



Aboriginal Education School Plan 2018 - 2019

1. School: Cypress Park Primary

2. School Aboriginal Education Committee Members: Robyn Evans, Kim Grimwood, Bea Sedgwick, Andrea Anderson, Krista Koke, Morikke Espenhain

3. School Main Contact Person(s): Robyn Evans

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

- visits with Sa7plek - sharing about location of Cypress Park
 - students conducted research/inquiry into animals native to the area around Cypress Park
 - students presented info about various animals and conducted a vote for a school mascot. The deer was selected.
- various art experiences with First Nations perspective
 - exploration of alphabet/numbers
 - building bentwood boxes
 - animal drawings - in First Nations style
 - weaving
 - made paint/paint brushes with materials from surrounding forest
 - discovering Emily Carr and connections to First Peoples
- field trip to Grouse Mountain - Hiwus house
- original musical (creation & production): The Three Questions - combined elements of First Nations history/culture with Canadiana. ALL students participated.



- integration of literature into teaching/learning – Taan’s Moons, Raven Tales (books/videos), Strong Nations readers
- re-telling stories with puppets
- First peoples innovations around world
- connection to nature, wilderness experiences
- sense of play (Units of Inquiry)
- sharing/community circle, talking stick

5. Action Plan for 2018/2019

- **Connections to BC Curriculum**

- Curricular connections interwoven into various Units of Inquiry across all grade levels – all units will have connections to indigenous peoples of the world whenever authentically possible
- Some possible inquiries may include:

How We Express Ourselves	Who We Are	How We Organize Ourselves	How the World Works	Where We Are in Place and Time	Sharing the Planet
cultures use story to express who they are; exploration of potlatch ceremony; artistic expression	story telling; everyone has a unique story to tell; exploration of various indigenous groups across Canada and their traditional territories	structures within indigenous communities (housing, laws, governance)	local First Nations stories of past events and the impact they had	our connection to the land, its past, present, and future	

- Other - mask making; nature and the environment (sense of place);



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

We embed all seven of the principles throughout each of our units of Inquiry. Understanding these are essential to our central ideas, and the principles are integral in each unit we study. We help expose students to these principles through hands on activities, experiential learning, role play, the arts (music, songs, dance, drama), literature and storytelling – to name only a few.

- **Parent Education**

- building community connections - invite and involve parents and larger community when appropriate
- regular communication with parents - FreshGrade, PAC meetings, e-bulletins, etc.

- **Community Partnerships**

- participation in Ocean Ambassadors - learning about importance of and connection to the ocean

- **Student Support – Success Teachers/Counsellors**

6. District support and resources needed this year:

- Music - to incorporate into classroom (songs, instruments, expert)
- First Nations stories - related to place and curriculum (*ie.* salmon)
- drama, dancing, singing (highlighting First Nations perspective, movements, etc.)
- ways to incorporate DOING more - rather than “sit and get”
- artist in residence
- drum making workshop - to connect to bringing in more music/singing
- Stories - finding a way to share stories meaningfully with young students