

Wells-Barkerville Elementary School

School Growth Plan 2022-25



SCHOOL DISTRICT #28 QUESNEL



Who we are



Wells-Barkerville Elementary is located in Wells British Columbia on the traditional territory of the Lhtako Dene Nation.

Wells-Barkerville Elementary is a part of School District #28 (Quesnel), and is the only school in the district that is a multi-grade classroom of students from Kindergarten to Grade 7. In the 2022-23 school year, there are 17 students enrolled at the school.

We continue to embrace the challenges of a multi-grade classroom and are concentrating our energies on providing students with the skills they need to be successful using authentic and experiential learning.

Our students have many year-round opportunities for outdoor learning and place-based learning, and they are very involved in the community. Wells-Barkerville is a school imbedded in an incredible community, and we believe it's important for our school to take advantage of what the land and community has to offer.



What makes Wells-Barkerville Special?



Parents and staff say:

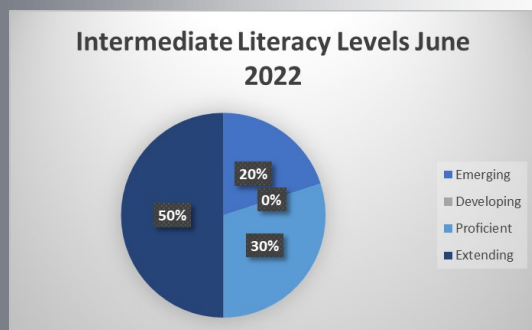
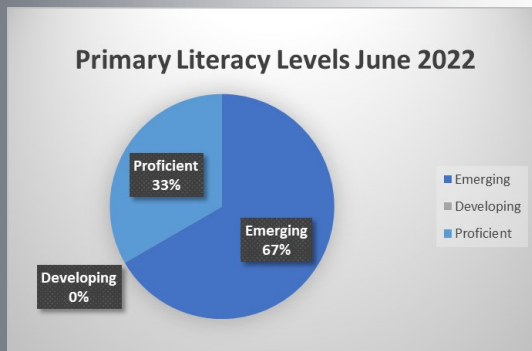
- * Friendly, supportive learning environment
- * Small class size
- * Community involvement
- * Leadership opportunities for intermediate students as they support and help the younger students to develop skills and traits to be successful citizens
- * Celebration and recognition of special events
- * Commitment and support of parents and community members
- * Focus on place-based learning and outdoor education



Success for all Learners

Goal one: To improve Literacy Skills of all students

Many strategies are utilized to support the development of literacy skills for Wells-Barkerville students. Attendance can be an issue post-pandemic as the community strives to ensure everyone remains healthy by staying home if they are sick. However, this challenge is met through hard work and a determination to pull together as a school community, and the school continues to make literacy a priority.



Strategies for supporting literacy in the multi-grade classroom:



- * Use of high-interest novels for intermediate and emergent readers for primary
- * Use of Strong Nations levelled readers
- * Creation of book bins with 'Right Fit' books for students
- * Guided Reading activities
- * Sight Word Buddies
- * Daily opportunities to read to self, read with someone, and listen to an adult read
- * Use of resources such as the Heggerty Phonemic Awareness Curriculum for early primary students
- * Planning phonics groups based on Scope and Sequence of phonics skills



Goal Two: To use the First People's Principles of Learning when planning and developing our school activities, classroom instruction, and when developing place-based learning opportunities

The First Peoples' Principles of Learning plays an important role in the development of lessons and the teaching methods utilized at Wells-Barkerville Elementary. Lessons on Indigenous knowledge of seasonal changes and seasonal rounds, opportunities to learn using place-based experiences and activities, and emphasis on Indigenous ways of knowing all play an important role in decisions to help guide learning. Whole class culture activities with the Aboriginal Culture teacher and visits from the Carrier Language teacher support students in understanding the land and territory upon which they live, learn, and play, and these opportunities enrich all of the learning in the multi-age classroom.



Learning about seasonal rounds



Barkerville

In June 2022, the students and staff visited Barkerville for National Indigenous People's Day. The students were able to enjoy lessons from Barkerville's Indigenous interpreters and participate in a drumming circle. At the end of the month, students were offered the opportunity to reflect on their learning of the Core Competencies through the use of Six Cedars.



Salmon release



Place-based learning

First Peoples Principles of Learning: examples of what it looks like at Wells-Barkerville Elementary

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

Throughout the year we connect the Core Competencies to Six Cedar Trees teachings, promote place-based experiential learning on the land. Outdoor education is an important piece of this goal and exploring place and community of Wells.

Learning is holistic, reflexive, reflective, experiential, and relational.

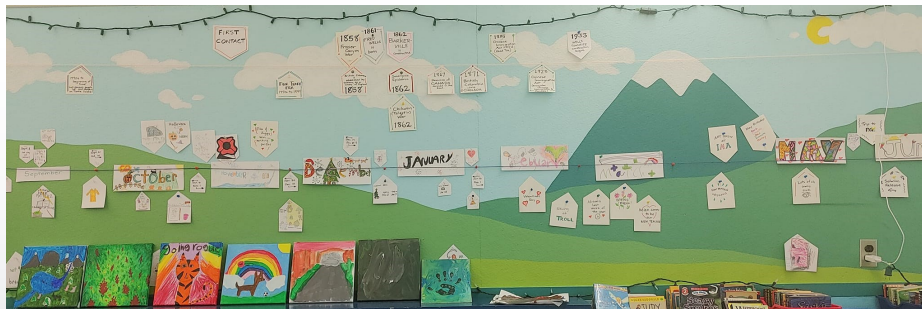
Our small class size establishes an important feeling of connectedness to our self, others, and place. Buddy programs, leadership opportunities and other opportunities are provided to broaden relationships and community.

Learning involves generational roles and responsibilities.

Students in the intermediate grades take on a leadership role in many capacities day to day and in every way. From helping put on snow gear, playing together on the playground, to reading buddies our older students always taking on leadership opportunities. In the past, we have had an Elder in Residence, and we hope to have her return in the future. She shared her knowledge with us by teaching greetings, animal names. We can access her knowledge by using the Carrier Calendar on the School District website.

Learning is memory, history and story.

In 2019, the history and a celebration of the story of Wells was highlighted in the Christmas play, written by our part-time teacher and local play wright. In 2020, a video celebrating the students love for their community was created. We focus on history of place through drama, writing reflectively through memoirs in writing, and stories from life experiences. In 2022, the students worked diligently all year to create a timeline of our community's history as well as of the student's experiences during the year.



Learning involves patience and time.

Students are taught skills for self-regulation through talking circles, which are problem-solving discussions around friendship skills and empathy.

Learning explores one's identity.

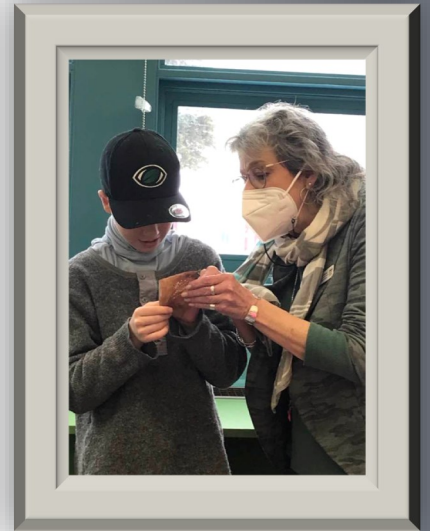
Through our whole school Identity projects, the Christmas play, and personal inquiry projects, students can explore their strengths, interests and identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

The District Elder in Residence shares Indigenous knowledge, and the importance of respecting it. We respect the sacred meaning behind Indigenous artifacts and symbols.

Strategies:

- * learn more as a teaching staff about the Seven Teachings, to possibly replace the current use of Six Cedar Trees
- * Continue to teach lessons on seasonal changes and seasonal rounds
- * Ongoing commitment to access the Aboriginal Culture teacher as well as the Carrier Language teacher
- * Plant an Indigenous Heart Garden
- * Provide leadership opportunities for intermediate students
- * Implementation of the Talking Circle every morning to support positive discussion and patience



Goal Three: To teach Social-Emotional learning lessons once a week in order to support and maintain healthy relationships.



Strategies for supporting SEL at Wells-Barkerville school:

- * Implementation of research-based programs like Second Step lessons and EASE (Everyday Anxiety Strategies for Educators)
- * Outdoor Education as often as possible as a response to the scientifically-proven effects of nature on well-being
- * Differentiation of learning to ensure all students are feeling confident and supported when being challenged
- * Individual check-ins with students
- * Journaling and self-reflection opportunities
- * Leadership roles for our intermediate students to enrich their experiences in relationship development, self-awareness, social awareness, and self-management

