



Aboriginal Education School Plan 2018 - 2019

School: West Bay Elementary

School Aboriginal Education Committee:

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

Please see chart below for details regarding specific activities at each grade level.

The following events/activities also occurred beyond those listed on the grade-specific chart:

- Remembrance Day Service – quotes from Aboriginal Veterans were included in the service script/presentation
- Consistently purchase resources and books for our Learning Commons to supplement units of inquiry and to enhance learning
- A chart (a FNEESC resource) is located in our IB Collaboration Room which provides suggestions for teachers as to the different concepts and ideas that could be connected with their units

- A team of teachers worked on District Innovation Grants
 - (2015-2016) The inquiry question was: *How can the integration of Aboriginal teachings and values into the curriculum impact our school community's attitudes and understanding of localized aboriginal language, culture and history?* The journey is documented here: <http://wbinquiryabed.weebly.com>
 - (2016-2017) The inquiry question was: *How can cross-district connection deepen our learners' understanding of local Aboriginal teachings and values thereby impacting our communities' attitudes and understandings?*
 - (2017-2018) The inquiry question was: *How can we make First Peoples Principles of Learning more visible in our practice?*
 - Earth Day: learning involves recognizing the consequences of one's actions
 - Looms in the makerspace
 - Language Lessons
 - Resources purchased
 - Pro D & Sharing = impact on entire staff, causing the FPPL to be more visible
- Squamish Language – we are proud of our work with Rebecca Duncan in the Spring of 2018. We offered Squamish Language lessons to our grade 3 & 4 students during French class for a few weeks. In addition, Rebecca worked in various classrooms sharing cultural knowledge.
- In the spring of 2016, we proudly added Squamish language to West Bay's morning announcements. It has now become commonplace in our school. It is wonderful to see students using the language as they hear it on a daily basis (Ha7lh skwáyel, tkáya!, O Siyam, etc.)
- Professional Development:
 - Regular sharing at staff meetings (scheduled)
 - LA attended FNEESC Annual Conference (Nov/Dec 2017)
 - Team attended Learning Forward: From Poster to Practice (April 2018)
 - CH & BH attended 8th Annual Aboriginal Math Symposium (May 2018)
 - Admin visited St Mary's residential school in Mission (Oct 2017)
 - CH & JH attended the West Vancouver Dinner Series (Spring 2018)
- Orange Shirt Day:
 - Day honoured and resources shared with staff (links, video, stories)
 - 2018: hands on t-shirts – how do we show all people matter?

Action Plan for 2018/2019

- Connections to BC Curriculum
 - **Please see chart below for details regarding activities at each grade level that connect to the BC Curriculum.**
- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
 - We hope to continue our journey with the First Peoples Principles of Learning. We will be connecting the principles to our Units of Inquiry. We will continue to build understanding in teachers and students that the principles are underlying and more philosophical in nature. We will encourage teachers to refer to the principles as they authentically occur and plan for learning opportunities that will bring the principles to the forefront.
 - As a continuation of our work last year, our Indigenous Education Team will continue to find ways to make First Peoples Principles of Learning more visible in our practice.
 - **Please see chart below for details regarding activities at each grade level that connect to the First Peoples Principles of Learning.**
- Parent Education
 - We would like to invite Squamish Elders in (possibly S7aplek and/or Yeltsilewet) to speak to the parents at a PAC meeting again this year.
 - We will highlight Indigenous Education on West Bay's Twitter feed.
- Community Partnerships
 - Booked a cultural performance through ArtStarts of the 3 Crows Production of "How The Raven Stole the Sun"
 - **As per the chart below, we hope to work closely with members of the local Squamish Nation to deepen our students' understanding of sense of place.**
- Student Support – Success Teachers/Counsellors

District support and resources needed this year:

Please see chart below for details regarding activities at each grade level.

Grade	Activities, events, speakers, presentations, projects that have occurred in your class over the past two years	Activities, events, speakers, presentations, projects that you have planned for 2017/2018	Support and/or resources needed	Connection to First Peoples Principles of Learning
K	<p>Grandparents and parents visited to share technology from their generation</p> <p>Storytelling unit in “How We Express Ourselves” – Rebecca Duncan shared traditional stories, also had a traditional story told through a puppet show</p> <p>Sharing the Planet unit – Indigenous beliefs around the environment (“You use what you take from environment”) – presentation by Candice (Faye Halls daughter)</p> <p>We used our library time to share stories and play games that incorporate Indigenous beliefs</p>	<p>“How We Express Ourselves” – would love an Elder to come in and share traditional Squamish stories</p> <p>“Sharing the Planet” – Indigenous beliefs around the environment and how you use it /our responsibility (“You use what you take from environment”)</p> <p>“Where We Are in Place & Time” – learning about the past through and elder visit with different artifacts to explain what life used to be like.</p> <p>“Who We Are” – examining how behaviour influences relationships. Hope to use traditional stories to highlight how behaviour/actions cause change or influence relationships</p> <p>Use picture books to expose students to First Peoples Principles of Learning.</p>	<p>An Elder to visit to share traditional stories</p> <p>An Elder to come in to share about the importance of the environment to Squamish culture – possibly a Nature walk with local expert</p> <p>Puzzles, books/tales and collaborative games that focus on indigenous animals and their relationship with others</p> <p>Picture Books for classroom for students to read</p> <p>Short videos</p> <p>Education around Indigenous art – resources</p>	<p>Learning recognizes the role of indigenous knowledge.</p> <p>Learning is embedded in memory, history, and story.</p> <p>Learning involves recognizing the consequences of one's actions.</p> <p>Learning involves generational roles and responsibilities.</p> <p>Learning involves patience and time.</p>

<p>1</p>	<p>Bob Baker worked with Grade One classes retell stories and traditional songs</p> <p>Principal worked with Grade One classes to explain the message uttered at the beginning of gatherings and assemblies which acknowledges we are on the traditional lands of the Squamish Nation; teachers helped students learn the message which was read by them at the beginning of their dance performance</p> <p>Discussions about First Nations Community roots and beginnings in West Vancouver; this will connect with unit on community under the theme, 'Where we are in Place and Time'</p> <p>Storytelling in "How We Express Ourselves" unit</p> <p>Researching at animal adaptations in Sharing the planet using aboriginal young readers from the library.</p> <p>Visit by Rebecca Duncan storytelling, and singing songs with entire grade one group</p>	<p>"Where We Are in Place & Time" - Discussions about First Nations Community – roots and beginnings in West Vancouver. We plan to use images to engage thoughts on what happened to the land, good? Bad?</p> <p>Storytelling in "How We Express Ourselves" unit – Guest Speaker (S7aplek?) to share traditional knowledge</p> <p>Participate in the "Learning in the Outdoors" program. This allowed students to connect with nature.</p> <p>Literature to engage with the First Peoples Principles of Learning (Dear Children of the Earth, Miss Rumphius, Animals, We Are All Friends, If you had a seed, There is only one you, etc.)</p> <p>Gratitude Circles</p> <p>Who We Are – responsibilities, identity, animal heroes - raven story</p> <p>Sharing the Planet – guest speaker to share the importance of colours and animal attributes</p>	<p>S7aplek (Dec) to share in "How We Express Ourselves"</p> <p>Guest Speaker to share about the importance of colour and animal attributes</p> <p>Class sets of early readers from the aboriginal animal books</p> <p>Nature walk led by our Indigenous Education partner to discuss animals indigenous to our environment and how they have adapted</p> <p>Nature manipulative for student storytelling mats</p>	<p>Learning is embedded in memory, history, and story.</p> <p>Learning requires exploration of one's identity.</p> <p>Learning recognizes the role of indigenous knowledge.</p> <p>Learning involves generational roles and responsibilities</p> <p>Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits and the ancestors.</p>
<p>2</p>	<p>Navigation</p> <ul style="list-style-type: none"> -how plants can assist us -how stars are used to navigate -how waterways assist navigation <p>(Bob Baker came and told stories about how Indigenous peoples use the stars, the plants, currents and landmarks to navigate).</p>	<p>Navigation</p> <ul style="list-style-type: none"> -how plants can assist us -how stars are used to navigate -how waterways assist navigation <p>Self-Regulation</p> <ul style="list-style-type: none"> -ways to find calm, connection to the environment 	<p>Speaker to talk about native plants and how Indigenous people use their environment</p> <p>Expert visit for weaving or some kind of art piece.</p> <p>Find resources of artefacts and traditional art (museum?)</p>	<p>Learning recognizes the role of indigenous knowledge.</p> <p>Learning involves recognizing the consequences of one's actions.</p>

	<p>Self-Regulation -ways to find calm Solitary Spots - finding peace in nature</p> <p>Environment affects communities -how different cultural groups use the biome their community resides in to survive</p> <p>Math in Art -Using Indigenous style of art to explore symbols in art</p> <p>Weaving and storytelling</p>	<p>Environment affects communities -how different cultural groups use the biome their community resides in to survive -Someone to come and discuss how are plants used by Indigenous peoples? Native plants</p> <p>Math in Art -use of symmetry in nature -paddle art</p> <p>Math Problem Solving- new Canadian curriculum math program embedded with Indigenous content</p>	<p>Bob Baker visit to share traditional navigation, bring his paddles.</p>	<p>Learning is embedded in memory, history, and story.</p> <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</p>
3	<p>Two units focused on Indigenous cultures and how cultural knowledge is passed down</p> <p>Faye Halls visited to share traditional stories</p> <p>Field trip to the Hiwus Cultural House at Grouse Mountain – authentic learning experience</p> <p>Field trip to Squamish Big House in November 2015</p> <p>Class reading of “Yuit” by Yvette Edmonds</p> <p>Exploration of indigenous plant life in West Van with Jena Rudolph (Soaring Eagle Nature School)</p>	<p>Hiwus field trip at Grouse Mountain</p> <p>Invite Rebecca -- to share how her culture expresses themselves through story in “How We Express Ourselves” – cultural knowledge can be passed down through oral history and traditions</p> <p>“How We Organize Ourselves” – inquiry into how cultures use their environment to meet their needs.</p>	<p>Rebecca -- for storytelling</p> <p>More titles within Raven Tales (graphic novels) and videos</p> <p>Levelled readers (Strong Nations?) in guided reading sets</p>	<p>Learning recognizes the role of indigenous knowledge.</p> <p>Learning is embedded in memory, history, and story.</p> <p>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p> <p>Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits and the ancestors.</p> <p>Learning involves generational roles and responsibilities</p>

<p>4</p>	<p>Grade 4 students, in their unit on “Where We Are in Place and Time”, studied how First Peoples’ culture had an impact (ie., students found authentic evidence of First Peoples’ culture in the community – signage, welcoming figure at Ambleside); students explored the impact of residential schools and the importance of reconciliation; this proved to be a powerful learning opportunity</p> <p>Blanket exercise (May 2016, 2017, 2018)</p> <p>Unit of Inquiry on “Colonization” with central idea, “Colonization can influence the way societies are organized.” (Residential schools)</p> <p>Faye Halls spoke about residential schools (May 2017, 2016)</p> <p>Maria Morellato (lawyer – now Supreme Court Judge) visited grade 4 to talk about treaty law (May 2016)</p> <p>In the unit under the theme, “How We Express Ourselves”, focus on artists and residential schools when looking at experiences and culture and the ways they can be conveyed through Art. Stan Joseph, Squamish carver, visited the grade four students to share why art is important to him and his culture. He created a piece (spirit animal) for each student. (2016)</p> <p>Connection to the role of indigenous knowledge with</p>	<p>Unit of inquiry on “Colonization can influence the way societies are organized” which covers the impacts of European expansion on the creation of Canada through to modern day (residential schools, fur trade, etc.)</p> <p>Blanket Exercise (May 2019)</p> <p>Faye Halls to speak about residential schools</p> <p>“How We Express Ourselves” - focus on how culture can be conveyed through art. Many Indigenous examples from the past and present.</p> <p>Connecting to the role of indigenous knowledge with earthquakes, volcanoes and tsunamis in “How the World Works”</p> <p>Field trip to the Vancouver Maritime Museum for “Man the Oars, Map the Coast” & “Arctic Exploration” programs.</p> <p>Field trip to Fort Langley</p> <p>Using Indigenous literature to connect to the First Peoples Principles of Learning.</p> <p>We hope to work with Stan Joseph again as he has excellent messages of how he expresses himself through carving and that it is his responsibility to share his culture with others.</p> <p>Aboriginal Music and Songs</p>	<p>Squamish Elder for support with residential schools talk (Faye Halls?)</p> <p>Connection with a local artist (Stan Joseph)</p> <p>Art supplies to support the guest artists and speakers during How we express ourselves.</p> <p>Music recordings, books and stories (fiction and nonfiction).</p> <p>Family stories about reconciliation</p> <p>Lit circle books related to identity, reconciliation, exploration etc...</p>	<p>Learning is embedded in memory, history, and story.</p> <p>Learning recognizes the role of indigenous knowledge.</p> <p>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p> <p>Learning involves generational roles and responsibilities</p> <p>Learning involves recognizing the consequences of one’s actions.</p> <p>Learning involves patience and time.</p>
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	<p>earthquakes, volcanoes and tsunamis in “How the World Works”</p> <p>Field trip to Fort Langley (May 2016, 2018)</p> <p>Field trip to the Vancouver Maritime Museum for “Man the Oars, Map the Coast” & “Arctic Exploration” programs. (Dec 2016, 2017)</p>			
5	<p>“How the world works” – explored mythology and traditional stories about constellations. The students will write their own myth to explain the universe.</p> <p>Unit on Simple Machines – early tools, fishing, wheel, arrowhead – what can we learn? Students will write a short essay about the tools used by the First Peoples and the components of a simple machine</p> <p>Creating music with simple tools, inspired by Indigenous cultures</p> <p>“Where We Are in Place & Time” - Look at residential schools and the injustice to many cultures - South Asian, First Peoples, Asian</p> <p>Review the government system of the First People, compare systems</p> <p>Consider the perspective of Aboriginal peoples and their relationship with the land in “Sharing the Planet” (natural</p>	<p>“How the world works” – explored mythology and traditional stories about constellations. The students will write their own myth to explain the universe.</p> <p>Unit on Simple Machines – early tools, fishing, wheel, arrowhead – what can we learn? Students will write a short essay about the tools used by the First Peoples and the components of a simple machine</p> <p>Creating music with simple tools, inspired by Indigenous cultures</p> <p>“Where We Are in Place & Time” - Look at residential schools and the injustice to many cultures - South Asian, First Peoples, Asian</p> <p>Review the government system of the First Peoples, compare systems</p> <p>Consider the perspective of Indigenous peoples and their relationship with the land in “Sharing the Planet” (natural resource management)</p> <p>Expert to speak about traditional medicine and the importance of plants/ environment during “Who We Are” (human body)</p>	<p>Books/videos on early simple machines traditional to First Nations in BC</p> <p>Elder or representative to share first hand the system of government in the Squamish Nation</p> <p>Expert to speak about the relationship with the land - natural resource management</p> <p>We are always eager to have speakers from our local Squamish Nation to speak to us with respect to any one of our planners</p>	<p>Learning is holistic, reflexive, reflective, experiential, and relational.</p> <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p> <p>Learning involves recognizing the consequences of one’s actions.</p> <p>Learning is embedded in memory, history and story.</p>

	<p>resource management)</p> <p>Expert to speak about traditional medicine and the importance of plants/ environment during “Who We Are” (human body)</p> <p>Faye Halls (Aboriginal self-government)</p> <p>Innovation grant with Seniors – generational roles, connection with Elders.</p>			
6	<p>During Outdoor School (Oct. 2015, 2017), students were organized by clan and participated in guided nature walks where indigenous species were identified. Outdoor Education: classes incorporated some Ab Ed into their new Outdoor Education plans</p> <p>Who we are: focus on puberty. Explore the idea that aboriginal cultures have “rites of passage” associated with puberty.</p> <p>Discussions surrounding Site C Dam and Pipeline Proposals -</p> <p>Where We are in Place and Time: Focus on evolution. The connection between evolutionary adaptations/survival of animals & people connected to them (First Nations’ perspectives and experiences) historically with these changes)</p>	<p>How we Express Ourselves: focus on Global Citizenship with a plan to highlight, Indigenous issues that are global in scope (environmental issues, human rights issues) Through exploring current events class will recognize and learned about the peace and reconciliation process. Independently, students will explore NGOs working to bring safety and peace to all Canadian citizens.</p> <p>How We Organize Ourselves: focus on economy. Explore trade and the Indigenous economic systems.</p> <p>Who we are: focus on puberty. Explore the idea that Indigenous cultures have “rites of passage” associated with puberty.</p> <p>Where We are in Place and Time: connection between evolutionary adaptations/survival of animals & people connected to them (First Nations’ perspectives and experiences) historically with these changes</p> <p>Sharing the Planet-</p>	<p>More meaningful speakers - access to primary sources for story telling and ceremonies</p> <p>Books/videos on early trading with First Nations in BC</p> <p>Go to MOA on a field trip: School program (Potlatch ceremony)</p>	<p>Learning recognizes the role of indigenous knowledge.</p> <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p>Learning requires exploration of one’s identity.</p> <p>Learning is holistic, reflexive, reflective, experiential, and relational.</p> <p>Learning involves generational roles and responsibilities</p> <p>Learning is embedded in memory, history and</p>

		<p>Focus on electricity. Explore how electricity is generated in BC through damming, and the environmental and social consequences related to generating electricity.</p> <p>Connection with the First Peoples Principles of Learning through Mindup/mindfulness activities (mind, body, spirit connection)</p>		<p>story.</p>
7	<p>Outdoor Education: classes incorporated Ab Ed into their new Outdoor Education plans</p> <p>Residential schools – visit from Bob Baker</p> <p>During Outdoor School (Oct. 2015, 2017), students were organized by clan and participated in guided nature walks where indigenous species were identified, adopted nature/first nations inspired names to be addressed as.</p> <p>Exhibition unit on Climate change; Aboriginal connection, pipeline issues</p> <p>Living Library – Lynne Tomlinson spoke on Aboriginal connections</p> <p>Maria Morellato (lawyer – now Supreme Court Judge) visited grade 7 to talk about treaty law (May 2016)</p> <p>Ancient Civilizations Unit to include Aztecs and Mayans</p> <p>Hikes in our community – connection with the land, being inspired by the sounds & sights of</p>	<p><u>Fine Arts:</u></p> <p>Indigenous Arts -- Students will be participating in a double block of Fine Arts each week that delves into indigenous knowledge and perspectives, using key concepts to explore their connection, relevance and importance in our everyday lives.</p> <p>In practice, indigenous forms of art, storytelling, rituals, practices, and beliefs will be introduced in order for students to make connections.</p> <p><u>Examples of activities and arts to delve into over the 2018/2019 year include:</u></p> <ul style="list-style-type: none"> • Indigenous Animals connecting with Learner Profile • Totem poles • Drum making • Dream catchers • Rituals • Weaving • Button blankets • Outdoor Education • Storytelling • Indigenous art strategies (dot art, etc.) 	<p>Speakers for Exhibition on “Who we are”</p> <p>Squamish Nation elder to share perspective</p> <p>Have a First Nations person go on a hike with us to talk about the environment.</p>	<p>Learning requires exploration of one’s identity.</p> <p>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</p> <p>Learning recognizes the role of indigenous knowledge.</p> <p>Learning is embedded in memory, history, and story.</p> <p>Learning involves patience and time.</p> <p>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p> <p>Learning involves recognizing the consequences of one’s actions.</p>

	<p>nature.</p> <p>Climate Change – perspective - a focus on First Nations’ perspective towards climate policy, old ways vs. new ways, what is fair/necessary?</p> <p>Restorative Justice – laws and government</p> <p>How we express ourselves - Religion/beliefs/values - Aboriginal perspective on each religion taught</p>			
<p>Music</p>		<p>Jowi Taylor’s Guitar presentation. Story of the albino pine tree in the Haida Gwaii being chopped down.</p> <p>Learning Indigenous instruments</p> <p>Drum-making/ decorating (meaning of animals and symbols)</p> <p>Observation/Field Trip of a Pow-wow</p> <p>Guest Speakers</p>	<p>Possible Guest Speakers: Jowi Taylor, Russell Wallace, Rebecca</p> <p>Rebecca for drum-making</p>	<p>Learning is holistic, reflexive, reflective, experiential, and relational</p> <p>Learning recognizes the role of indigenous knowledge.</p> <p>Learning is embedded in memory, history, and story</p> <p>Learning involves patience and time</p> <p>Learning involves recognizing the consequences of one’s actions.</p> <p>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</p>