



Aboriginal Education School Plan

Ridgeview Elementary 2018 - 2019

"The foundations of Indigeneity are these: values that privilege the interrelationships among the spiritual, the natural, and the self; a sacred orientation to place and space; a fluidity of knowledge exchange between past, present, and future; and an honouring of language and orality as an important means of knowledge transmission." (Greenwood and de Leeuw, 2007)

School Aboriginal Education Committee:

- Catherine Kennedy
- Chris Parslow
- Cari Wilson
- Val Brady

School Contact Person(s):

- Catherine Kennedy
- Val Brady

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

Ongoing Professional Development sharing led by Teacher Librarian Catherine Kennedy for the purpose of strengthening teacher understanding of Enhancement Guiding Principles:

- Improving Cultural Awareness
- Developing Relationships
- Collaborating with all Educational Partners
- Inspiring Our Learners

Ongoing liaison with Jada White-Harry to improve sense of belonging and presence of students of Aboriginal ancestry at Ridgeview

Liaise with Bob Baker to support Aboriginal education curricular connections:

- Show awareness of how story in First Peoples' cultures connects people to family and community
- Traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes

Ridgeview Aboriginal Education Committee continues to review curriculum to discover curriculum connections to Aboriginal Education.

- An extensive grade to grade curricular connection document/scope and sequence was created to guide the Teacher-Librarian and support classroom teachers in resource selection and to ensure Aboriginal Big Ideas and Curricular Competencies were included in curricular planning. Additionally, this document guided the T-L in her selection of authentic resources to present to all students in their weekly visits to the library.
- An extensive collection of literature to match curriculum K through 7 has been curated at Ridgeview. A scope and sequence highlighting curricular Indigenous content was prepared by our T-L and shared with all staff so that they can build their understanding of development content as outlined in the MOE curricula. Check out the following Google Slides Reflections presentation to see this information:

https://docs.google.com/presentation/d/1s30_je4yj5LTzQxgzZsHILihtITmRTOgYND034bJkeE/edit?usp=sharing

- Teachers of students in all grades, with the support of our T-L, embedded First Peoples Principles of Learning within the curriculum. Our scope and sequence provided a framework for introduction of content and inquiry appropriate to each grade level. Examples of content are as follows:

Our grade 5 teachers, teacher-librarian and principal attended workshops co-sponsored this past year by past WV Director Lynne Tomlinson

All students in grades 4 – 7 explored symbolism in traditional and contemporary Aboriginal arts and art-making processes including dance, song, story, art and objects created by Aboriginal peoples for use in daily life or for use in ceremonies or rituals.

Students in grade 5 attended Sea to Sky Outdoor School where the Circles of Care program provided the foundation of learning during this three day adventure. The Circles of Care program in part, supports the First Peoples Principles of Learning.

Our grade 4 students attended Cheakamus Outdoor School in Squamish where they participated in a one day program to learn stewardship from an Aboriginal perspective: caring for the earth and to learn about culture through salmon (i.e., source of food, life cycle of salmon...)

As part of the Ridgeview Winter Activities, grade 4 and 5 students attended the Grouse Mountain hiwus Feasthouse Cultural program where students were taught about respect and caring for one another in their community; traditional cedar uses and the importance cedar played in First Nations history; the importance of storytelling and learning about their own culture and family customs; and the meaning behind spirit animals and honoring them through a traditional dance.

Orange Shirt Day participation by all grades. Each year on September 30th, Canadians are asked to wear an orange shirt to acknowledge the painful legacy of residential schools and the harm that Canada's residential school system had on generations of Indigenous families and their communities. In the spirit of reconciliation, Ridgeview Elementary and all WVS are encouraged to take part on a specific day, by raising awareness with students. Resources to provide background information include the Orange Shirt Day website and the LesPlan document Building Bridges. At Ridgeview each class has shared Phyllis' story in a developmentally appropriate way. Teacher-Librarian Catherine Kennedy also shared this story with students. A bulletin display was created to build awareness about this time in history and to reinforce the message that Every Child Matters. The bulletin is intended to provoke kids and adults to ask questions: What is Orange Shirt Day? Why do we recognize this day? What does it mean that Every Child Matters?

QuickTime™ and a
decompressor
are needed to see this picture.

Action Plan for 2018 - 2019

The Ridgeview community maintains a commitment to deepen understanding of Aboriginal educational including building student capacity for intercultural understanding, empathy and mutual respect.

The First Peoples Principles of Learning and other key aspects of Aboriginal Education are applicable for all learners within the school system.

Long-established ways of life of British Columbia's Aboriginal peoples are identified in the First Peoples Principles of Learning. The First Principles of Learning are foundation to all learning and as such provide direction to our journey In developing understanding and providing meaningful programs, events, and activities in Aboriginal learning.

As with our school Code of Conduct, and Ridgeview Learning Profiles, First People's Principles signage will be posted prominently in classrooms and in common work areas in the school. The language of the principles will be referred to as new activities are introduced and as our journey to learning in Aboriginal learning deepens.

This year, once again, we will continue to refer to First Peoples Principles along with the language of Safe Schools, Code of Conduct, and Character Education. We will continue to define and identify character attributes that align aboriginal teachings and restorative practice.

All grades will learn about the traditional territory acknowledgement used at the beginning of gatherings and assemblies.

“Before we begin this ceremony I'd like to recognize that we are on the Traditional lands of the Squamish Nation. We are grateful to our friends and colleagues in the Nation who are working with us to learn more about the rich history of this place. We value the lessons that guide us from Elders past, present and future as we move forward on this journey together. Chen kw'enman-tumiyap” (thanking you for your kind attention)

All grades will find authentic evidence of First Peoples culture in the community – for example: signage, welcoming figure at Ambleside.

All grades will revisit the significance of the beautiful carving of the canoe that is displayed at the entrance to the school.

Continuing to infuse aspects of the traditional medicine wheel teachings with existing character development initiatives will deepen our goal to ensure a positive school climate and ensure safe places to learn.

Core to our plan to highlight First Peoples Principles with Safe Schools, Code of Conduct, and Character Education is to encourage children and community members to care deeply, think critically, see clearly and act wisely.

We will continue to extend the learning in our Mural Art and the Environment Inquiry of the last few years, to act as an ongoing provocation for students to explore connectedness to the natural world.

This year, we will continue to look for opportunities to incorporate place-based learning into our teaching and learning (focus on local Aboriginal history, experience, stories, imagery, ecology) with respect to the place where Ridgeview school and grounds are located. Deepening an awareness of history with a local focus and engagement with the land, nature, and the outdoors should assist in the understanding of Aboriginal Worldviews and Perspectives.

Implementation of our plan will continue to include grade specific study as per the new Ministry of Education Curriculum. Study will be planned by classroom teachers in the classroom and will be reinforced and extended during regularly scheduled Library sessions.

This year, as part of developing parent awareness of our Aboriginal Education Plan, staff will collect evidence for the following curricular connections. A growing visual display, as evidenced in the Reflections document referenced earlier in this plan will support the breadth of learning and our school communities journey of awareness of the First Peoples Principles of Learning. During staff meeting, professional development days, PAC meetings, and via our school website, this information will be shared.

Students will be introduced to authentic First Nations resources (story, text, visuals, performers...) to illustrate and to provide context to First Peoples' culture. A sample of curricular connections taught across the grades in 2016 – 2018 are as follows:

Kindergarten

- Students became familiar with Pacific Northwest animal symbols (i.e., orca, raven, bear, wolf...)
- Students continue to learn how animals and people change behaviours for the season (i.e., pick berries, fish, storytelling, etc.)
- Students learned how Aboriginal Peoples used plants and animals

Grade 1

- Students learn about culture through cedar (i.e., shelter, material goods – masks, baskets, clothing, tools, etc.)
- Students learn about stewardship from an Aboriginal perspective: caring for families, communities, and the Earth

Grade 2

- Students learn about culture through salmon (i.e., source of food, life cycle of salmon, who catches salmon, who processes salmon, ways to cook/preserve salmon...)

Grade 3

- Students learn about culture through oral tradition (i.e., how oral tradition is a collective memory of knowledge and understanding; how legends are a vehicle to teach important lessons to the next generation...)

Grade 4

- Students learn about culture maps (i.e., how a community understands, knows, and uses their environment to survive and thrive.)
- Students learn about interactions between Aboriginal Peoples and non-Aboriginal Peoples
- Students learn about local Aboriginal communities

Grade 5

- Students learn about various stakeholders and their perspectives regarding natural resources (i.e., effect of damming rivers on spawning fish, relocation of Aboriginal communities due to BC Hydro development...)
- Students learn about the consequences of government policy
- Students learn about Residential Schools

Grade 6

- Students learn about types of government (i.e., self government...)
- Students learn government policy impact consequences (i.e., resource management and development)

- Students learn about the treaty process (i.e., how treaties changed over time – The Row Wampum agreement...)
- Students learn about NGO's in connection with Indigenous Peoples (i.e., NGO – RAVEN: Respecting Aboriginal Values and Environmental Neds...)

Grade 7

- Students learn about the origins of First Peoples (i.e., learn how over time as new evidence comes in, old theories are disproven ; learn about various sources of information – oral tradition, carbon dating, culturally modified trees...)
- Students learn about the core beliefs of Indigenous People
- Students learn about local First Nation Peoples knowledge of climate change & biodiversity over time

DISTRICT SUPPORT AND RESOURCES NEEDED IN 2018 – 2019:

This year, we will continue to expand our exploration of place-based learning as follows:

We will continue to look for opportunities to incorporate place-based learning into our teaching and learning (focus on local Aboriginal history, experience, stories, imagery, ecology) with respect to the place where Ridgeview school and grounds are located. Deepening an awareness of history with a local focus and engagement with the land, nature, and the outdoors should assist in the understanding of Aboriginal Worldviews and Perspectives.

We would also like to engage West Vancouver Aboriginal Artist Xwalacktun in rebranding/recreating our school logo. Relooking at the Ridgeview logo from a place-based, Aboriginal historical perspective, would support engaging with the land, nature, and outdoors and should assist in deepening understanding of history of the land.

Further, we would like Xwalacktun to participate in an Artist in Residence project at Ridgeview. We would like to strengthen our connection to the beautiful canoe carving located in the school's main foyer by engaging Xwalacktun in a paddle carving project. Both the rebranding exercise and artist in residence project support teaching and learning of local Aboriginal history through experience and story.

I have connected with Jada regarding our team's plan to rebrand our school logo and to engage in an artist in residence project. I would like to engage Xwalacktun to support this work.

I have also spoken to Lynne Tomlinson, past WV Director of Instruction to review the above plans. Lynne confirmed details regarding securing materials for the WVS paddle carving and the possibility of securing materials for a Ridgeview specific paddle carving project.

I would like the WV Aboriginal Education Team to guide me in the protocol to engage Xwalacktun and to help outline a budget for this project.

WV Aboriginal Education Team:

Aboriginal Success Teacher – Jada Harry

We are happy to welcome back Jada Harry as our Aboriginal Success Teacher for West Vancouver Schools this year. Jada will work 0.4 in this role and will be in schools on Tuesdays and Thursdays. The role of Aboriginal Success Teachers has changed with a focus on holistic development, supporting student well-being and developing family relationships. Your LST will provide academic support if needed and assigned by Dave Platt. Please contact Jada at jharry@wvschools.ca

Skwxwú7mesh Advisors

Sahplek (Bob Baker) continues on contract with West Vancouver Schools as our Aboriginal Education Advisor. He will work 2 days a week and can assist you with cultural and educational projects in your schools and any objectives around First Nations studies and activities. He is responsible for working with students and families directly. Sahplek will also make contact with other members of the Nation for you as needed. You may contact Sahplek directly, but please copy me on all requests for support as this will be documented for our end of year report to the Ministry. His email is sahplek@hotmail.com

Yeltsilewet (Faye Halls) is also on contract as an Aboriginal Education Advisor. Faye will be working with the district for 0.5 days a week. She will be available for curriculum/career/counselling support and has excellent resources to share regarding the historical context of this territory. She will also be responsible for connecting our students with some secondary and post-secondary programs and opportunities where appropriate. Faye's email is faye-halls@shaw.ca

Aboriginal Success Counsellor – Carol Langley.

Carol has worked with our committee for over eight years and is well known in the Skwxwú7mesh community. Carol's broad assignment includes an Aboriginal Education component. She is our Aboriginal Success Counsellor for secondary students. In this role, Carol will be liaising with secondary administrators to directly support students and teachers as needed. Carol will be overseeing all secondary

purple files and will check in with your Aboriginal Education contact person each term as needed. Thank you, for providing a separate counselling space for Carol to meet privately with students this year. Carol's email is isclangley@sd45.bc.ca

West Vancouver Aboriginal Education Committee

Sahplek, Yeltsilewet, Xwalacktun, Snitelwet, Carol Langley, Steve Rauh, Mike Finch, Jody Billingsley, Jada Harry, Doni Gratton, Jacquie Wong, David Platt, Liz Hill . (Lynne Tomlinson, past committee member)

RESOURCES:

Squamish Nation Education Department

Main Office

604-980-4553

<http://squamish.net>

First Nations Education Steering Committee (FNESC)

<http://fnesc.ca>

Ministry of Education Aboriginal Education

<http://www.bced.gov.bc.ca>

