



Aboriginal Education School Plan 2018 - 2019

1. School: Caulfeild iDEC

2. School Aboriginal Education Committee Members:

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3. School Main Contact Person(s)

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

- Whole school Inquiry - [Harmony](#)
- Grade 3 - [link](#)
- Grade 4: Whole Term Inquiry: The relationship between Indigenous and Non-Indigenous people over time. Provocation: the current events of Jumbo Glacier Resort
- Grade 1 and 2: (term 3) indigenous ecological understandings and perspectives, interweaving of cultural and ecological significance of local animal species; (term 2) comparison of traditional coastal and inland structures (and cultural implications) of First Peoples in study of architecture and community

- Indigenous cultural projects with the Aboriginal Success Teacher have included:
 - Documenting, photographing, questioning and carving with Xwalacktun
 - Guided drawings of Coast Salish bear and eagle
 - Drumming, singing Squamish Songs, Squamish words
 - Canoe field trip launched from Swaywi (Ambleside Beach) operated by S7aplek in conjunction with WVPD canoe crew



- Created Metis finger-woven sash, moose hide medicine pouches, medicine wheel keychain, designed wooden feather necklace
- Squamish nation weaving and traditional culture field trip to Ridgeview Elementary conducted by Tsawaysia
- Elder John Delorme Cree elder in to speak about the medicine wheel
- Explored legends through Raven Tales
- Made dream catchers, sampled traditional teas
- the school was broken up into family groupings and rotated through various stations in preparation for the unveiling of the carved bear. Students who came to my station learned about cedar paddles, protocol and creation of necklaces for giveaways

5. Action Plan for 2018/2019

- Celebrating and honouring Orange Shirt Day School Wide: Resources were developed and shared by our Aboriginal Education Team for Primary and Intermediate.
 - Grade 4: inviting an Elder to speak with the class (recommendation from Laine Anderson at West Bay)
 - Grade 4: potential field trip to the Vancouver Maritime Museum (exhibition about local First Peoples)
 - Grade 4: novel study
 - Grade 3: Living and non-living organisms (local First Peoples knowledge of species that are important to their community and history of species they have interacted with)
 - Grade 1 and 2: exploring connections with culturally significant animals (in Coast Salish tradition) to build sense of self using The Six Cedars resource with plans to connect to core competencies, comparative study of rights, roles, and responsibilities in various communities, including indigenous.
- Indigenous cultural projects with the Aboriginal Success Teacher plan to be:
- Field trip to photograph, compare, question and carve with Xwalacktun at the WVPD
 - Contemporary, traditional First Nations, Metis and Inuit music sketching and reflection
 - First Nations, Metis and Inuit story reflections
 - Squamish drumming, singing, Squamish words, native plant information walks, traditional plant uses
 - Creating items to share with the elders in the community via Cooking and clay work
 - Invite an elder to speak about community and belonging
 - Field trip to canoe around the traditional territory of Swaywi (Ambleside) using 3 Native style and Metis canoes
 - Field trip to UBC Museum of Anthropology



- **Connections to BC Curriculum**

Within our plans/activities provided above for 2018-19, connections for the BC Curriculum are defined in these learning plans. Where the curriculum connections are not explicit, we will further develop this document throughout 2018-19 to highlight them further.

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

In the collaborative culture of iDEC our school-wide values of “Be the Bear” weave together First Peoples Principles of Learning and Core Competencies. We will expand this explanation in the next draft of our Aboriginal Education School Plan.

- **Parent Education**

Each month at iDEC parent education sessions will be built into our CPAC meetings. These education sessions will draw connections to our vision of learning at iDEC and the First Peoples Principles of Learning.

- **Community Partnerships**

- **Student Support – Success Teachers/Counsellors**

6. District support and resources needed this year:

- This year our support will focus on collaborating effectively with our Aboriginal Success Teacher as noted in our plans for this year above.