

School: Eagle Harbour Montessori

FESL Year: 1

School Context: Eagle Harbour Montessori is a small unique school nestled in the community of Eagle Harbour. We are surrounded by tall cedars, mountain views and a very short walk to the south will land you at the edge of the ocean. We are a destination school with the majority of our families coming from outside the West Vancouver School District. Eagle Harbour is made up of a very diverse student population. We are 71 students strong and growing. We have a very dedicated staff group made up of: 5 enrolling staff members, 3 non-enrolling staff members, 2 Educational Assistants, 1 TA ,1 custodian and 1 Admin. Assistant on site Vice-Principal and a shared Principal with Caulfeild Elementary. Our PAC and parent community are a very committed group of individuals who care deeply about education and how they can best support the needs of everyone in our community.

Inquiry: How does the development of common language to understand the uniqueness and inherent value, establish the importance of community at EHM?

Scanning:

Possible Inquiry Questions:

- What is community?
- What does it mean to be part of a community?
- What does it mean to belong?
- How do I learn about my identity?
- How does my identity change over time?

Successes: to be determined as we walk along this path together. Our hope is a greater understanding of ourselves and our students. Our wish is that our students see and accept themselves for who they are and not what anyone thinks they should or could be.

Challenges: Time, Artist Selection, Questions we ask, how we involve are entire community, how we authentically relate and weave this work into our Indigenous learning, buy in from our students

Focusing: Our focus involves the Core Competencies specifically Personal and Social as we are looking at community, identity and belonging. The FESL is closely linked to our Indigenous learning and will focus a great deal on the traditions and lessons that we can learn from those that came before us.

Evidence/Data to support:

Identity boxes (individual)

- Portraits
 - Transparencies on window - who are we?
- Importance of Name:
 - Why is our name what it is?
- Visual Notes for identity
 - Tristan Miller (artist)
 - Creates the visual/word story of our school based on the response to questions that we answer.

Key Learnings: Key learnings will be discovered along the way and will be added to this document as we feel this should be a living document that will grow and change as we dive deeper into this work.

Developing a Hunch: As this is a new year for EH's FESL and under new leadership we decided to take a deep dive into community which lead us to Identity and Belonging. What is unique about EH, who are the educators, who are the children, what is the history of this building and the land under it, who makes up the surrounding community? How are we all connected to the land? What footprints have been left for us? Whose footprints are we walking now? What footprints will we leave behind?

New Professional Learning: We have started a professional book club that takes place as part of our staff meetings. Our first book and guiding light for the first year of our FESL is "Belonging: Remembering Ourselves Home" by Toko-pa. We need to take a look at ourselves and have a better understanding our who we are before we can ask this of the children and our community.

Taking Action:

Foundation/Yr 1:

Themes:

Identity begins with a name.
Environment, Geography & Place
Friends & Family

Timeline:

- Dec 16 staff meeting time: Come with an idea of how we are going to teach identity through the idea of naming.
- Jan/Feb: School-wide activity for “Identity begins with a name”

Remote Learning 2020 began and our timeline required adjustments. The following actions were postponed and are now included in the Year 2 Timeline:

- Mar/Apr: School-wide activity for “Environment, Geography, & Place
- April Staff Meeting: Share-in of Friends & Family
- May/Jun: School-wide activity for “Friends & Family”
- Key Experience / Piece: Transparencies - who we are portraits.

Due to the untimely interruptions of COVID these objectives have also been combined with year 2 goals and will all come together with one essential question: **What is your story?**

This essential question will provide our jumping off point as we re-visit our school book club book - “Belonging: Remembering Ourselves Home” by Toko-pa. Our front window will be built out with artifacts, authentic pieces of writing and art involving all the stakeholders in our community. Whole school Inquiry will revolve around key questions relating to story:

- e.g How did you get your name?
- How did you land at Eagle Harbour?
- What is the story of community?
- What is the story of our building and the land it resides on?

How are we communicating our FESL progress?

Our staff have been working on their individual stories. All discoveries and learning will be shared in a new section in our weekly E-Bulletin and on our website as the data is available. Displays of learning by staff and students will live on our front bulletin boards. Digital images and movies will be available and shared with all our stakeholders. Our learning this year will be our guide for year three when we work with an Indigenous Artist to create our Identity Box.

Development/Yr 2:

Themes:

Identity is Shared with Community

Principles & Values

Language & Shared Stories

Culture & Heritage

Art & Technology

Feb staff meeting: Group share-in of Environment, Geography, & Place

Mar/Apr: School-wide activity for “Environment, Geography, & Place

April Staff Meeting: Share-in of Friends & Family

May/June: School-wide activity for “Friends & Family”

Key Experience / Piece: Transparencies - who we are portraits.

Key Experience / Piece: Tristan Miller - <https://www.tristansartdesk.com/>

Culmination/Yr 3:

Themes:

Identity is the story we live

Passions & Fears

Failures & Change

Successes & Growth

Identity is the story we live. Belonging is the feeling of being connected to place, to people, to the land - As we move forward one question keeps coming up - how can we live this story in our daily teaching lives?

Surveys have been developed and refined over the past two years for our students around identity and belonging. This data and data from our student satisfaction survey has guided our teaching and learning for the past two years.

Throughout we have gathered evidence and data that guide our work. This work is ongoing and guides us as we together the fabric of our school and community.

We are in a unique position as our FESL has been a living document. Our FESL began during COVID and will end during COVID. This has offered us a new perspective on what it means to belong. Because of this our focus has become stronger but how we execute has been re-shaped to respond to the changing landscape of our time. As we strive to keep our students, staff and community connected, the one pillar that has held us together for the past 3 years - our little school in the woods.

Many of our plans have been put on hold or been readjusted, however the people around us who have graciously walked side by side with us as we have moved forward with our learning remain true and strong.

We have planned to present our findings and share our story on May 26th at 9:00am..

Key Experience / Piece: Cedar Identity Box - on hold for now

Legacy and Timeline:

- **September:** Opening Day connections to our FESL goals reviewed with staff and staff worked on their own identity and belonging pieces that connect and reflect on who they are as people and in turn teachers.

- **October:** Launched our in-house Montessori Training for new staff as part of our capacity building to keep our identity as a Montessori school alive and thriving.
- **November:** Made connections to our FESL with our active bystander training with Alden Habacon. Developed a new survey for our students based on the data collected the previous year. Survey was refined and tweaked to reflect the challenges we found with the previous survey
- Discussed what we are seeing in our classes
- **December:** Brought back and celebrated a big piece of Eagle Harbours Identity - the school wide play
- **January:** Began looking and discussing possible ways to present our findings - will it be in person or virtual. Planning for virtual. Related FESL work to our January Pro-D Day with Jo Chorna - Indigenous ways of knowing learning are deeply ingrained in our teaching and our identity as a school
- **February:** Delivered survey #2 and will collate data to compare with previous survey
- Debrief findings at our February staff meeting
- Regular meetings set for the lead up to our final capstone presentation
- Discussion with PAC at PAC meeting about our work as well as gather feedback from them.
- Satisfaction survey delivered
- **March** - Begin to design a presentation and refine our work.
- **April** - Deliver survey #3 - collate data to add to our findings
- **May** - Weekly meetings as we add the finishing touches and fine tune our presentation on May 26th - 9:00am

Resource people:

Katherine Ludwig - Blair Elementary in Rmd

Tristan Miller - Artist

Who is available in the district to help with this?

-Alison DeBoer

-Trevor Kolkea

-Margery Healy <http://www.thecompassionateparentcoach.com>

-Parents who are consultants on this kind of thing:

- Klaus Boedker (?)
- Parents who have a strong sense of identity.

- Community Members - where did this come from?

Communication Strategies: Weekly e-bulletin, PAC meetings as well as the Legacy pieces listed below.

Legacy:

Artist commissioned to create a cedar Identity Box.

- School side
- Child side
- Montessori side
- Adding a sixth great story (story of our identity)

Parental/Community Involvement: Parent's will be involved all along the way. They will be an integral part of our work in years 2 and 3 when we start designing our Identity Box and are piece with Tristan Miller. Both pieces that will be living artifacts of our work.

Connection to the District Pillars: Eagle Harbour's FESL is linked to the school district pillar of Inquiry and Identity and belonging. .

Connection to the 7 Principles of Learning: Eagle Harbour's FESL is connected to Learners at the Centre and Recognizing individual difference.

Signing Off Page

	Name:	Signature:
Principal	Trevor Kolkea	
Parent Representative	Karen Ipoliito	

Student Representative	TBA	
WVTA Representative	Stephen Price	
WVMEA Representative	Juliana De Paula	

Approval of the Board and Superintendent:

Board Chair Signature: _____

Superintendent Signature: _____