

Queen Mary Community Elementary



Traditional Territory Acknowledgement



We would like to thank the Coast Salish people, specifically the Skwxwú7mesh Nation and Tsleil-Waututh Nation, whose unceded traditional territory the North Vancouver School District resides on.

We value the opportunity to learn, share and grow on this traditional territory.

An Introduction



Queen Mary Community Elementary School is over 100 years old

- ❖ Built in 1914 - The work of English-born and trained architect William Charles Frederick Gillam
- ❖ Has undergone extensive seismic upgrade and heritage restoration – LEEDS Gold (re-opened January 2014)

OUR MISSION:

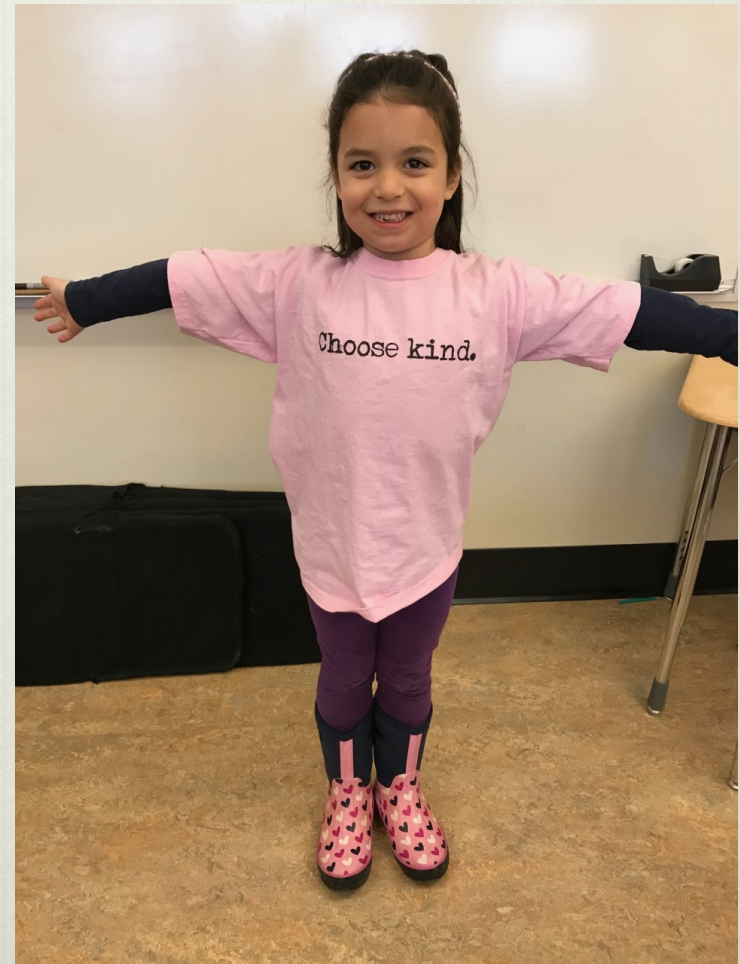
The Queen Mary community works together to create a respectful, inclusive, caring environment where we are inspired to be knowledgeable, active learners with a global perspective.



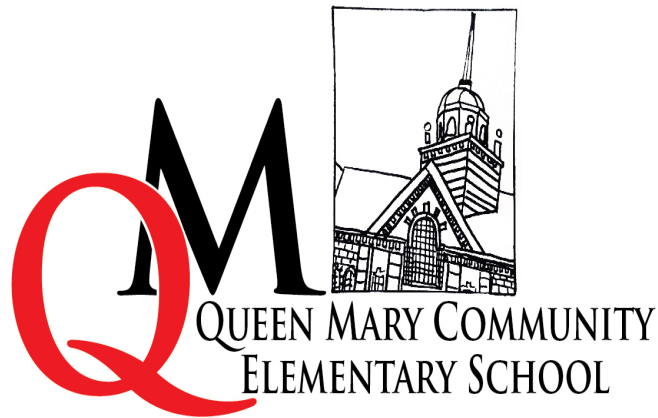
Queen Mary Code of Conduct

Students and adults at Queen Mary Community Elementary are expected to be:

- ❖ *Caring* – by demonstrating empathy, respect, and consideration for others and by working and playing respectfully and collaboratively with others
- ❖ *Respectful* – to oneself, other people, and our surroundings
- ❖ *Safe* – by acting in a way that keeps oneself and others free from injury/emotional distress



What Makes Queen Mary Special?



Queen Mary PAC

- ❖ Family community events and community connections
- ❖ Fundraising to support student learning and extracurricular activities
- ❖ Coffee mornings
- ❖ PAC meetings, presentations & speakers

Programs and Experiences to Enhance and Extend Learning

- ❖ Presentations,
Workshops (dance,
music, tennis,
gymnastics)
- ❖ Talent Show
- ❖ Celebrations of
Learning
 - ❖ Grade 7
Exhibition
- ❖ Performance
Groups
- ❖ Field Trips
- ❖ NV Cheakamus
Centre programs
 - ❖ Grades 3,4, & 6



- ❖ Fun Day,
QM Spirit
Days
- ❖ Holiday and
Calendar
Event
Celebrations



Community Partners

- ❖ Queen Mary Family Learning Program
 - ❖ At St. John's church
- ❖ North Shore Neighbourhood House
 - ❖ NSNH Community Programmer –Lily Foster
 - ❖ NSNH Pre-Teen Outreach Worker
- ❖ Edible Garden
- ❖ City Library



Our learning community

- ❖ 19 Divisions, 435 students
- ❖ Art specialist, Librarians, FSL teacher, ELL teachers, Learning Support teachers
- ❖ Educational Assistants, Behaviour Support Worker, First Nations Support Workers and Learning Support Workers, Supervision Aides
- ❖ IB Coordinator Counselor
- ❖ School Psychologist
- ❖ Speech and Language Pathologist
- ❖ Aboriginal Success Teacher

Fine Arts Program



International Baccalaureate

Primary Years Programme
at
Queen Mary



*“The **International Baccalaureate** aims to develop **inquiring**, **knowledgeable** and **caring** young people who help to create a better and more **peaceful world** through **intercultural understanding and respect...***



*Our programmes **encourage** students across the world to become **active**, **compassionate** and **lifelong learners** who understand that other people, with their differences **can also be right**”*

www.ibo.org

The Aim of IB Programmes

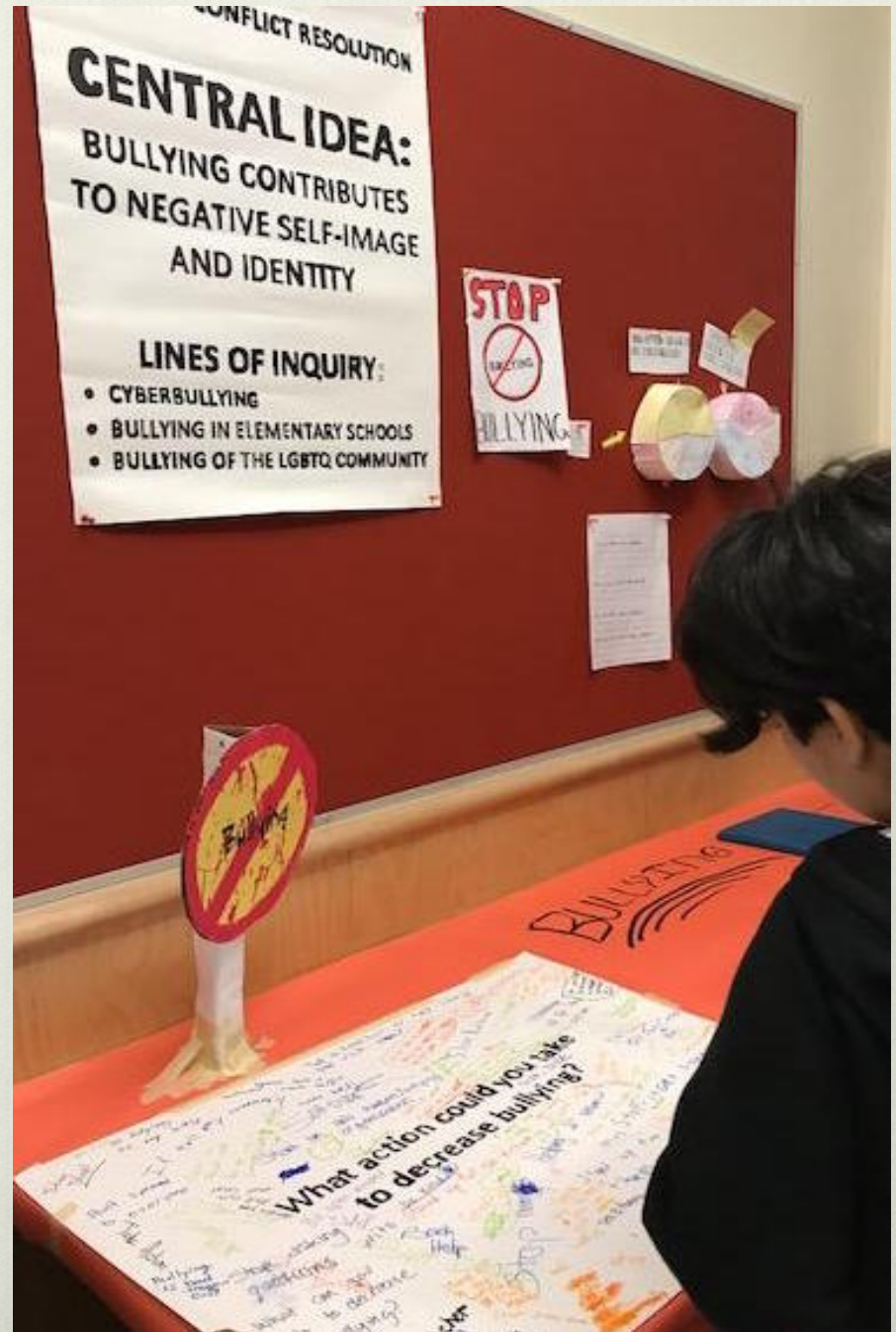
“The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”

(p.4, Making the PYP Happen). www.ibo.org

An IB education fosters international-mindedness by helping students **reflect on their own perspective, culture and identities, and then on those of others.**

By learning to **appreciate different beliefs, values, and experiences, and to think and collaborate across cultures and disciplines,** IB learners gain the understanding necessary to make progress **toward a more peaceful and sustainable world.**

What is an IB Education? May 2017. IBO, p. 2



Research on the long-term impact of an IB Education:

- development of international-mindedness and a broader perspective on the world
- capacity for critical thinking and a deep understanding of the wider world
- positive dispositions towards lifelong learning through acquisition of research skills and the capacity for self-directed learning
- acquisition of other languages
- advantages for university admission and earning advanced credits; university preparedness; ease of transition to university studies
- skills or dispositions for understanding and appreciating cultural similarities and differences
- appreciation of, and active involvement in, service to communities

Wright, K. 2015. *International Baccalaureate programmes: Longer-term outcome*. Bethesda, MD, USA.

https://resources.ibo.org/data/g_0_ibres_sup-ir_1501_4_e.pdf

Curriculum is delivered through a common IB PYP framework that is:

- ❖ Transdisciplinary
- ❖ Concept-based
- ❖ Allows for natural, meaningful connections to be made between subject areas.
- ❖ Emphasis is placed on developing the attributes, skills, knowledge, and social emotional well-being, necessary for engaging in responsible citizenship and the pursuit of lifelong learning.

The Aim of IB Programmes

Developing:

- ❖ Responsible citizenship
- ❖ Intercultural understanding and respect
- ❖ Recognition and development of universal human values
- ❖ Curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning

<https://www.ibo.org/general/who.cfm>

What is the Primary Years Program?

<http://www.ibo.org/pyp/> (video)

- ❖ A whole school programme (Grade K-7)
- ❖ Inclusive – accessible learning for ALL students
 - ❖ Supports children’s learning through their natural curiosity, interests, and level of understanding
- ❖ Instructional strategies based on current “best practice”
- ❖ Collaborative approach to planning, teaching, and learning

The BC Kindergarten Program

Learning through:

Play

Inquiry

The Natural Environment

Community

<http://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/kindergarten>

The BC Kindergarten Program

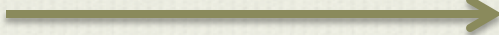
BC Early Learning Framework

<http://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>

- ❖ Recognition of and support for diverse learning styles and needs and varying learning rates and readiness and development
- ❖ Emphasis on the developing “whole child” – academic, aesthetic, physical, social emotional

NEW BC Curriculum

The PYP Framework:

- ❖ Themes 
 - ❖ Knowledge
 - ❖ Key Concepts
 - ❖ Approaches to Learning
(research, communication, social, thinking, self-management skills)
 - ❖ Learner Profile
- Who we are
 - Where we are in place and time
 - How we express ourselves
 - How the world works
 - How we organize ourselves
 - Sharing the planet

Examples of Kindergarten Units of Inquiry:

How we express ourselves

Stories help individuals understand the world.

- ❖ different *forms* of stories
- ❖ how stories evoke personal *connections*
- ❖ how *perspectives* influence behaviour

Visual Arts, English Language Arts, Physical and Health Education

Sharing the planet

Living things are interconnected.

An inquiry into:

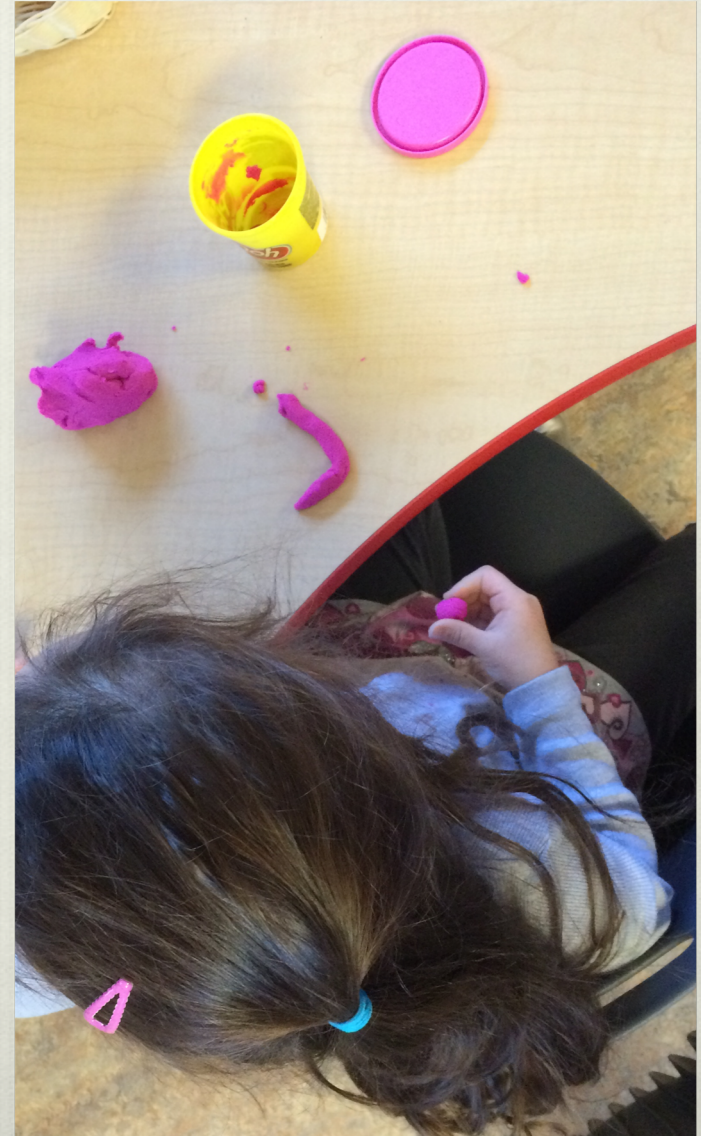
- ❖ how plants and animals meet their needs
- ❖ how plants and animals are *connected* within ecosystems
- ❖ human *responsibility* towards living things

Visual Arts, English Language Arts, Mathematics, Physical and Health Education, Science

ACTION: Choose, Act, Reflect
Personal awareness and responsibility.



Active learning



Queen Mary Community

Visit our website for all important information

(www.queenmarycommunityelementary.ca)

- ❖ Communication – email, webpage – some paper notices
- ❖ School Action Plan
- ❖ Code of Conduct
 - ❖ Safe, respectful, caring
- ❖ Principal's Messages
- ❖ Events Calendar
 - ❖ 2:00 p.m. dismissal every Wednesday

- ❖ Parent Handbook and School Information
- ❖ How to support student learning
- ❖ Community Programs and Supports
- ❖ IB PYP
- ❖ Queen Mary PAC

<http://www.queenmarypac.ca>

Student Registration Information

Kindergarten registration for 2020-21 school year: Deadline for priority placement is December 13th, 2019 (by 4:30 p.m.)

Central Registration Office

Educational Services Centre

2121 Lonsdale Ave

604-903-3368

Hours of operation: 8:30 a.m. – 4:30 p.m.

Registration and Transfer Requests begin for students entering Grades 1 through 12 in the 2019-2020 school year can be submitted starting in January.



**Student Registration
and Transfer Requests**

**2019/20 K - Gr. 12
Registration &
Transfer Requests**

Important Dates

**2020/2021
Kindergarten
Registration**

2020/2021 Kindergarten Registration



Kindergarten Registration 2020-2021

A parent/guardian can register their child for kindergarten if, on or before December 31 of that school year the student will have reached the age of 5 years. For example, for the 2020-2021 school year, the student must reach 5 years of age prior to December 31, 2020. In other words the child would have been born in 2015.

Thank you for coming!

Questions?

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TOUR of SCHOOL

