

2022-2023 - Year 1 School Learning Plan

1. GENERAL SCHOOL STORY

Norma Rose Point (NRP) School, named after a Musqueam elder and located on Musqueam land, neighbouring Pacific Spirit Park and the University of British Columbia, consists of 740 Kindergarten to Grade 7 students and 68 staff. The school is comprised of nine learning communities (ranging from 80 to 140 learners), named after Indigenous flora in Pacific Spirit Park and Indigenous cultural history. Norma Rose Point School is known for its innovative learning environment, flexible learning spaces, a focus on inquiry learning and the desire to integrate Indigenous ways of knowing in authentic ways.

Our learners come from a vast array of countries and continents and have many cultural experiences. There are now 42 languages other than English spoken by students and families, with Mandarin speaking learners as the largest group. Approximately 41% (298) of our students receive English Language Learning (ELL) support. Their cultural and language histories are wide and varied and their parents come from many walks of life. NRP's transiency rate is incredibly high and remains a challenge as we constantly work to establish norms, routines, and get to know up to 300 new learners and parents every year.

Within our University community, it is clear that families hold high academic expectations for students. In addition, many of our families choose to enroll students in out-of-school academic programs. In the past, NRP teachers have been involved in inquiry research on the topic of math instruction (i.e. Inquiry question: "How are we using innovative teaching and learning practices to develop curricular competencies in Math, while changing the cultural understanding around math learning?") We will continue to discuss, examine and modify our math programs and practices through the lens of best practice. Math will continue to be a focus but will not be a primary goal moving forward.

Norma Rose Point has an involved and very supportive parent and caregiver community that volunteers to support school and classroom activities such as school garden projects, welcome-to-school activities, whole school dance and recreation experiences and many other events to encourage parent and family involvement. A dedicated group of parents actively participate in monthly PAC meetings developing and implementing fundraising initiatives. Our PAC has been pivotal in supporting educational changes in the curriculum and in communicating student learning, in supporting new and emerging technologies and in supporting playground and beautification plans.

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

Our learners come from a vast array of countries and continents and have many cultural experiences. There are now 42 languages other than English spoken by students and families, with Mandarin speaking learners as the largest group. Approximately 41% (298) of our students receive English Language Learning (ELL) support. Their cultural and language histories are wide and varied and their parents come from many walks of life. NRP's transiency rate is incredibly high, and remains a challenge as we constantly work to establish norms, routines, and get to know up to 300 new learners and parents every year.

3. WHAT EVIDENCE SUPPORTS WHAT WE KNOW ABOUT THE LEARNERS? (SCANNING)

Referring to our prior Math goal, NRP staff feel “we are doing a solid job teaching math” and that there is always room for improvement. Every community reflects well on the goings-on and understands their continued areas of growth. Math teaching and learning will continue on as a goal, but will not be a priority goal. Our parent community for a large part, as stated previously, value traditional learning, and we will continue to live with some discomfort as we expand our Redesigned Curriculum repertoire. Our school goals to promote student choice, student voice and student engagement, to increase student opportunities to learn about and experience authentic Indigenous learning, and to address social and emotional learning are our priority goals.

From data from previous years of Student Learning Surveys, student voice tells us that over two-thirds of students feel they sometimes, few times or never have a choice about what they are learning. This sentiment is echoed in how students feel about the topics being taught and their interest level.

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

As a school, we are focusing on effective effort rubrics to shift from a fixed to mixed to growth mindset for all learners. We are using vertical and horizontal sharing in communities which helps learners learn from each other and is a great ‘Universal Design for Learning’ strategy. We are allowing for formative assessment to drive student learning. We are promoting teaching and learning practices which enhance student voice, student choice and student engagement. We are working hard to differentiate learning for the success of all students, and to give students practices and strategies to help deal with stress, both school related and outside school.

As a school, we need to give each child a clearer sense (learning targets) of where they are at in their abilities and where they need to go and what they need to do to get there (...perhaps teacher student conference at end of September -- Where are you now? Where do you need to go? Oh, but wait, there may be new reporting timelines and expectations). We want to provide more opportunities for experiential learning both inside school and outside in the community, and this will be emphasized and supported in vertical and horizontal sharing. Our goal is to provide opportunities for students to reflect on personal values/ beliefs with respect to others. We want to continue to focus on building student

engagement and interest in their learning and to provide more opportunities for students to have choices about their learning, to develop their interests and provide them with opportunities to self-assess. As a school, we continue to find ways to build knowledge and provide authentic experiential learning focused on Indigenous People and Indigenous culture and history. Our goal continues to be to provide more opportunities for students to learn about and participate in First Peoples activities (wording from Student Learning Surveys). We want to provide more opportunities for students to learn about Indigenous languages including local Indigenous languages as well as more distant Indigenous languages, which is another example of horizontal sharing. We want to help build connections to support student activities with local/outside school Indigenous agencies.

5. INQUIRY QUESTION (FOCUSING)

How might NRP strengthen vertical and horizontal connections, both within and outside our school, for teaching and learning? How will this improve success for students? How will this address student well-being and belonging? By vertical and horizontal connections, we mean the sharing of teaching and learning practices, the sharing of student output, the sharing of assessment methodology, and the practice of building cross-grade connections for students.

6. WHAT IS OUR PLAN? (PLANNING)

The NRP plan is to strengthen vertical and horizontal sharing, in school and in the wider/global community, and in so doing improve students' sense of well-being. Perhaps this goal can be managed in a 3 year cycle with Year 1 focusing on sharing within the school.

Creating Professional Learning Communities within the school, provides the environment where teachers can collaborate and share ideas, resources and best practices. These PLC's can be organized by grade levels or areas of expertise or interest, and can meet regularly to discuss common challenges and share effective teaching and learning practices. The PLC structure also supports mentoring and coaching where experienced teachers can mentor and coach newer teachers. Scheduling to support common planning time already exists as a practice; this scheduling allows for teachers to work towards common goals and objectives. Professional Development activities are planned to support PLC's, whether these are workshops, conferences or online courses. The vertical/horizontal structure encourages teachers to observe each other's classes and provide feedback, and helps promote the culture of continuous improvement and collaboration.

Vertical and horizontal sharing has been shown to improve students' sense of well-being. Vertical sharing helps ensure that teachers are all working towards common goals and objectives, which often leads to a more consistent and cohesive learning experience for students. Students do better when they have a sense of stability and predictability, which can contribute to a more positive sense of well-being. When teachers engage in horizontal sharing and collaborate to share ideas, this leads to more effective responses to student issues such as academic challenges, behavioural issues and social-emotional needs. Vertical and horizontal sharing helps teachers create student-centred learning environments; learning environments which focus on individual student needs in hopes to promote greater engagement and a more positive attitude to learning.

Long and short, this is all about creating a positive school culture for both students *and* staff.

7. WHAT SUPPORTS WILL WE NEED? (PLANNING)

- Professional Learning Communities: time to meet, opportunities to build mentor/mentee relationships horizontally within school and within district, ability to schedule common prep/planning/collab times
- Perhaps, names of possible district mentors or schools wishing to collaborate on similar themes
- Workshops and mentoring around strengthening vertical and horizontal linkages as this applies to instructional planning and in communicating student learning
- Continue to build weekly timetable to support the vertical/horizontal sharing of information and collaboration; try the near impossible task of building in common times for multiple communities (hmmm)

Contemplate new and innovative ways to build structures which support collaboration

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

- Data from Student Learning Survey, MDI, EDI, classroom assessments and reporting, celebration of learning events, conferences, student self-reflections
- Feedback from students, families, and staff
- Professional conversations with staff; year-end reflections
- Upon reflection, if feedback from data illuminates minimal, none or unanticipated changes, we will open up critical and intentional conversations with a look for change

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

Learning Communities:

- Continue to participate in Vertical/Horizontal Learning (working together and on whiteboards to make learning visible). The display of student work on our many windows also makes learning visible to parents
- Invite students and families to Hosted Learning Celebrations sharing the development of curricular competencies in non-traditional ways
- Document and share student learning via portfolios and/or on-line platforms
- Share relevant grade appropriate research with families and with the greater school community

The School:

- Continue to highlight the success of our learners via our school app, via classroom and community newsletters, and via TEAMS and other online ways to share
- Communicate student learning both formally and informally at student/parent/staff conferences
- Communicate student learning and other school highlights during online 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?

- Addition of non-enrolling staffing to focus in on Indigenous Education (i.e. Project Teacher)
- The Project Teacher has worked on a “developing”/ beginning level of understanding of Indigenous worldviews and knowledge with some staff, a maintaining level with some, and an expanding level with some
- The intention of this assignment was to have the Project Teacher collaborate with classroom teachers in providing authentic Indigenous learning activities and experiences
- Authentic Indigenous teaching and learning activities/experiences: learning about local and other Indigenous languages, Art activities, learning about Indigenous important events and seasonal teachings, learning through play in the Indigenous Garden (from cleaning up, to maintenance, to planting and growing, learning about Indigenous plants, learning about and learning to respect the role of water in daily life, etc)
- The Project Teacher has worked closely with Musqueam members/elders, bringing in individuals with respect to the Indigenous Garden, to present at assemblies and special events, and to consult with
- NRP begins the week with a student-led Land Acknowledgement
- NRP has built relationships with other Indigenous nations in our country

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

- Embedded in students and staff understanding of the histories of the Musqueam Nation here at NRP
- Embedded in students and staff understanding of Indigenous seasonal cycles, of Indigenous plants and shrubs with respect to the Indigenous Garden
- Embedded in students and staff developing or beginning understanding of a local Indigenous language (Musqueam)

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

- As within our power, we will continue to staff the role of Project Teacher which will take the lead on teaching and learning in providing authentic Indigenous learning activities and experiences
- We will continue to invite and welcome our Musqueam elders to our school (for assemblies, for help and leadership for the Indigenous Garden, etc)
- We will continue to look for ways to build and strengthen connections with not only the Musqueam Nation and with other Indigenous nations within our country