



Aboriginal Education School Plan

School:

Irwin Park Elementary School

School Aboriginal Education Committee:

Liz Hill

Jody Billingsley

Robyn Evans

School Contact Person(s)

Liz Hill

Jody Billingsley

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

1. Irwin Park representation at the yearly Family Feast at the Eslha7an Learning Centre in North Vancouver
2. Weaving club
3. K/1 Talking Stick
4. Teddy Anderson - First Nations Hoop Dancer
5. Whole School Performance – Raven meets the Monkey King
6. Legend of the Polar Mend – Welcome Dance – Grade 4s with Sa7plek Lanakila, Bob Baker
7. New library resources purchased and special labels made to indicate aboriginal literature.
8. Salmon Blessings by Sa7plek Lanakila, Bob Baker
9. Cedar Trees- along with Skwxwú7mesh Nation – In front of the school (four cedar trees)
10. Language at Irwin Park – 3 Days working with Grade 4s and Grade 7s to integrate Squamish Language. Also started a lunch Skwxwú7mesh Language Club to target all students in grades 3 – 7.

11. Sa7plek Lanakila, Bob Baker, came to work with Grade 7s during a unit of inquiry to look at how First Nations thrived during the Middle Ages – used oral history and story to reveal daily lives.

Action Plan for 2015/2016

- **Connections to BC Curriculum (new document)**

Early Primary (Kindergarten – grade 2)

- **Kindergarten Classes** - Exploring the relationships First Peoples have with nature through children’s literature.
- Exploring the purpose and connection of totem poles
- Inviting Sa7plek Lanakila, Bob Baker, in to work with primaries to create talking sticks and explore the use behind talking sticks.
- **Grade 1 and 2 classes**
- Integrating Aboriginal Education through literature during Read Aloud sessions a few times a week through the lens of “How does listening to story help us understand part of Canadian history?”
- Connecting with teacher librarian to help support with new literature resources – linking to the New Curriculum Big Idea, “stories help us learn about ourselves, our families and our communities”.
- Exploring geography in British Columbia in relation to the First Nations in BC and First Nation culture
- Throughout the year diving deeper with discussion about residential schools, prejudice, identity and the rights of people
- All inquiry units to have a process of listening, sharing, asking questions and gaining a deeper understandings of lived experiences of First Nations in British Columbia, with particular emphasis on the Skwxwú7mesh Nation

Grades 3 - 5

- **Grade 3 Classes** - Using First Nations Literature and engaging in rich discussion of First Nations stories to illustrate how knowledge was passed down through oral history, traditions, and collective memory

- Reviewing information on how First Nations people met their basic needs historically and relating it to aspects of life shared by and common to all peoples and cultures
- Practice making traditional Aboriginal art by making images based on the coastal First Nations' petroglyph drawings
- **Grade 4s and 5s** Field Trip to Grouse Mountain to experience an authentic híwus Longhouse at Grouse Mountain. Looking at the importance of the Longhouse for the Skwxwú7mesh Nation and the importance of oral traditions through Skwxwú7mesh elder Kwel-a-a-nexw.
- **Grade 4 Classes** connecting with Isaac Vanderhorst from the West Vancouver Museum to look at Aboriginal art, including soapstone carving
- **Grade 5 Classes** – Deep exploration of First Nations Art with particular focus on BC aboriginal art on the Northern and West Coast peoples
- **Grade 5 teachers** exploring new FNEESC resources to gain a richer understanding of how to teach the residential school history in a sensitive manner

Upper Intermediate Grades 6 -7

- **Grade 6**
- Reading and discussing Indigenous Cultures (focus on Language and oral traditions) around the world in particular: North and South America, Australia
- Oral traditions and connections from students' background knowledge about disappearing languages ----to illustrate how knowledge was passed down through oral history, traditions, and collective memory
- Discussions and shared stories, making connections to own life regarding loss of diversity on earth with loss Indigenous languages
- Federal Election-lead up to Election Day, discuss and used print material (poster) to illustrate the importance of the vote for various groups of Canadians particularly First Nations and Women.

- Add and discuss information omitted from STUDENT VOTE program that recognizes the fourth tier of government in Canada, First Nations, and help students understand this level of government as one that has limited rights in some jurisdictions (hunting/fishing/mineral) and greater rights in other areas as per the recently extinguished treaties of Tswassen and Nisga'a. Also acknowledging that in most of British Columbia aboriginal land rights were never ceded to the crown as per the limited treaties around Victoria of James Douglas.
- Discuss and share prior knowledge about Pacific Northwest Coastal First Nations and nations with traditional territory in Lower Mainland (Cultural influence from environment, geographic locations)
- Visit West Vancouver Museum to view Norman Tait's exhibit: Finding A Voice (organized by the Nisga'a Museum)
- Connecting to Norman Tait's life in Residential school, his experiences and his struggle and ultimate success in revitalizing Nisga'a Craving traditions back to his community
- Art: image transfer, negative and positive space,
 - Aboriginal Art form: the mask
 - Craving rubber blocks
 - Print on various materials: maple wood and fabric
- Creative Writing connection to mask and creating meaning and story behind the mask
- Two students working on learning the Squamish language during Genius Hour
- Remembrance Day: Role of First Nations starting with [War of 1812](#), [World War 1](#), [Native Soldiers](#), [Foreign Battlefields](#)
- First Nations of North America Legends and histories through film [Study Guides: National Film Board](#)
- **Grade 6 Moving Forward:**
- Hope to access Squamish language classes for students
- Work with Sa7plek Lanakila, Bob Baker on Eagle Dance and learn the history of the Skwxwú7mesh nation
- Work with Yeltsilewet, Faye Halls and linking with the Eslha7an Learning Centre in North Vancouver regarding Weaving and learning about customs and Traditions of the Skwxwú7mesh Nation

- **Grade 7 Classes**
 - First People Inquiry in Literacy focused on pre-contact culture
 - Exploring indigenous ways of knowing through art and HACE
 - Examining impact of Residential Schools on aboriginal culture through Lit Circles – Hoping to link with Yeltsilewet, Faye Halls, to help facilitate the understanding of Residential School
 - Socials and Science Inquiry Unit of Early Man and the evolution of cultures and ancient civilizations – Emphasis on how First Nations people are the “first culture”. Hoping to Linki with Sa7plek Lanakila, Bob Baker, to discuss when exploring the facets of ancient civilizations, ensuring students know that First Nations people were present when discussing how cultures have changed over time.
- **First Peoples Principles of Learning (How will you embed these in your work with students this year?)**
 - Highlighting First Peoples Principles in literature circles with the grade 6 and 7s. Looking at big themes such as overcoming adversity and using First Nation literature to explore social justice themes and topics such as Residential Schools
 - **Future Professional Development** - Providing Staff with a copy of the First Nations Principles – having staff come up with ways to embed for our students, ensuring that First Peoples Principles are taught authentically and meaningfully
- **Parent Education (Native and Non-Native)**
 - Sharing highlights of the Ab Ed Plan at IPPG meeting
 - Personally Inviting First Nations families to the yearly Family Feast connected with the Skwxwú7mesh Nation
 - Linking the District Aboriginal Education Website and other online sources for parents to explore
 - Sharing the First Peoples Principles of Learning with our parent community at an IPPG meeting

- **Community Partnerships**

- Connecting with Skwxwú7mesh Language instructor, Janice Campbell, to once again be invited to work with various classrooms. Targeting two grade groups over three days and creating a Skwxwú7mesh lunch language club, inviting any students and parents wishing to attend and learn
- Looking to connect with Faye Halls and Bob Baker to work with staff and students around Truth and Reconciliation with Residential Schools
- Connecting with the West Vancouver Museum to bring in First Nations artifacts to explore Coast Salish culture

District support and resources needed this year:

- Support around Residential School Resources – New Grade 5 FNEESC Resource
- Sa7plek Lanakila, Bob Baker and Yeltsilewet, Faye Halls to come in and work with staff and students around First Nations and Residential Schools
- Continued training around BC resources in relation to First Nations in British Columbia and with the Skwxwú7mesh Nation
- Resources that highlight First Peoples Principles of Learning