



Aboriginal Education School Plan

School: Rockridge Secondary School

School Aboriginal Education Committee/Contact Person(s): Tracy Smith, Leonie Plunkett, Jennifer MacDonald, Judy Duncan, Carrie Lehman, and Stephanie Langlois

School Contact Person(s): Judy Duncan

Education Projects/Programs 2014-2018

- Bob Baker told stories to students in Art 9 about the 'spirit self' and how that can be represented as part of their project about the self and the masks we wear. Students were to figure out what their spirit self or alter ego was and represent it in 3D clay.
- Making of the First Nations drums
- Eagle Song Dancers
- Drum Circle
- Raven display and other Aboriginal art in library and display cases throughout the school.
- Involvement of students in various district Aboriginal student activities such as the Circle Feast
- "Music's Our Medicine and More". This involved a full day activity starting with music composition with Leeland Askew from the Squamish Nation and culminating in the afternoon with canoeing with S7ahplek Lanakila (Bob Baker)
 - Rockridge Youth Worker took students to the Indigenous Nations, First Nations, and Metis post-secondary education mini-fair to investigate and see the range of opportunities offered to youth of aboriginal heritage from a variety of post-secondary institutions on December 1, 2014.
 - In English 10 and 11, Aboriginal texts have been used in Short Stories (Authors), Poetry (First Nations Narrative Experience in Canada) and integration with novel studies (Residential School Connection).
 - In Sculpture/Ceramics 10/11/12 classes, students will be completing a silversmith unit where they create jewelry inspired by our natural setting with Squamish artist Splashing Eagle.
 - In the 2015-2016 school year, two Innovation Teams were developed for groups of teachers to consider their inquiry. The first innovation team considered the following questions, for example: How do we as English and Art teachers integrate Aboriginal content authentically into our classrooms? How do we create classroom activities and assessment through the lens of Indigenous ways of knowing? How can we use aboriginal art and stories as inspiration for new stories and images while respecting the source material, the native

artists and writers and without voice and culture appropriation? The second innovation team's inquiry incorporated teaching practices involving gardens, which reflected some of the First Peoples' Principles of Learning. They integrated these principles into their practice further and explored how to use the school gardens to create learning experiences through Aboriginal perspectives and knowledge.

- Three students participated in "Pulling Together" with the WV Police Department. Our First Nations' students are invited to participate in this week long canoe journey.

Education Projects/Programs Planned for 2018 - 2019:

School – wide initiatives:

- **Orange Shirt Day – acknowledged Friday, September 28th**
 - Orange shirts were ordered for all interested staff members
 - 1000 orange stickers with "Every Child Matters" were distributed for members of our community
 - Resources and information pertaining to Orange Shirt Day is on display in front entrance area for all to view



- English classes watched video, Phyllis' Story
 - School-wide announcements made including Squamish greeting to educate community on the origin of Orange Shirt Day
- **Library** – More resources will be added to the collection in the library pertaining to First Peoples' across all curricular areas
 - **Professional Development**
 - Our ProD Committee is organizing the Blanket Ceremony for our May ProD Day; this was previously conducted in May, 2017 with the support of Brad Baker.
 - Indigenous Ways of Learning posters were distributed to most teachers in the past two years and are posted in classrooms. There was a whole staff Pro-D session on these posters and the ways of knowing so that teachers could incorporate them into their practice. We will continue these discussions and reference these Principles of Learning.

- Aboriginal Day on June 21st has been celebrated at Rockridge the last four years. One year candied salmon was brought in for the whole school, two other years there were videos sent around to staff to show in their classes. One year it was simply awareness for the staff. This year, our Committee hopes to work on student-centred activities.

A. Connections to BC Curriculum

Teachers continue to examine the new curricula and incorporate learning outcomes pertaining to Aboriginal Peoples during their unit planning. In the following curricular connections, we acknowledge the central importance of "First Peoples Principles of Learning" -- that learning is experiential, takes different perspectives, emphasizes collaboration, explores identity, focuses on a sense of place and is embedded in memory and story.

Social Studies 8 Curriculum: Seventh Century to 1750

Big Idea: Contacts and conflicts between peoples stimulated significant cultural, social, political change.

- Students re-construct the encounter between the Iroquoians of Stadacona and French explorers led by Jacques Cartier. This was a defining moment in Canadian history – the beginning of a continuous relationship between Aboriginal people and Europeans.

Big Idea: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

- Students consider the ethical dimensions of the seventeenth century Jesuit mission to the Huron which resulted in the virtual annihilation of the Huron culture.

Big Idea: Exploration, expansion, and colonization had varying consequences for different groups.

- Students identify with Cree fur traders negotiating a fair trade relationship with the Hudson's Bay Company during the early fur trade.

Social Studies 9 Curriculum: 1750 to 1919

Big Idea: Collective identity is constructed and can change over time.

- Students determine whether the fur-trade connections between Aboriginal and non-Aboriginal Canadian culture represented by the national emblems of the beaver and the point blanket make them appropriate and relevant national symbols.
- Students discuss and investigate what they and the world consider to be "Canadian Identity" and whether the historical and current treatment of Aboriginal Peoples matches that description

Big Idea: Disparities in power alter the balance of relationships between individuals and between societies.

- Students examine the ethical and legal dimensions of the BC government's apology to the Tsilhqot'in Nation for the wrongful hanging of six Tsilhqot'in war

chiefs during the Cariboo Gold rush and the Premier's acknowledgement that the Tsilhqot'in rightly regard the chiefs as heroes

- Students research the relationship between Aboriginal peoples and colonizing powers, and investigate the reasons why and how the relationship changed from active, respected and equal allies (Contact to the War of 1812, etc), to instances of being neglected by government
- Students interpret Alex Janvier's painting "Indian Residential School," created for Canada's Truth and Reconciliation Commission

Big Idea: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

- Students compare Chief Crowfoot's response to the Metis rebellion of 1885 with that of Big Bear and Poundmaker. Students determine which leader's response best represented the interests of his people

Big Idea: Emerging ideas and ideologies profoundly influence societies and events.

- Students determine the significance of the honour paid by Canada Post to Louis Riel. Louis Riel was executed in 1885 after leading an armed rebellion against the government of Sir John A Macdonald. Yet, like Macdonald, his image has been featured by Canada Post on a postage stamp. According to Canada Post policy guidelines, such recognition is only given to "persons generally recognized as having made outstanding contributions to Canada." Students consider if Riel and Macdonald equally deserve this honour.
- Students research and analyze the Truth and Reconciliation Commission's findings and recommendations following their study into the practice and effects of Residential Schools in Canada
- Students assess current municipal, provincial, and federal governments response to the findings of the TRC and other needs in Aboriginal communities.

Socials 10 Curriculum: Canada and the World: 1914 to the Present

Big Ideas:

- Worldviews lead to different perspectives and ideas about developments in Canadian society.
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society.
- Global and regional conflicts have been a powerful force in shaping our contemporary world and identities
- The development of political institutions is influenced by economic, social, ideological, and geographic factors

Through classroom instruction and review of historical documents, students learn about the following: challenges faced by aboriginal people in the 20th century Canada, Aboriginal people's responses to the challenges, self-government, treaty negotiations, the impact of residential schools and the Indian Act on Aboriginal people, and the challenges and benefits of living on and off reserves, for example.

Learning activities:

- Students compare two contrasting descriptions of life in the Cree community of Kashechewan, James Bay. They explain which account they find more believable and test their hypothesis with other evidence.
- Students discuss and investigate what they and the world consider to be "Canadian Identity" and whether the historical and current treatment of Aboriginal Peoples matches that description
- Students research and analyze the Truth and Reconciliation Commission's findings and recommendations following their study into the practice and effects of Residential Schools in Canada; this builds on the learning from the previous year
- Students assess current municipal, provincial, and federal governments response to the findings of the TRC and other needs in Aboriginal communities
- Students look at the following aspects of the War of 1812
 - First Nations/British Alliance
 - The Mohawk warriors and Joseph Brandt
 - Tecumseh, key figure
- Cultural/Immigration Unit
 - First Nations cultural groups across Canada: Traditions and adaptations to the environment
 - Residential schools – Film, "Where the Spirit Lives"
- Remembrance Day
 - Participation of First Nations soldiers and how they were treated during and after WW I and II
- Confederation
 - Lack of inclusion towards First Nations Peoples
- Louis Riel and 1869 and 1885 rebellions
 - Discussion regarding the Metis
 - Louis Riel, Big Bear and Crowfoot
 - Treaties

Science 8 Curriculum

- Content: During the plate tectonics unit, students investigate the potential of the "Big One" happening here on the Cascadian Subduction zone. The article read with students references the First Peoples' knowledge in our area. In addition, students watch a video that references the historical local knowledge.
- Curricular Competencies: Express and reflect on a variety of experiences and perspectives of place

Foods 9 Curriculum

- Foods teacher invites Rebecca Campbell into her Grade 9 classes to share her knowledge of medicine foods and oolichans

Law 12 Curriculum

- Studying/understanding Aboriginal sources of law

- Studying/understanding how the Charter protects the distinct rights of Indigenous people
- Reflection/understanding on both the overrepresentation of Indigenous People in the criminal justice system and the principles of sentencing of Indigenous People (Gladue Factors)

English Language Arts 8 - 11 Curricula

- Aboriginal texts are used in Short Stories (Authors), Poetry (First Nations Narrative Experience in Canada) and integration with novel studies (Residential School Connection). For example, in English 8, 30 picture storybooks by various indigenous authors are read out loud following oral story telling traditions culminating in a visit featuring traditional drumming and songs by a local elder from the Squamish Nation (Bob Baker)
- Artist and carver Splashing Eagle of the Squamish Nation visits the English 8 classes and discusses connections to nature and sense of place relating to the poetry unit, which explores poetry by various contemporary Aboriginal authors
- "Whistle", a short story by Aboriginal writer Richard Van Camp, is studied by students in English 8 as a stand-alone unit exploring epistolary writing. Students will be writing Mr. Van Camp letters.

Languages Curricula

- The First Peoples' Principle of Learning, "Learning is embedded in memory, history, and story" frames the learning. Using the TPRS method (Teaching Proficiency Through Reading and Storytelling), the class collectively builds stories together to learn the language

Psychology Curriculum

- Talking circles, acknowledgements, Skwxwú7mesh & Hul'q'umi'num' / Halq'eméylem greetings, indigenous literature/poetry, and weaving will be embedded throughout the AP Psychology course

Art Curricula

- As part of the curriculum, there will be an incorporation of aboriginal storytelling and contemporary aboriginal First Nations design using digital technology
- In Sculpture/Ceramics 10/11/12 classes, students will be completing a silversmith unit where they create jewelry inspired by our natural setting with Squamish artist Aaron Moody (Splashing Eagle).

Academic and Cultural Literacy 10/11; Transitional English 8/9

- Students participate in the Cheakamus Cultural Program. The program includes cultural activities, such as cooking bannock, cooking lunch using hot rocks and bent wood boxes, fishing, dancing, craftwork and storytelling.

B. Academic/Cultural Support for Students

- Aboriginal Success Counsellor (Carol Langley)
 - Liaises with secondary administrators to directly support students and teachers, as needed.
 - Meets with students on a regular basis
 - Communicates with parents/guardians on a regular basis to discuss student progress and support needed
 - Works with Squamish Nation Education Dept to plan appropriate support – Academic, Cultural and Social
 - Distributes invitations to district events - ie Family Feast
 - Provides opportunities for students to attend community events, post-secondary events, Squamish Education Department events, Aboriginal Education Career Fair
 - Connects with counsellors and support staff

- District Administrator – Student Support Services (David Platt)
 - Provides academic support to students, if needed, through the learning support program. The Learning Support Program provides academic support including study skills, organizational skills, and tutoring in subject areas as needed
 - Meets with students on a regular basis to review academic progress.
 - Connects with parents and guardians on a regular basis to communicate student progress and plan for next steps as needed
 - Meets with SBT and LST to plan support as needed
 - Meets with classroom teachers to plan support as needed

- Skwxwú7mesh Advisors
 - Assist with cultural and educational projects in the school and any objectives around Aboriginal studies and activities
 - Provide curriculum/career/counselling support including resources regarding the historical context of this territory
 - Connect students with secondary and post-secondary programs and opportunities where appropriate

C. First Peoples' Principles of Learning

Rockridge Secondary School has an Aboriginal Education Committee. One of the purposes of this committee is to examine the First Peoples Principles of Learning and develop strategies for staff to become more familiar with the First Peoples Principles of Learning.

A number of activities, events, speakers, presentations, and projects will be implemented in the upcoming school year that use the First Peoples Principles of Learning. Examples have been included in the Connections to BC Curriculum. The school Aboriginal Education Committee is organizing events on National Aboriginal Day in June for all students in the school as well as provide specific and meaningful opportunities for Aboriginal students on this day.

D. Parent Education (Native and Non-Native)

Parents are informed of the BC Curriculum and the components related to Aboriginal education through the Meet the Teacher Evening and through course outlines. Parent gatherings commence with an acknowledgement of being on the Squamish Territory.

E. Community Partnerships

Squamish Nation – (Splashing Eagle, Bob Baker, Faye Halls and Janice Campbell for class presentations and events/activities)

F. District Support accessed last year

- Access and invitations to district events such as student leadership forums and projects
- Community partnerships
- District Administrator – Student Support Services
- Aboriginal Success Counsellor
- Skwxwú7mesh Advisors

G. Resources needed for this year

- Continued partnership with the Skwxwú7mesh Nation and support from Skwxwú7mesh Advisors (Bob Baker, and Faye Halls)
- Support from Brad Baker to facilitate Blanket Ceremony with staff
- Continued access and invitation to district events such as student leadership forums and projects
- District Administrator – Student Support Services
- Aboriginal Education Success Counsellor