkers and personally and socially aware, will be able to make judgments based on reasoning. They are able to consider options that meet their needs, become more engaged with their learning, analyze using specific criteria, by drawing conclusions and making judgments. Students develop a set of abilities to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.

5. INQUIRY QUESTION (FOCUSING)

With a stronger focus on the essential skills of personal and social awareness and responsibility, communication and thinking embedded in the core competencies of the redesigned curriculum, as well as the intensive work we did with our previous school growth plan, we as educators, realize that diversified learning environments that meet the needs of diverse learners will enhance student engagement and connection with their learning. Our students have developed self-assessment skills as part of our ongoing work. Now, we would like to take the work to a next level to help them become self-aware learners who are able to choose the best strategies to learn. This requires an environment that provides them with multiple means of engagement, representation and expression.

Research has proved that increased engagement via UDL projects supports students to achieve higher quality and more creative outcomes, which happens as a result of re-assessing teaching practices. Studies show that when we activate student emotions, students become more engaged with different learning activities and learning becomes more meaningful, efficient and sustainable. The principles of UDL allow students to have multiple means of engagement, expression and representation and therefore, students become full participants in learning activities. The guiding principles of UDL create more equitable learning environment that help students to feel safe, belonged and respected. Self-aware students have a voice and can choose how to learn. In achieving this, we will be guided by the following questions:

How will the principles of the Universal Design for Learning incorporated into class activities and projects increase student engagement?

Sub Questions: How will students become more engaged with the reading comprehension activities when applying Universal Design for Learning? To what extend will student reading comprehension improve when applying Universal Design for Learning?

6. WHAT IS OUR PLAN? (PLANNING)

In order to support our students by continuing to diversify our learning environments guided by the UDL principles, we are proposing the following 3-year plan:

Year 1:

Pre-transition to Year 1: We worked on our previous school goal of Critical Thinking for more than three years and this work enabled us to transition our school goal from *“Students who are able to self-assess”* to *“Students who are aware and able to set goals and choose the best strategies to learn and achieve their goals”*. In order to transition from the previous goal of Critical Thinking to the new goal of UDL, we invited Carly Herman, District UDL Resource Teacher, to our school. She presented a Professional Development workshop on UDL on January 17, 2022 to our entire staff. A survey was sent to teachers after the ProD with the following questions:

- What was the highlight of the workshop?
- What did you already know? What did you learn?
- What would you like to focus on/learn more about UDL/Today's workshop?

The UDL District Teacher then met with same grade teacher groups to follow up from the UDL workshop. The focus of these meetings were on the following questions: How can I add choice into my upcoming unit? How can I offer different materials for a specific core subject? How do I build in self-monitoring? She also met with teachers for a lunch & learn and offered the following topics to work on based on the survey: creating & using QR codes, creating digital choice boards, Padlet 'how-to', Assessment.

Year 1 Continued: We continued our work on UDL through the following initiatives:

- UDL Committee: A UDL Committee composed of a primary and an intermediate teacher and the principal has been created. This committee working along our ProD committee has been meeting on regular basis to review the school goal and the related research and facilitate UDL activities at staff meetings, as well as sponsor and organize professional development workshops that inform learning.
- UDL Team Channel: We created a UDL Teams Channel where resources and activities are uploaded.
- UDL Principles: In order to gain a general understanding of UDL, each of the three principles of Multiple Means of Engagement, Representation and Expression will become the focus of each year of the three-year school growth plan. Though the UDL activities will keep into consideration that the three principles are interrelated and overlap, in order to narrow down the focus, one principle will be considered each year to explore. This will allow a stronger focus on learning about attributes of each principle. For example in year 1, in some of our activities, we focussed on how we can offer multiple means of engagement to our students.
- Professional Development: The following professional development workshops and activities were organized in year 1 to support our goal of UDL:
- September 23, 2022 school-based ProD: We had a full day ProD for our entire staff led by Dr. Adam Wilton and the SET-BC Team on UDL. As part of this workshop, our staff reviewed the UDL Framework and made connections to the day's content focused on Representation. Staff had the opportunity to discuss what they were already doing and shared UDL professional learning and application thus far and celebrated successes and identified challenges. The presentation continued to focus on:
 - Representation and Accessibility – “Teachers as creators and curators of content”
 - How to represent concepts for a range of ‘student access profiles’ in a UDL-informed environment
 - Introduction to accessible design and the application of UDL principles to the creation and curation of learning materials

- UDL framework “Resources/Stories from the field/Gallery Walk”
- Representing through multiple modalities, multiple points of access. Staff were given a concept in the context of a lesson and asked to generate multiple options for representing (e.g., multi-sensory, culturally informed)
- Gallery Walk to see other groups’ prompts and work
- ARC-BC Universal Design for Learning Materials
- Introducing a student-centered framework for the accessible design of materials. Introductory concepts and strategies - i.e., what classroom teachers can do today to make learning materials more accessible for diverse student access profiles, including EAL learners.
- Inquiry Learning Team: In order to focus on a school-wide core subject, where we would be able as a team to explore the UDL principles in the context of a teachable subject, we applied for an inquiry learning team that focussed on reading comprehension school-wide, and more specifically the ‘Novel Approach’ at the intermediate level. Ms. Yrsa Jensen has been working with our teachers and facilitated 8 lunch and learn sessions, where teachers had the opportunity to develop an inquiry question informing their practice.
- January 23rd Professional Development: This ProD was school-based and teacher-led. Same grade groups worked together in the morning to explore a variety of UDL resources and develop an activity that was guided by the UDL principles and presented the activity to the staff in the afternoon, followed by a Q&A period. Each group added a description of their activity to the UDL channel and explained how the activity responded to the UDL principles and the resources they required.
- Staff Meetings: We have assigned times at our staff meetings to work on our school goals. As part of the UDL goal, our teachers reviewed different topics and resources such as the UDL Principles, UDL Interactive Guidelines and UDL Lesson Planning Checklist. They watched videos on how UDL is implemented in classrooms, completed the UDL Implementation Rubric, focussed on means of engagement and shared UDL activities and projects they led in their classrooms.

Year 2: In year 2, teachers and staff will continue to explore the UDL principles and focus on the principle of Multiple Means of Representation. We will continue with our Inquiry Learning Team facilitated by Yrsa Jensen, work during the school-based ProDs on ways to diversity the learning environments to meet the needs of our diverse learners by multiplying means of representations and continue our sharing sessions during our staff meetings.

Year 3: In year 3, teachers and staff will continue to explore the UDL principles and focus on the principle of Multiple Means of Expression. We will continue with our Inquiry Learning Team facilitated by Yrsa Jensen, work during the school-based ProDs on ways to diversity the learning environments to meet the needs of our diverse learners by multiplying means of expression and continue our sharing sessions during our staff meetings.

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

The new areas of learning are focused on multiple means of engagement, representation and expression, which enable students to choose from a variety of strategies that are offered to them and meet their individual learning needs.

The development of diversified learning environments is an integral part of the redesigned curriculum. The curriculum has a strong focus on the core competencies of Personal and Social Awareness, Thinking and Communication and values choice and varied ways of expression of learning.

In order to enhance our student engagement with their learning, our staff would need time, space and professional development opportunities to discuss ways to support students. Staff meetings, facilitated lunch and learn sessions and Pro-D's will create the space for collaboration and conversations to develop shared school-wide language and practices regarding the enriched learning environments, guided by the UDL principles.

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

The following list showcases some of the approaches that we have discussed as a staff to monitor and track the success of our students with regard to the UDL Principles. Our tracking will be both qualitative and quantitative in nature. This list will be explored and discussed again in year 2 and we will use the most effective approaches to inform our questions:

- UDL Interactive Guidelines
- UDL Lesson Planning Checklist
- UDL Implementation Rubric
- Staff observations, sharing and tracking
- Teacher assessment of reading comprehension
- Exploring a variety of assessment tools such as BC Performance Standards in Reading, Report Card Assessment Proficiency Scales, Fountas and Pinnell Assessment Charts
- Ongoing communication of student learning
- Ongoing staff collaboration and conversations
- Ministry Student Learning Surveys
- FSA
- MDI

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

- Information sharing with the parent population through PAC meetings, newsletters and school website
- Information sharing at staff meetings, grade group meetings, lunch and learn and ProD sessions
- Celebration of student success at assemblies, through school announcements and individual meetings with Principal
- Ongoing communication of student learning through Parent Teacher and Student-Led-Conferences and teachers' websites/blogs/communication applications and software, class newsletters and other individualized means of communication
- Work and project exhibitions and open houses



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?

At Laurier, we have 8 Indigenous learners: 1 Kindergartener, 1 Grade 1, 1 Grade 2, 3 Grade 4 and 2 Grade 5 students. Laurier has been assigned an Indigenous Education Enhancement Worker (IEEW) one day a week, who works with our students and families and staff to help support the cultural and academic needs of our Indigenous students.

Over the past year, our school community continued to develop our own narratives and school story to support and enhance our understanding of Indigenous worldviews and knowledge and therefore supporting reconciliation. The Indigenous Focus Day for staff on Nov. 25th allowed us to hold space for discussions and information sharing about our collective responsibility as educators in providing all students with the necessary time and opportunity to develop deeper understandings of the experiences, cultures, and histories of Indigenous peoples in Canada. As part of this reflective conversation, our staff developed our school story based on the following points of inquiry and reflection:

- how symbols like our coloured feathers or orange heart become more than “performative” and include comments/questions/connections to expand the reach/depth of the activity
- less hesitation “not about us without us” and more “try, make mistakes, show your learning”
- continue to practice formative assessment with peer feedback, modelling and practicing that there are multiple ways to present our learning and making mistakes is an integral part of learning
- UDL - learn in non-standardized ways, *offering alternative ways from the normative ways* understanding concepts and reasoning instead of getting “right answers” as the focus of learning
- assess students on how they've grown and not on what they don't know yet
- think about what participation looks like in our class (is it just for those who excel at sharing their thoughts verbally in front of others?)
- teach all different perspectives of the stories and represent all different voices and cultures in the classroom moving away from “I do, we do, you do” to reciprocal learning in the classroom
- become an accomplice instead of just an ally, take actions to be a part of the solution
- moving from good relations to rights relations
- teaching that Indigenous peoples have ‘lots’ of diversity - not all one people with the same everything
- teaching is not about control; it is about student agency in their own learning
- unlearning and relearning
- don't think change will come over 1 generation, just focus on being a part of the persistence of the tide that is coming back in

Other school activities that we undertook in order to integrate the Indigenous perspectives into our learning and teaching are as follow:

- Our teacher-librarian continued to maintain and add to our library Indigenous resources that can be used by students and staff members.
- We continued to add Indigenous stories and early readers to our home reading collection.
- We have created a TEAMS channel entitled 'Indigenous Learning' where Indigenous-related resources are regularly uploaded for staff to use with their students.
- We continued to connect and integrate Indigenous learning to other curriculum areas through student writing, photos and presentations, such as the Bee Project, the Bears and Caribou Projects, Talking Circles, Book Clubs, Plant Identification and Ecosystems.
- We continued to explore instructional strategies that support the integration of Indigenous perspectives and access cultural resources such as Rave Tales, inquiry projects that included Social Studies Fair Integration in class themes and home reading, and Art Gallery focussing on Indigenous Art.
- We are infusing indigenous practices, knowledge and understanding within our classroom practices and in our conversations with students.
- Sharing circles are encouraging meaningful conversations that give each child an opportunity to share.
- EarthBites invites us to build our connections with the land and teach students about Indigenous medicinal herbs and plants. Our students continued to explore traditional Indigenous foods, as well as growing and harvesting techniques. We planted two gardens with a specific focus on Indigenous plants.
- We are connecting our school code of conduct/social responsibility goal SOAR with the 7 grandfather teachings; students are identifying their actions as they connect with Indigenous teachings
- We are infusing Indigenous practices, knowledge and understanding with our school-wide language around social responsibility
- We continued to recite our Indigenous Land Acknowledgement at assemblies and involve students in leading the acknowledgement.
- Participated in the Orange Shirt Day to honour the spirit of reconciliation and hope for generations of children to come.
- We created a large orange heart on our outside fence. Each child was given a piece of orange ribbon and while tying up the ribbon to the fence made a wish focussing on inclusion and reconciliation
- Our PAC organized an after school craft fair to celebrate Hoobiyee

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

Each term, the classroom teachers meet with the Principal, Resource Teacher and IEEW to complete the "Indigenous Success Plan" for each student and discuss the student progress, strengths, areas needing improvement and the support students require. The Data entered online in AIMS informs teaching and directs support for each student.

Using the data from the Provincial Student Learning Survey, students indicated the following:

| Scale | Never | Almost Never | Sometimes | Most of the time | All of the time | Don't know | No Answer |
|---|-------|--------------|-----------|------------------|-----------------|------------|-----------|
| Grade 4 response to: At school, are you learning about Indigenous Peoples (FNs, Inuit, Metis)? | | | | | | | |
| 2022-2023 | 3% | 6% | 42% | 33% | 6% | 9% | 0% |
| Grade 7 response to: Are you being taught about Indigenous Peoples (FNs, Inuit, Metis)? | | | | | | | |
| 2022-2023 | 2% | 0% | 33% | 30% | 26% | 4% | 2% |
| Grade 4 response to: At school, are you learning about local First Nations? | | | | | | | |

| | | | | | | | |
|---|----|----|-----|-----|----|-----|----|
| 2022-2023 | 3% | 6% | 27% | 36% | 3% | 24% | 0% |
| Grade 7 response to: Are you being taught about local First Nations? | | | | | | | |
| 2022-2023 | 2% | 7% | 42% | 30% | 7% | 7% | 2% |

Based on these results, 39% of our Grade 4 students believe that they are learning about First Peoples at school *Most of the time* or *All of the time*. At the Grade 7 level, 56% of our students believe that they are being taught about Indigenous Peoples. When it comes to local First Nations, 39% of our Grade 4 and 37% of our Grade 7 students believe they learn about local First Nations at school. This outcome is average and as a staff we will continue to integrate the teaching of Indigenous perspectives more explicitly into teaching and make the learning more tangible and visible to our students.

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

- Continue to integrate Indigenous perspectives into teaching and learning by identifying and locating appropriate and relevant resources, which will focus on Indigenous storytelling traditions, that respectfully represent the diversity, knowledge and worldviews of Indigenous peoples
- Invite Elders, Indigenous performers, artists who lead school-wide assemblies, teach dance and arts, talk about Indigenous ways of knowing and doing
- Promote Indigenous Artwork and songs
- Encourage place-based projects that are aligned with local Indigenous traditions
- Work on our Indigenous Garden and explore ways to integrate Indigenous perspectives into the curriculum
- Encourage student presentations of Indigenous topics in class and at school-wide assemblies
- Continue to build on Indigenous titles in our library and teacher resources
- Offer opportunities for students and parents to present on Indigenous topics and themes

Provide/participate as a staff in Professional Development to improve our ability to facilitate authentic learning opportunities about Indigenous culture and history Language – Incorporate Indigenous languages into our instruction (Greetings, salutations, Indigenous names etc).