



Aboriginal Education School Plan

School: **EH Montessori**

School Aboriginal Education Committee: **All staff**

School Contact Person: **Val Stevenson**

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

- Sahplek Lanakila- Storytelling/Crafts /Music
- Wendy Charbonneau-Storytelling/Dancing/Crafts
- Takiya- performance
- Snowshoeing/Grouse Feast House
- Talking Stick Festival
- Museum of Anthropology- pole walk, roots speak
- Damelahamid dancers
- Field Trip to Squamish Big House
- Family Potlatch
- Residential School Novel Study-Grade 4/5
- Study of 4 levels of Government-Grade 4/5
- Salmonoid Enhancement Program
- Books, resources, maps, music, drums purchased for use
- Family Feast
- Stories and read-alouds from our Aboriginal Education Literature collection
- Discussions with PAC regarding Aboriginal Education

Action Plan for 2015/2016:

- Studying and embedding the principles of First Peoples' Principles of Learning into the Montessori environment K-5 and comparison to character values from the Montessori philosophy (respect, grace and courtesy).
 - Learning ultimately supports the well-being of the self, family, community, land, spirits and ancestors.
 - Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, reciprocal relationships and a sense of place).
 - Learning involves recognizing the consequences of one's actions.
 - Learning recognizes the role of indigenous knowledge.
 - Learning is embedded in memory, history and story.
 - Learning involves patience and time.
 - Learning requires exploration of one's identity.
 - Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.
- Working with the FNEESC document "In Our Own Words: Bringing Authentic First Peoples Content to the K-3 Classroom" and "Authentic First Peoples Resources K-7" to implement lesson objectives and ideas.
- Study of "origins stories" and looking at FN ones- use this as a strategy to inspire student writing
- Each year when we look at cultural/political geography we compare and contrast the FN culture, beliefs, customs, needs and stories with the culture, beliefs, customs, needs and stories of the continent we are studying (15-16 Europe).
- When we study physical geography using the Montessori biomes curriculum we make connections to the environment and our responsibility to engage in environmental stewardship on a personal, community and national level, emphasizing the FN beliefs.
- Field trip to Squamish
- Capilano field trip (watershed)
- Acquire graphic novel set "Raven Tales"

- Spakwus Slolem Performance
- Cedar bracelets or soapstone carvings-Grade 4/5
- Class art projects-FN theme (red/black geometry, totems)
- Expose students to Squamish language
- Celebrate Aboriginal Day in June

District support and resources needed this year:

- Aboriginal Education training for teachers
- Vice-Principal attending the FN conference in November.
- Krystel Farina-Aboriginal Success Teacher
- Sahplek Lanakila-blessing at salmon release
- Carol Langley-district aboriginal contact person
- FN gardeners to accompany students on nature studies, school garden
- Squamish language resource person