



## **Aboriginal Education School Plan 2018 - 2019**

**1. School:** Hollyburn Elementary School

**2. School Aboriginal Education Committee Members:**

Sarah Eilers  
Doni Gratton  
Tara Nesbitt  
Ryan Loewen  
Sylvia King  
Emily Miller  
Lorraine Hartley  
Jody Billingsley  
Nathan Blackburn  
Aleksanda Waliszewska

**3. School Main Contact Person(s)**

Jody Billingsley  
Nathan Blackburn

**4. Activities, events, speakers, presentations, projects etc. that have occurred at your location over the past two years:**

**2016 - 17**

- Whole school inquiry into the First Peoples of Learning
- 2016-2017 Big Idea: Learning Involves recognizing the consequences of one's actions
  - Why consequences can be both positive and negative
  - How thoughts influence our words and actions
  - How we are responsible for reflecting on our past actions and how they affect our future



- Recognition of Orange Shirt Day
- Division 2 participated in “Imagine a Canada” as part of the The National Centre for Truth and Reconciliation. Several student works were selected for special honours.
- Outdoor School (every 2 years) for Grades 6/7;
- Takaya Tours (every two years for intermediate students) – canoeing and indigenous plants;
- Grouse Mountain Aboriginal Long House experience (Grades 1/2);
- Incorporation of First Nations Shared Learning document (Principles and Assumptions) through:
  - Literature Studies (Grade 3/4/5 read “Eyewitness” and studied colonization and the impact on First Peoples;
  - Science and Visual Arts – Grade 6/7 multimedia Aboriginal Art
  - Cultural performance (dancers and drummers);
- Math Curriculum embedded with First Peoples Principles;
- Innovation Grant on Social Studies, Inquiry, and a First Peoples’ lens;
- Innovation Grant on Outdoor Education and its benefits to learning.
- Indigenous tea with staff and Sah7pek, Yetsiliwet (cleansed with cedar boughs)
- Planted indigenous plants in school garden
- Yetsiliwet came to speak to students about Residential Schools, connecting to nature
- Sah7plek came and shared cultural stories about local areas
- Murray Jacklin came to speak about carving and his inspiration from First Peoples art
- Div 5 Gordan Smith Art Gallery, to view First Peoples’ art
- Strong Nations trip to Nanaimo to visit Terri Mack and Strong Nations Publishing
- Grade 7 First Nations’ student designed a spine label to use for our First nations books in the library
- Select Primary and Intermediate grades participated in the Residential School recognition and reconciliation project called Project of Heart; the student tiles are on display in the school foyer



## 2017 - 18

- Continued with Whole School Inquiry - Actions have consequences - focusing on both positive and negative consequences with
- Pink Shirt Day - Linking with Skwxwú7mesh Nation, Eagle Song Dancers and WVPD to raise awareness of inclusion, peace and anti-bullying
- Guest speakers reading to classes from library - oral history
- Weaving with students to share ADST and how activities are multi-purpose - Yeltsilewet, Faye Halls and Rebecca Campbell came to work with students - looking at roles and responsibilities of generations through telling stories and passing on the skills to younger generation
- Indigenous Education Day - Contest - linking Indigenous Entrepreneurs (Alfred Waugh, Corrine Bars-Hunt, Paul Nattrell) to come in and speak with the school - announcements
- Linked with Paul Nattreel (Mr. Bannock) to bring in Food Truck and provide whole schools with baby bannock
- Swiway Canoe and Paddle Education - Each classroom had a chance to unpack the significance of the Canoe and Paddle - looking at the symbols on the canoe, connecting to the land and reviewing reasons why the canoe and paddle is important to the Skwxwú7mesh Nation
- Library and Early Learning Team - linked to look at creating tea with indigenous plants within our central garden



## **5. Action Plan for 2018/2019**

- **Connections to BC Curriculum**

### **Early Learning Team**

- Literature- Six Cedar Trees Connection to Core Competencies
- Field Trips/Connecting with Nature/the land
- Guest Speakers
- WVPD sculpture visit
- Connecting Coast Salish Animals Resource with Core Competencies and FPPL

### **Grade 2/3 Team**

- Place based learning - connecting to land
- Oral history through story

### **Grade 4/5 Team**

- Literature circles (Looking at literature that is also beyond residential school focused)
- First Peoples and Natural Resources Inquiry Unit
- Grade 4 /5 Contact between First Peoples and European Unit

### **Grade 5/6 Team**

- Novel Studies (Residential Schools)
- Math - Applying Indigenous knowledge and applications
- Language Arts - Regular use of indigenous picture books to model reading strategies
- Natural integration of Indigenous stories into units (Fairy Tales, perspective writing, how to writing, legends etc.)
- Linking to the FNESC Science resource
  - - Grade 5/6 inquiry government unit including various forms of indigenous governments



- - Grade 5/6 inquiry human rights unit - inclusion of indigenous perspectives
- Connecting to the local environment and developing sense of place

## **Grade 6/7**

### Theory of Evolution

- Common ancestry of living organisms
- Focus on species that inhabit the Coast Salish territories
  - Both flora and fauna
- Students develop a phylogenetic tree including images of local species (possibly depicted using traditional Coast Salish art)

### **Literature Circles (Residential schools)**

- Focus on Truth and Reconciliation through literature - expressions of reconciliation

### **Library**

- Continue to connect with guest speakers from the Nation to come in and share teachings with classes through story- both oral and written
- Continue to enhance/grow our indigenous literature resources
  - Looking at resources that highlight pre-contact, contact and revitalization - focus on truth and reconciliation

### **Whole School:**

- Skwxwú7mesh Language - Looking at bringing in Janice Campbell or Rebecca Campbell - Language Expert in Residence potential. Looking at creating signs that give phonetic pronunciation of common Skwxwú7mesh phrases to help build language vocabulary for all students. Looking at potentially having a Skwxwú7mesh language club - during lunch, or having a week of Skwxwú7mesh language with whole school - depending on availability of experts



- Linking with Skwxwú7mesh students who already are interested/learning in Skwxwú7mesh language and invite them to be on the Indigenous Learning team to help with teaching the teachers and students the language - we did this last year with incorporating a Skwxwú7mesh greeting to the morning announcements - some students came to help with pronunciation - looking at our students as experts that already have much knowledge of culture and language. Looking at doing a Skwxwú7mesh language phrase of the week - announcements, posters, demonstrations in class.
- Sports Day - continuing to have Sports Day teams linked with Coast Salish Animals - looking at characteristics of each animal and linking to being a good sport. Linking with Skwxwú7mesh district advisors (Faye Halls and Bob Baker)
- Innovation Grant - Indigenous plant garden - Grade 5,6 7 taking on the garden to look at “farm to table” and indigenous plants, learning the importance and uses of indigenous plants
- Looking at an artist in residence/grant to look at bringing in an artists to update the mural in the central school garden
- Hollybee Viewing Hive - Connecting with Skwxwú7mesh Cultural advisors to link with how we can connect with the land - looking at any oral history/traditions related to the Honeybee
- Early Learning Team linking Coast Salish animals and their characteristics to the core competencies - Using “I” statement posters - potential to bring this to the whole school - Using Six Cedars Resource
- Staff - looking at the spring to have members of staff/Indigenous Learning Team to have the shared experience of getting on the water



with the canoe - helping the team to connect with the Nation/the land/the water

- Continue with Indigenous Learning Team attending Learning Forward Professional Development looking at FPPL Part 2 with Brad Baker

### **First Peoples Principles of Learning (how will you embed these in your work with students this year?)**

- As we are wishing to embed the FPPL more authentically, the school will be using them holistically, not seen as individual strands of inquiry. Similar to an IB approach with learning profile traits, the FPPL will be highlighted by teachers and students as we see them throughout lessons - particularly through literature and the new FNEESC Science Curriculum
- As a staff, we agreed to no longer call our team, the Aboriginal Ed Committee, but as a team have created a new title, the Indigenous Learning Team. We believed that this is a journey to ensure that Indigenizing the curriculum was done in a fluid manner and that the team would be used as a resource to bounce ideas, find resources and to team teacher, when able.
- In the 2017-18 year we attended a FPPL From Poster to Practice Practice Professional Development session in North Vancouver through Learning Forward. We realized, regardless of how much Hollyburn has connected with the FPPL and how much the school connected with the Skwxwú7mesh Nation we still have much to learn and share and embed. We also realized that we didn't know the FPPL as much as we thought as a school



### **Actions with FPPL:**

- FPPL Posters in all locations - commitment by staff to ensure the poster is referred to so students have the opportunity to unpack the FPPL as well around the school and in each classroom
- Move from whole school inquiry of individual strands of FPPL to looking at how we can embed them holistically - sharing this out in staff meetings and NSBIT times.
- Continue Acknowledgement at assemblies and highlight how assemblies link to FPPL. For example, on our opening day we talked about how learning takes patience and time as part of the theme of the beginning of the year.
- Linking FPPL and Core Competencies together to see common threads and linking this to our Hollyburn Inquiry Cycle - looking at how each Inquiry Cycle Puzzle Piece connects to the FPPL - creating a teaching resource for classroom teachers can use to share where FPPL are linked throughout the inquiry process.
- Continue with highlighting how First Peoples Principles of Learning embedded in school code of conduct and looking at the Six Cedar Trees resource to see if we can use it whole school - Early Learning team is looking at it first.

### **Parent Education**

- HPAC Meetings - Highlighting the FPPL
- Orange Shirt Day
- Twitter
- Principal's Blog
- Pink Shirt Day and parade





- Family Fridays - Families come to participate in school for one day per term - focus on how we embed Indigenous Ways of Learning across the curriculum
- National Indigenous Day - Indigenous Day Contests -
- Skwxwú7mesh Greeting at every assembly and recognizing the Skwxwú7mesh territory at every HPAC meeting - routinize the recognition
- Explaining Swaywi canoe to families - explaining markings on canoe, significance of the name and the importance of knowing about the land the school is situated on.
- End of year school carnival - Potentially linking some of the games to traditional indigenous games. Also, bringing Mr. Bannock back to have Indian cuisine at the school carnival

## **Community Partnerships**

### **Creating an indigenous garden along with the vegetable garden**

- Asking for a representative from Squamish Nation to teach around traditional uses of indigenous plants
- Connection place/sense of belonging

## **Language Connection**

- Looking at ways to embed language throughout the school - connecting with members of the Nation who would be able to help with this
- Delta Museum Archives (Cedar Wool and Stone)  
Studiostone Soap Stone Carving  
(<http://www.studiostonecreative.com/#googtrans/en/en>)
- Carving at the West Vancouver Police Station (Contact Jeff Palmer: [JeffPalmer@wvpd.ca](mailto:JeffPalmer@wvpd.ca))



- End of year school carnival - Potentially linking some of the games to traditional indigenous games. Also, bringing Mr. Bannock back to have Indian cuisine at the school carnival
- Continuing with Pink Shirt Day - Eagle Song Dancers, WVPD and wider school community

## **6. Student Support – Success Teachers/Counsellors**

- Connect with Jada Harry to look at ways to support our indigenous students
- LST - to monitor those students who may need extra support to ensure success - adaptations, re-teaching
- Monitor student success

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

- List of artists who may be interested in being an artist in residence - looking at re-framing/re-doing our garden mural
- Continue to connect with Sa7plek Lanakila, Bob Baker and Yeltsilewet, Faye Halls on supporting with:
  - Oral language
  - Oral storytelling
- Linking with District Ab Ed Committee - looking at ways we can leverage how we embed Indigenous ways of knowing and understanding into our schools
- New resources available - books
- Connections to members of the Nation who will be able to help with having a Canoe day with staff - potentially on the weekend in the spring
- Learning Forward Pro-D - Assistance with funds with sending members of the Hollyburn Indigenous Learning team to Part 2 of the FPPL - Going Deeper Into Our Learning and Practice - Brad Baker, Sandra Lynn Shortall

