



## ***Aboriginal Education School Plan***

### ***School:***

*Irwin Park Elementary School*

### **School Aboriginal Education Committee:**

Brad Daudlin  
Jessica Richardson  
Doni Gratton

### **School Contact Person(s):**

Brad Daudlin

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

1. Irwin Park representation at the yearly Family Feast at the Eslha7an Learning Centre in North Vancouver
2. K/1 Talking Sticks
3. Grade 2 Salmon release/blessing with Sa7plek Lanakila (Bob Baker)
4. New library resources purchased and special labels made to indicate First Peoples' literature
5. Whole school Orange Shirt Day Activity - highlighting truth and

reconciliation

6. Language at Irwin Park – 3 Days working with Grade 4s and Grade 7s to integrate Squamish Language. Also started a lunch Skwxwú7mesh Language Club to target all students in grades 3 – 7
8. Grade 4s to Hiwus on Cypress Mountain - Longhouse
9. Grade 3s to Hiwus on Cypress Mountain - Longhouse
10. Grade 4s and 5s - Sea to Sky Gondola - Linking to First Peoples connection to the land - outdoor skills
11. Whole-School Pro-d on Reconciliation with Sa7plek Lanakila (Bob Baker) and Yeltsilewet (Faye Halls). Looking at pre-contact to reconciliation
12. Whole-school drum-making activity with Tswaysia (Alice Guss), each child made and painted a drum with Tswaysia's instruction. She also shared how the skin for the drum was made.

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

### **Connections to BC Curriculum:**

#### **ALL GRADES**

- Outdoor exploration
- Oral storytelling
- Orange Shirt Day Activities
- Shared literature (during Library visits) to connect to First Peoples Principles, History, Cultural Values, positive role models
- Possible Squamish weaving (school wide) grade group lessons with Faye Halls and Rebecca Campbell

#### **Primary**

##### **Kindergarten to Grade 1**

- Puppets (First Nations) for storytelling - Linking with Yeltsilewet (Faye Halls)

- Developing awareness of how storytelling in First People's culture connects to family, identity and community and diversity.
- Looking at First Nations artists to discuss how the story of Canada is told

## **Grade 2 (All of the above and the following)**

- Salmon Lifecycle activities linked to storytelling and identity - the importance of salmon to the Skwxwú7mesh Nation

## **Grade 3**

- Historical perspective - How BC Coast Salish met their basic needs (food, shelter, clothing) by drawing upon the resources available in their immediate environments
- Sharing First Peoples stories (oral language traditions) with a view towards studying the common components of fiction (settings, characters, problem, solution etc.)

## **Intermediate**

### **Grade 4**

- Embed Aboriginal Education into the Curriculum

<https://docs.google.com/document/d/1EEWUZ8U-sygTdmCRYI8e6wVeU83a1U4LK2vdOOc6rEM/edit>

### **Grade 5**

- Incorporating Canadian Landscapes (Art/Social Studies) and how First Peoples connect/connected to the lands
- Social Studies: looking at various Aboriginal/First Peoples of Canada
- Look into Inviting an Elder into the classroom to discuss First Peoples government systems

- Self Government - comparative analysis of government systems

## **Grade 6**

- Work to integrate and infuse Aboriginal learning throughout Curriculum
- [Resources for Aboriginal Perspective Across the Curriculum](#)
- Art project each term based on Aboriginal art perspective

## **Grade 7**

- Investigate how First Nations People in Canada used the geography and natural resources to develop all aspects of their civilization

## **Library/Learning Commons**

- Continue to build Indigenous themed picture books and novels and resources for teachers, students and families
- Monthly read alouds to the Primaries to highlight First People's knowledge, history, legends, customs and community events
- Occasional read alouds to Intermediates focusing on First People's contributions to history, contemporary role models, local Squamish/Coast Salish culture, and community events
- Local walking field trips planned for Intermediates to highlight Indigenous Plants and Artwork in our community

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

- Continue to highlighting First Peoples Principles using literature - continue to build and add resources to the Ab Ed Section of our Learning Commons

- Linking First Peoples Principles of Learning with ADST Curriculum - looking at ways indigenous knowledge contributes to applied design skills and technology

### **Possible/Whole School Projects:**

- Investigating the possibility of school-wide weaving project with Faye Halls and Rebecca Campbell
- Whole-school (or teacher) learning session on 'smoking salmon' - we have 2 smokers in district
- Whole school visit by Indigenous artist, musician, author, chef...

### **Parent Education:**

- Twitter/Social Media - highlighting links to First Peoples Principles of Learning at the school/Orange Shirt Day - Align with IP Shared Values

### **Community Partnerships:**

#### **Connecting with:**

- West Vancouver Museum - Isaac Vanderhorst
- Working with local Elders - Storytelling, Drumming/Singing, acknowledging Traditional territory at assemblies
- Eslha7an Learning Centre - Family Feast
- Support for potential school-wide weaving project

### **Student Support – Success Teachers/Counsellors:**

- Jada Harry working with students on culture - Building sense of self/pride and connection to families and community events

- ELL/LST teachers incorporating First People's Principles of Learning. Displaying First Peoples' Principles posters in learning areas

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

- Continue to provide opportunities for teachers to stretch and grow in the areas of Aboriginal Education - Pro-D/Highlights on what is happening in the district
- Resources showcasing Indigenous knowledge and Applied Design Skills and Technology
- Resources highlighting First Peoples Principles of Learning
- Pro D learning experiences: workshops with our Squamish elders, Squamish language learning, canoe paddling, learning to smoke salmon, Indigenous plants knowledge with interpreter on a local 'walking' field trip