

2022-23 - Year 3
École Jules Quesnel's School Learning Plan

1. GENERAL SCHOOL STORY:

Our school is on the unceded Musqueam lands, near Pacific Spirit Park. JQ is a learning community of 335 students. Our school population is composed mainly of students with a European background. Most of our learners speak one or two languages in their homes, prior to coming to our school to learn French. We celebrate social emotional intelligence, French Language expression, restorative justice practices and growth. We are inspired by the First Peoples Principles of Learning. We began taking part in the Butterflyway in 2019 and have healthy native pollinators gardens as well as insect hotels on our school grounds. The school year 2023-2024 is special to us as the K-3 learners who attended Queen Elizabeth Annex last year are now part of our vibrant community. We expect to have 370 learners at Jules Quesnel in the 2023-2024.

Over the last few years, our inquiry question was: ***How can we incorporate critical thinking in our teaching to support the development of oral French and Mathematical thinking, so students can feel confident in sharing their feelings and thinking?***

We wondered how we could prevent French language from hindering the expression of students' knowledge and potential. We wanted our students to feel safe and resilient in their learning so they could access critical thinking. We placed our students in the margins at the heart of our planning. We wanted to further our use of Universal Design for Learning, to be able to address the needs of all our students wherever they were/are.

We will continue to foster a culture of risk-takers, develop greater awareness of learning and mistakes, the connections between learning and making those important mistakes, and increase possibilities for engagement in discussions.

2. WHAT DID WE SEE?

Staff are now embracing powerful questioning which supports the development of critical thinking. This takes place across the curriculum and not only in Math classes. The staff have worked on less “telling”(transmission of information) and more “asking”(creating of information) to ignite the students’ learning. Also, students have been provided with more possibilities to explore with hands-on learning experiences. Some examples of questions staff have been using with the students which are more open-ended include, “How do you know?” and “Why do you think that?”. To have students start thinking for themselves more, staff encouraged productive struggle by giving more space and time to reflect and answer. The simple recommendation: “Ask a friend, look around the class” helps them to build resilience, independence, and confidence. When students design projects: prototyping, testing, and revisiting them, they are fully engaged in a critical thinking process. As well through structured and unstructured play, students develop their critical thinking and sense of inquiry. Students are now analyzing their own mistakes in French, trying to gain a better understanding of the language. Staff also read aloud and model deeper thinking via literacy circles and used games such as “Should I or Should I not?” to learn more about social situations, real life situations, and assess different levels of interventions. In addition, “Would you rather...” topic provide chance with argumentation, logic, and perspective taking. Our students still need support with Social Emotional Learning (understanding anxiety, developing resiliency, developing a growth mindset as some students are still passive in their learning).

3. WERE WE SUCCESSFUL?

More risks were taken by teachers to provide students with daily and cross curricular possibilities to exercise their critical thinking skills. Students are more confident in solving their problems and are more open to receiving feedback about their learning.

Our students have greater ease to share their thinking and their processes. By introducing the core competencies at the beginning of the year, they stayed at the center of students’ learning and teachers’ focus; this is a practice we will maintain.

Students are gaining the skills to acquiring French vocabulary and linguistic skills allowing them to express their ideas, their reflections, and their needs. Throughout the year we looked at the results our students are obtaining in Math and French to see if there was an improvement. Some teachers found that teaching sentence starters gave their students develop the habit of thinking critically about their learning. Based on our CSL results as well as the School Wide Write (SWW) (which highlights the English and French written skills) we see that our students are improving their linguistic skills.

During the one-on-one interviews with the Principal, our students expressed being creative and sociable; and that learning together makes learning meaningful and accessible to them. As well, teachers shared anecdotally the results from students self-assessment of core competencies. Those highlight growth in the students’ critical thinking skills.

4. HOW HAVE WE SHARED?

In our monthly Mme Eve's report, the report from the Principal, successes and challenges are being shared as well as via our website. A staff member frequently adds pictures showcasing children's learning to our school Twitter account. Our Vice-Principal and Principal share highlights monthly during the PAC meetings. The JQ staff decided to celebrate Family week; during that week, many teachers invited families in different ways to engage in what was happening in classrooms. Most intermediate students, as well as some Grade 2 and 3 students, have learned how to use a device to record themselves explaining their thinking. Portfolios are sent home to share students' work and progress in between report cards. Throughout the school year, there were different opportunities for families to attend classroom performances. All our assemblies this year have been student-led where the students were able to share their learning on a specific topic. This year, the celebration of learning in April was an open-house type event. Students were able to proudly show their work.

5. WHAT ARE OUR NEXT STEPS?

In order to support our students' need for growth, we will focus on the three important questions: "Where are you at? What are your next steps? How will you get there?" We believe this will create a focus on teaching, assessment for learning, and self-assessment. This will put added focus on our learners, their needs as we are moving forward to three report cards. We will begin by focusing on the question "Where are you at?" to make sure teachers and students know where they are in their learning. Then together, we will work on the next steps for their learning to have a clear path of where they are going and what tools they need to get there. The works of Linda Kaser and Judy Halbert will continue to guide us.



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

6. WHAT HAVE WE DONE AT OUR SCHOOL TO SUPPORT ALL LEARNERS IN REGARD TO THIS FOCUS?

Davita Mardsen, District Vice-Principal of Indigenous Education, taught the staff the 7 Sacred Teachings. They then taught the students via school assemblies. They continue to be a guide for us and are reviewed in classrooms. We continue using them so that we can focus on becoming the best possible human beings. We continue to follow the works of Dr. Martin Brokenleg in our Code of Conduct and are focusing on restorative justice to students and their family when situations occur. We strongly believe in this process in a way to create belonging and healing. Many teachers continue using the sharing circle as their check-in practices and problem-solving circles. Our assemblies begin with Chief Dan George's Coast Salish Anthem and many students now know it well. The song belonged to the Late Chief Dan George and his family from the Tsleil-Waututh Nation, who gifted the Prayer Song to the Salish Nations in support to stand together and sing together in strength and unity. Some other examples include: our grade 2/3 class focused on why and how we are all interconnected and connected to this place. In most classroom, you will see some hənqəmīnəm language posted, and students trying to learn more the language associated with the land we are learning on. Our teachers are taking our students to the forest, the bog, the beach, and all around the neighborhood in order for them to gain a deeper connection to this place. A grade 4/5 class visited a carver, Brent Sparrow, who is building a house post for Southlands Elementary. The Métis author, David Bouchard, presented for the QEA/JQ primary students as well as another presentation for the Intermediate students. He validated the importance of relationships and the power of languages to our learners. We revitalized our literacy circles by adding titles from Indigenous authors. There are numerous pieces from Indigenous artists at our school, our most recent one, students can interact with daily; is the sculpture created by artist Dave Robinson and 6 JQ learners. It was installed for all to appreciate. This is a sculpture representing healing, friendship, and collaboration. We continue to grow in our anti-racist work. We also received the support from an Anti-Racist expert to work with some of our older students to really go deeper into this work and take a strong stance against racism. In June 2023, a grade 1 and grade 4/5 hosted an inspiring assembly to launch the Month of Celebration of Indigenous' People in June. This is our second year in which we formally recognize and celebrate the rich contributions of Indigenous People for a whole month. For the year 2023-2024, we will have 4 students of Indigenous ancestry: two students in kindergarten, one in grade 1, and one in grade 2.

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

We will continue to seek the vibrant voices of Indigenous Peoples from our community and broader for our students to see themselves represented. We will continue to invite Indigenous artists to our school so we learn directly from them. Our practices will continue to follow a trauma-informed lens to support all our learners. Going forward, we will make sure to promote Indigenous authors and artists and to make sure we give them priority when we want to acquire new materials. There is now a Renaming Committee at JQ which has begun the process to rename our school.