



## **Aboriginal Education School Plan 2018-19**

School: **Eagle Harbour Montessori School**

School Aboriginal Education Committee: all teachers and VP

School Contact Person(s): Val Stevenson

### **Past Actions**

- Involve Carol Langley - district aboriginal contact person in collaborating with Indigenous Learners
- FN gardeners to accompany students on nature studies, school garden, to help learn about Indigenous species.
- Engaged Squamish language resource person (Rebecca Campbell) to help integrate some Squamish language into K-1 classroom.
- Use Squamish language website to support extensions of learning in K-1, 4-5.
- Participate in Skw'one-was Outdoor School Program (4/5)
- Novel study on residential schools - My Name is Seepeetza (4/5)
- Use our annual continent study (Australia) to compare Australian, Pacific Islanders and BC Indigenous comparison in how communities met fundamental needs pre-contact.
- Use our annual continent study to learn about global Indigenous cultures and cultural practices (Maori focus - Gr 1,2,3).

- Grade 4/5s - Explored the concept of reconciliation and cultural re-development through exploring this project to revitalize the Squamish Language: <https://www.kwiawtstelmexw.com>. This will also include some engagement with the Truth and Reconciliation Website, particularly Justice Sinclair's definition of reconciliation and the idea that it is a 7 generation process.
- K-1 and 4-5 - Learn basic Squamish language (counting, local animals).
- K-1 Field trip to Lighthouse park to learn about local plants to Eagle Harbour.
- K-1 - Students create family story boxes and learn about the cultural importance of Story Boxes to Coast Salish communities.
- Engage Rebecca Campbell for workshops with students on Squamish Culture.
- Worked towards implementation of the Blanket Exercise with the whole school (did not move to setting a date).
- Kindergartens participated in Salish Dance in February at UBC, to see reconciliation pole, have discussions.
- Connected grade K-1 and 4-5 class for a joint field trip to learn about Indigenous uses of plants through a program in Stanley Park.
- School-wide planting of a Heart Garden to commemorate Residential Schools

## **Action Plan for 2018-2019**

### **Indigenous Artist in Residence Program**

Eagle Harbour has received a BC Arts Council grant to sponsor an Artist In Residence. We will be welcoming Vancouver-based Tsimshian artist Haisla Collins to the school to work with our students to:

- Learn about traditional indigenous art forms in the South and mid-coast.
- Compare those traditional forms to other Indigenous forms from elsewhere in North America
- Instill in students an understanding of Indigenous culture as a living and evolving culture.
- Students will explore painting using traditional motifs, create a medicine bag and participate in a giveaway ceremony at the conclusion of the program.
- Continent study: This year our school-wide continent study is North America and part of the focus will be on learning about different Indigenous practices across North America.
- School-wide planting of a Heart Garden to commemorate Residential Schools.

### **Connections to BC Curriculum**

- Integrate Indigenous storytelling and teaching into Salmon life cycle education (Spring - Gr 1,2,3)
- Integrate traditional Indigenous knowledge into teaching about Earth cycles (all year - gr 1,2,3)
- Seasonal changes, using materials from Strong Nations (all year - K,1; 1-2-3).
- Learning about Indigenous uses of plants in our botany work (gr. 4-5)
- Storytelling/Origin Stories (Raven Tales, Turtle Island), comparisons of different story versions (gr. 1-2-3)
- Exploration of the concept of colonialism and its impact on Indigenous Culture (gr 4-5)

- Exploration of the First Peoples' Principles of Learning both to connect to their understanding of Indigenous cultures in Canada and to the idea of learning as a component to reconciliation.
- Focus on connectedness to land, and place-based education as illustrated through the FPPL.
- Understanding of families, how communities are maintained as illustrated through the FPPL. (primary)
- Use Coast Salish animals to teach district pillars, and self-regulatory practices (Primary)
- Learn basic Squamish language alongside French in language classes (4-5)

### **First Peoples Principles of Learning**

(how will you embed these in your work with students this year?)

- Extensive use of outdoor and place-based learning to situate our teaching and learning within the context of the history of the traditional territories on which we learn.
- Focus on action and consequence through learning and listening, peace tables, talking sticks.
- We will explore students identity and the impact of place and intergenerational transmission of that identity.
- We will practice patience and sense of time through integrating Montessori practical life principles with the FPPL.

### **Parent Education**

- PAC meetings
- Planting a Heart Garden

## **Community Partnerships**

- Work with district Indigenous advisors to integrate their work into our plans.
- Continue work with Squamish Lil'wat Center, Whistler to deepen exploration of the Squamish culture.
- North Vancouver Archives Museum (can take out kits with primary source documents)
- Through Artist in Residence program, build connections with local Indigenous artist community.

## **District support and resources needed this year:**

- Aboriginal Education training for teachers, opportunities to engage with culture and how to embed practices authentically in classroom
- Jada Harry-Aboriginal Success Teacher, ability to connect at school sites, share resources
- Participation from district elders to collaborate on our Artist in Residence from January to June (once per month) and our salmon cycles project - in particular at the salmon release day.