

**School** EAGLE HARBOUR MONTESSORI SCHOOL

**FESL Year** 3

**School Context**

Eagle Harbour Montessori is a small school nestled in the community of Eagle Harbour. We are surrounded by tall cedars, mountain views and are within walking distance of the ocean.

We are a destination school with many families coming from outside the West Vancouver School District. Eagle Harbour is made up of a diverse student population. There are 16 different languages spoken in our community. Our current enrolment is 71 students with goals to continue to grow. We have a very dedicated staff made up of 5 enrolling teachers, 4 non-enrolling staff members, 2 Educational Assistants, 1 TA, 1 custodian and 1 Administrative Assistant. In addition, there is an onsite 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.

**Identified Goal:**

Is your goal specific, meaningful, measurable and evidence informed?

**Our question** - 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?

**Rationale for Goal**

Why is this goal important to your school community?

How will this goal improve educational outcomes for students?

The staff felt very connected and committed to the previous FESL goal. So, we did a deep dive into our previous FESL using these three questions:

What went well?

What was tricky?

What would we do differently?

In reviewing both hard data and street data, oral storytelling became the focus. 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. The community was now very comfortable sharing their voice, but could we get them to share their stories too?

We wanted to investigate if this direction would 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.

### **Storytelling in the Montessori Context and Our Community**

Telling and listening to stories is inherent to the cultural tapestry that surrounds Eagle Harbour. From the commitment to Montessori learning and the Great 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?

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

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 was identified as an area of need in year 2. How can we involve our community more? We will share this plan with our PAC in February and the children in the coming weeks. One idea is to interview a few community members to gather their input on what they feel the story of Eagle Harbour is, and how they view their children’s story within this largest context.

**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 stories 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

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.

Our question is how do we amplify our work in telling stories and transmitting knowledge through oral storytelling?

Within that larger question, we will explore:

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

Year 2

**September 22 Pro D - FESL**

Staff Present: Debbie, Stephen, Erica, Kate S., Kate C., Juliana, + Zoe

#### **Review**

- Erica has read Michael Dorer - Great Well of Time - book - the role of story in education, specifically Montessori stories
- Zoe did some story workshop + Book Creator in Erica's class
- Soundscapes - see what happens with Peter returning - Erica is following up with him about whether virtual is a possibility

#### *Feedback - how is it going?*

- Helpful for K's to work with older students to scaffold learning/ use of tech.
- Interesting to see each student's ability to tell a story (not just a series of events) - supporting students in sharing all the components/whole picture
  - Opportunity for using the grammar materials?
  - Bulletin board (giant spider web - based on montessori language sentence analysis) - making it concrete.

-Order Adrienne Gear to use as a resource

Year 3

#### **How do we share this story?**

"Eventize" the celebration;  
Story Circle (Stations)?  
Share Great Stories

"Museum of Me stories" or "Story Fair"  
Distributed story telling around the school  
-Soundscapes

- Book Creator
- Historical Halloween
- Great Stories

**Decision:** Have an event.

**Decision:** have a distributed event but have the lower EI classes still working on their regular stuff in the pod area with no public access.

**Amount of time:** Approx 1hr.

**Focus for which students present the stories:** Gr 3/4/5.

**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?