



School: Alexander Robinson Elementary

Principal: Ramin Mehrassa

Director/Assistant Superintendent: Jovo Bikic

## A. Goal (one goal per page)

Goal 1: Our goal is to focus on the idea of “connection” using the First Peoples Principles of Learning (FPPL) as a way to deepen student and staff connections with themselves, the school, the larger community, and the land.

## B. Rationale

The idea of "connection" as a focal point can have many different applications across the varied roles within our school. Connection is vital in creating healthy, thriving communities for learners. Embedded within each FPPL is the underlying value of connection to the land, to oneself and to others. We are hoping that by anchoring our curricular goals with these principles, we can find unique ways to connect all learners to both Indigenous Ways of Knowing and the curriculum.

## C. Action Plan (list specific actions, school level and district level resources or structures used)

Connecting as a staff is the first step in community building. As a staff, review the FPPL. Work with colleagues in grade groupings to pick one principle and create a plan for embedding it into our work in a way that creates connection for our students to themselves, the class/school community, the neighbourhood, and the land. We can access the many online resources our district helping teachers have curated for deepening Indigenous Ways of Knowing in the classroom. Work with students to participate in an “Identity Fair” to connect to oneself and to others. Work with the teacher-librarian on collaborative lessons connecting social-emotional learning (SEL) and the FPPL. With the help of our Aboriginal resource teacher and teacher-librarian, purchase “anchor texts” to work with. Participate in after-school social events as a way of connecting staff to each other.

## D. Evidence / Data (how will you measure success?)

- Data from the Middle Years Development Instrument (MDI) and Student Learning Survey (SLS). MDI data will be especially useful to evaluate student-adult connections. The more connected students are, the better the data should present itself.
- Looking at lesson/unit plans being used by teachers. Teachers can share these ideas at our monthly staff meetings.
- Attendance of staff at different social events.
- Survey sent to staff with specific questions related to the growth plan (i.e., how they’re feeling about “connections” at school for both staff and students).
- Similar survey sent to older students at school (but not repeating data already covered by the MDI).