



## ***Aboriginal Education School Plan***

### **Ridgeview Elementary School Plan 2015 – 2016**

*"The foundations of Indigeneity are these: values that privilege the interrelationships among the spiritual, the natural, and the self; a sacred orientation to place and space; a fluidity of knowledge exchange between past, present, and future; and an honouring of language and orality as an important means of knowledge transmission." (Greenwood and de Leeuw, 2007)*

#### **Ridgeview Aboriginal Education Committee:**

- Catherine Kennedy
- Charity Cantlie
- Nathan Blackburn
- Val Brady

#### **School Contact Person(s)**

- Catherine Kennedy
- Val Brady

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

- Family Feast, Fall 2013, Spring 2015
- Professional Development with Bob Baker and Ridgeview staff to strengthen Enhancement Guiding Principles:
  - Improving Cultural Awareness
  - Developing Relationships
  - Collaborating with all Educational Partners
  - Inspiring Our Learners
- Liaise with Krystal Farina and Jada White-Harry to improve sense of belonging and presence of students of Aboriginal ancestry at Ridgeview
- Liaise with Bob Baker to support Aboriginal education curricular connections:
  - Show awareness of how story in First Peoples' cultures connects people to family and community

- Traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes
- Ridgeview Aboriginal Education Committee reviewed draft curriculum to discover curriculum connections to Aboriginal Education. A grade to grade curricular connection document was created to guide the Teacher-Librarian and support classroom teachers in resource selection and to ensure Aboriginal Big Ideas and Curricular Competencies were included in curricular planning. Additionally, this document guided the T-L in her selection of authentic resources to present to all students in their weekly visits to the library.
- All students in grades 4 – 7 explored symbolism in traditional and contemporary Aboriginal arts and art-making processes including dance, song, story, art and objects created by Aboriginal peoples for use in daily life or for use in ceremonies or rituals. Grade 4 students incorporated Aboriginal symbols into button blankets.
- Students in grade 5 attend Sea to Sky Outdoor School where the Circles of Care program provides the foundation of learning during this three day adventure. The Circles of Care program in part, supports the First Peoples Principles of Learning.
- Students in grade 4 and 5 participated in an Intercultural Outdoor Playground Games Workshop. Students were trained in outdoor playground games, including Aboriginal games, so that they could lead their peers and other students in play.

### **Action Plan for 2015/2016**

- Long-established ways of life of British Columbia's Aboriginal peoples are identified in the First Peoples Principles of Learning. The First Principles of Learning are foundation to all learning and as such provide direction to our journey In developing understanding and providing meaningful programs, events, and activities in Aboriginal learning. (As with our school Code of Conduct, and Ridgeview Learning Profiles, First People's Principles signage will be posted prominently in classrooms and in common work areas in the school. The language of the principles will be referred to as new activities are introduced and as our journey to learning in Aboriginal learning deepens.)
- This year we will refer to First Peoples Principles along with the language of Safe Schools, Code of Conduct, and Character Education. We will continue to define and identify character attributes that align aboriginal teachings and restorative practice.

### **First Peoples Principles:**

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
  - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
  - Learning involves recognizing the consequences of one's actions.
  - Learning involves generational roles and responsibilities.
  - 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.
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- All grades will learn about the message uttered at the beginning of gatherings and assemblies which acknowledges we are on the traditional lands of the Squamish Nation.
  - All grades will find authentic evidence of First Peoples culture in the community – for example: signage, welcoming figure at Ambleside.
  - All grades will revisit the significance of the beautiful carving of the canoe that is displayed at the entrance to the school.
  - Continuing to infuse aspects of the traditional medicine wheel teachings with existing character development initiatives will deepen our goal to ensure a positive school climate and ensure safe places to learn.

Core to our plan to highlight First Peoples Principles with Safe Schools, Code of Conduct, and Character Education is to encourage children and community members to care deeply, think critically, see clearly and act wisely.

- We will extend the learning in our Mural Art and the Environment project of the last few years, to act as a provocation for students to explore connectedness to the natural world.
- Implementation of our plan will include grade specific study as per the new Ministry of Education Curriculum. Study will be planned by classroom teachers in the classroom and will be reinforced and extended during regularly scheduled Library sessions. Students will be introduced to authentic First Nations resources (story, text, visuals, performers...) to illustrate and to

provide context to First Peoples' culture. Language Arts curricular connections will unfold as follows:

<b>GRADE</b>	<b>Curricular Connections</b>
Kindergarten	<p>Kindergarten students will learn that stories help us learn about ourselves and our families. Stories teach us about human nature, motivation, behaviour, and experiences and often reflect a personal journey or strengthen a sense of identity. Students will learn that stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.</p> <p>Students will learn that everyone has a unique story.</p>
Grade 1 and 2	<p>Students will learn that stories help us learn about ourselves and our families and that story in First Peoples' cultures connects people to family and community. Students will learn that traditional and contemporary First Peoples' stories take many forms.</p>
Grade 3	<p>Students will strengthen their understanding that stories help us learn about ourselves and our families. Students will develop awareness of how story in First Peoples' cultures connects people to land. They will learn that First Peoples' stories were created to explain the landscape, the seasons, and local events.</p>
Grade 4	<p>Students at this grade level will learn that exploring text and story helps us understand ourselves and helps us to make connections to others and to the world. Students will demonstrate awareness of the oral tradition in First Peoples' cultures.</p>
Grade 5	<p>Students in grade five will explore authentic texts, stories, and resources and will demonstrate awareness of history, past discriminatory government policies and actions including residential schools. Students will look at human rights and responses to discrimination in Canadian society. Students will learn the importance of reconciliation.</p>
Grade 6	<p>Students in grade six will learn that exploring text and story helps us understand ourselves and others and make connections to others and to the world. They will learn that exploring and sharing multiple perspectives extends our thinking. Students will recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view.</p>
Grade 7	<p>Students in grade seven will learn that exploring text and story helps us understand ourselves and others and make connections to others and to the world. They will learn that exploring and sharing multiple perspectives extends our thinking. Students will learn that oral tradition has the same validity, importance, and permanence for First Peoples as written texts do for other cultures.</p>



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Ministry of Education Aboriginal Education  
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