



Aboriginal Education School Plan 2018-19

School: École Pauline Johnson

School Aboriginal Education Committee: *All Staff and Administrators*

School Contact Person(s): *Tara Zielinski, Kirsten Dixon*

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

1. Visits from the following guest speakers in a number of classes:
 - a. Faye Hall
 - b. Sharon Bowen
 - c. Bob Baker
 - d. Karen Duffek
 - e. Isaac Vanderhorst
 - f. Juliana Bedoya (Aboriginal, indigenous plants)
 - g. Xwalactun (Opening, Human Book)
 - h. Deanna Lewis (residential school survivor)
 - i. Gwen Harry (residential school survivor)
2. Conferences/Pro-D:
 - a. Coho Grant is Realized – connections with and support from the Coho Society and the ECOecological Foundation

Action Plan for 2018/2019

Connections to BC Curriculum:

1. A strong connection between the **First People's Principles**, the **Science/Social Studies Curriculum**, and our outdoor learning classrooms as we utilize our incredible Community Park and Gazebo spaces at our school;
2. Providing teachers with access to FNEsc Resources, both in digital and hard-copy format, to support authentic connections to the curriculum (<http://www.fnesc.ca/learningfirstpeoples/>).

Integrating the Aboriginal Ways of Knowing into:

1. Our lessons about local resources, plants, creeks, animals, ecosystems, etc.;
2. Our class councils and literacy presentations;
3. Focusing on the Core Competencies and accessing the healing circle to draw students' awareness to a 'sense of place' and traditions of our First Peoples;
4. Collaborating with the Coho Society on year two of our three year Grant Project;
5. Naming our Park spaces with signage;
6. Inviting an artist in residence to PJ to work with us to enhance our Learning Commons and gazebo with traditional First Peoples' connections/legacy pieces (Emily Carr, Pauline Johnson);
7. Xwalacktun (Rick Harry) - possibility of a 2-year plan for a hall/outside carving;
8. Professional development opportunities on embedding FPPL into our classrooms (BCTF in French) "[Infuser contenu et perspectives autochtones dans votre enseignement](#)";
9. Opportunity for Professional Development through other FECB (BCTF) workshops: <https://www.bctf.ca/pd/workshops.aspx?id=233060>);
10. Sense of place through paddling experience using the three canoes (district, WVPD, Squamish Nation) for our Grade 6/7 classes.
11. Human Book event in collaboration with the WV Public Library - educating the community about the devastating impact of residential schools on the local population.

We are thrilled to be working so closely with Jada Harry, our **Aboriginal Enhancement Success Teacher** as she weaves traditional culture and learning experiences into the lives of our Aboriginal students. We hope to encourage this knowledge to be shared by our student leaders so that all students can have access to this knowledge and learning.

Connections to the Curriculum include, but are not limited to the following (Grade Teams):

| Curriculum Connections Big Ideas | Connections to First Peoples' Principles | Links to Outdoor Classrooms and Coho Pro-D |
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| <p>Kindergarten</p> <ul style="list-style-type: none"> • Daily/Seasonal Changes • Stories and Traditions | <ul style="list-style-type: none"> • Sense of Place (Who am I in a community?) • Learning requires exploration of one's identity | <ul style="list-style-type: none"> • Outdoor Kindergarten • Understanding our own backyard • Healing circle • Grouse Mountain - Storytelling and Songs at Hiwus • Storytelling • Morning Meetings |
| <p>Grades One/Two/Three</p> <ul style="list-style-type: none"> • We shape the local environment and it shapes who we are and how we live • Healthy communities recognize and respect the diversity of individuals and the environment | <ul style="list-style-type: none"> • Recognition of the consequences of one's actions • The role of indigenous knowledge • Learning requires exploration of one's identity • Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and ancestors | <ul style="list-style-type: none"> • La chasse au trésor de l'art Coast Salish et des plantes et animaux indigènes • Students share information/present/show and tell: their culture • Discussion of/develop understanding of diversity within our classroom, extend to broader community's diversity • Students share their culture's tales/morals • In our class community, different class roles/responsibilities • Look at broader school community (draw the school from outside – link to math, combien de portes/fenêtres?) <ul style="list-style-type: none"> • Discussion of community spaces: |

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| | | <ul style="list-style-type: none"> ○ forest/gazebo/healing circle/playground ○ o broader: community centre, local parks ○ Extend to larger community ○ Bring in Sofia R. (grade 2) or Robert’s (grade 3) dad to talk about role of police officers) ● Shared First Peoples’ knowledge of the sky ● <u>ACTIVITY: Just a Walk</u>: Have students draw their own picture book of an adventure/walk in the local area. ● <u>Activity: I Can’t Have Bannock but the Beaver Has a Dam</u>: Reflection questions: <ul style="list-style-type: none"> ○ What effect does a beaver dam have on the environment? ○ Why might a beaver take down a power pole? ○ We see beavers as part of our environment, does a beaver see us as part of their environment? ○ Why does a beaver build a dam or lodge? ○ What purpose does it serve to the beaver? ○ The beaver is a symbol of Canada. What other animals would make good national symbols? Why? ○ As a follow-up to the book, the class can make bannock |
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| | | <p>(recipe included in book), inviting someone from community to make their version of bannock or fry-bread.</p> |
| <p>Intermediate Grades</p> <ul style="list-style-type: none"> ● Media sources can both positively and negatively affect our understanding of events and issues ● Scientific Method ● Multicellular organisms rely on systems to survive and reproduce ● Soapstone carving ● Storytelling(TPRS) ● First contact field trip to Fort Langley ● Coast Salish art - basic geometric art ● Oral storytelling ● Residential School long-lasting impact | <ul style="list-style-type: none"> ● Learning is embedded in memory, history and story ● Learning involves recognizing the consequences of one's actions ● Reconciliation process with local First Nations People | <ul style="list-style-type: none"> ● Link to residential schools and culture in media ● Nation vs government structures – power of the elders ● Story of Pauline Johnson + connections to our outside park ● Healing circle, reconciliation ● Plant growing and tracking, medicinal and invasive/non-invasive species ● Coho salmon project ● Learning in a social context and scientific context ● Human Books - event that offers a positive framework for conversations that challenges prejudices through dialogue. |

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| <p>District support and resources needed this year:</p> <ul style="list-style-type: none"> ● Access to district experts (Bob Baker, Faye Halls) ● Support with the process of a local Artist in Residence for enhancing the named spaces in our outdoor park/community (carving – gazebo/mural – Learning Commons) ● Possibility of utilizing the Biennale for an inquiry and connection ● Awareness and support from DLT and Jada Harry around informing us if any new resources or opportunities arise that are in French ● Various resources as they are shared and we view them for applicability to our context and curriculum. Ex: |
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<https://www.chapters.indigo.ca/en-ca/home/search/?keywords=indigenous%20atlas#internal=1>

- Access (Booking) of the three community canoes for activity in Spring