



**WEST
VANCOUVER
SCHOOLS**

2019-2022

Framework For Enhancing Student Learning Summary

From 2019-2022 at BICS, our goal has been *to engage students in a place-based learning approach to improve students’ abilities to develop, reflect on, and communicate their learning; enhance their well-being; and further their care for others and the communities to which they belong.*

In devising the goal, we wanted to focus on the whole child and adopted a “Head, Heart, Hand” model:

- Head → Place-based learning would provide inspiration and relevance and improve the engagement of students leading to an improvement of their communication skills
- Heart → Spending time outdoors and learning while moving would benefit students’ physical health and their well-being.
- Hand → Feeling connected to place would inspire a commitment to improving it, leading to students helping in their classrooms, their school, and the broader community.

With a goal intending to improve various areas of student learning (engagement, communication, well-being, and service), we also wanted to stay focused year to year whilst adapting to major societal changes during this period, so we focused on the following areas and actions in each of our three years.

	Focus	Samples of Actions Taken
Year One	Connection and Well-Being Fostered by Place-Based Learning	<ul style="list-style-type: none"> ▪ Staff participated in professional learning focused on Indigenous Ways of Knowing and the First People’s Principals of Learning ▪ Place-Based learning fostered connections to Bowen Island by learning in classrooms about Bowen Island or outside of the classroom in natural and built environments ▪ Whole School Wednesdays: school staff created videos and lessons that students and families could engage in together during the remote learning stage of the COVID Pandemic

Year Two	Well-Being and an understanding how place shapes understanding of identity.	<ul style="list-style-type: none"> ▪ Implement School-Wide Unit of Inquiry “CurioStory” which provides students with an opportunity to explore their relationship to place and learn about others’ relationships to place. Students engaged in an in-depth exploration of their personal and cultural identity, including understanding how place is central to shaping identity. Included in “place” is a recognition of who lives on Bowen Island, how diverse it is, and how the visual representation of diversity affects personal and cultural identity. ▪ The School, including the Diversity Group, Parent Advisory Council, and Community School Association, hosted an event for the Community of Bowen Island with Inclusion Strategist Alden Habacon.
Year Three	Service to classroom, school, and community	<ul style="list-style-type: none"> ▪ Students explored what social and ecological communities they belong to and how they can help those communities. ▪ Students engaged in a variety of service-related projects in their classrooms (e.g. peer-learning); their school (e.g. playground cleanup, invasive species removal, school leadership); and the community (e.g. beach cleanups; community appreciation)

With changes in teaching staff, numerous instructional approaches simultaneously being implemented along with place-based learning, and of course the COVID-19 pandemic, it has been hard to measure the success of students in achieving our school goal of having them improve their abilities to develop, reflect on, and communicate their learning, enhance their well-being, and further their care for others and the communities to which they belong over the course of three years, but gains have been noted by teachers, and in school-wide data (school-wide writes, school-wide inquiry, FSAs, Student Learning Survey etc.) in students’ abilities to communicate, be engaged in their learning, understand the communities to which they belong, and feel more connected to these communities and desire giving back to them. More information on our Three Year actions is available on our School Website [here](#).