

School
Eagle Harbour Montessori - EHMS

FESL Year
Year 1

School Context
<p>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.</p> <p>We are a destination school with many of our families coming from outside the West Vancouver School District. Eagle Harbour is made up of a very diverse student population. There are 16 different languages spoken in our community. We are 73 students strong and growing. We have a very dedicated staff group made up of - 6 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.</p> <p>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.</p>

Identified Goal:
Is your goal specific, meaningful, measurable and evidence informed?
<b>Our question</b> - how do we amplify our work in telling stories and transmitting knowledge through storytelling (oral, written, digital) and does this increase our feeling and sense of belonging in our community?

<b>Rationale for Goal</b>
Why is this goal important to your school community?
How will this goal improve educational outcomes for students?

As a staff we were reluctant to let go of our previous FESL goals. So, we did a deep dive into our previous FESL using these three questions - what went well, what was tricky and what would we do differently - the hard data and street data pointed us in the direction of oral storytelling.

If “All our Voices Matter” it only made sense to us to dig deeper into what was at the root of what we were seeing and feeling - story and oral storytelling kept popping up - and there it was - “All our Stories Matter” The direction we needed to take. The community was now very comfortable sharing their voice, but could we get them to share their stories too.

Will this direction further strengthen our sense of belonging, help us recognize and accept our own identity and the identity of others and continue to build our school community.

### **What are the questions that allow us and others to share their story?**

**Question Context: “What did you do at school today?” “Nothing.”**

Telling and listening to stories is inherent to the cultural tapestry that surrounds Eagle Harbour. From the commitment to Montessori learning and the stories embedded in that pedagogy (Dorer), to weaving in Indigenous culture and the First Peoples’ Principles of Learning, to our previous FESL focused on understanding identity, stories are woven through our practice.

Within that larger question, we will explore:

#### **1. How do we tell the stories we carry? How do we retell the stories we learn?**

These questions will focus specifically on three kinds of stories:

**Identity Stories** – who am I and how does my story fit into the bigger EH story?  
This will be the focus of our Kindergarten students.

**Learning Stories** – what is my pathway to learning at EH?  
This will be the focus of our Lower Elementary learners.

**Place Stories** – what is the story of this place?

This will be the focus of our Upper Elementary learners.

**2. How do we build storytelling into both our students' understanding of Core Competencies and how they report their learning in the Core Competencies home?**

**3. How do we connect our skills in storytelling to our learning about the history and place of this land?**

Evidence/Data

What evidence/data is leading your school to this goal?

- Book Creator Stories
- Soundscapes
- Student Learning Surveys
- Teacher and classroom anecdotal evidence
- The development and readership of our E- Bulletin
- Story Workshop with Loose Parts

What student success data do you want to improve? What are your measures of success?

Stakeholder Engagement

How have you included the perspectives/voice of all stakeholders in your school community?

How will you ensure ongoing collaboration with all your different stakeholders?

This is an area we are now engaging in and will report out further in the months to come. We will share this plan with our PAC in February and the children in the coming weeks. It is our goal to keep the PAC informed at

each meeting about our progress which will include milestones, missteps, and celebrations.

It is our plan once we have input from all our stakeholders to keep a piece of our E-Bulletin for this work. Currently we share learning stories but have not formally connected the dots on this piece or expanded this piece to our community. This piece still needs to be fleshed out.

Sharing assemblies will be a part of this work with invitations to our stakeholders.

Connection to the District FESL Goals (Sense of Belonging, Numeracy, Career and Life Goal Preparation)

Stories are an integral part of belonging. Our lives are built on story and sharing and living that story with ourselves, our colleagues, our family, our community, and friends. It is through stories and shared experiences we find our place in the world and our sense of belonging.

This work aligns with the following West Vancouver School District goal found here - The [West Vancouver Schools Enhancing Student Learning Report](#) promotes student well-being in its *Human and Social Development Goal*, "Increase the number and percentage of students in grades 4, 7, and 10 reporting a sense of belonging on the Student Learning Survey within two years."

Action Plan

What is your action plan for your FESL goal?

What specific strategies will you implement each year?

What resources, supports, and professional learning will you need to meet your goal?

What structures will you put in place to ensure an ongoing focus towards your goal?

Year 1 Tentative Timeline	
Sept	Open discussion, review, debrief past FESL - deciding where we will go (determining some action items)
Oct	Purchase Adrienne Gear Reading Material/Michael Dorer attend Book Creator Workshop for oral storytelling
Nov	Belongingness Survey from the District - track conversations related to the FESL goal. Lock in language for a broader focus.
Dec	
Jan	<ul style="list-style-type: none"> <li>• FESL to the district - year 1 - Final Question and Guiding questions</li> <li>• Story Workshop for K's and Lower Els' - Book Creator</li> <li>• Share with families (PAC meeting)</li> </ul>
Feb	<ul style="list-style-type: none"> <li>• Story Workshop for K's and Lower Els' - Book Creator</li> <li>• Create information space in e-bulletin and on website.</li> </ul>
Mar	Story Workshop for K's and Lower Els' - Book Creator Sharing Party
Apr	Soundscapes - whole school
May	<ul style="list-style-type: none"> <li>• Soundscapes- whole school</li> <li>• Upper El to explore with Core Competencies storytelling</li> <li>• Debrief progress, set goals for year 2.</li> </ul>
June	Soundscapes - whole school
Year 2	
Year 3	

Reflection/Summary of Learning/Next Steps (End of each year)  
 What are the highlights of your learning journey for this year?  
 What progress have you made? How do you know this?  
 What aspects of your plan do you need to refine or adjust?

To be updated in June 2023

