



Aboriginal Education School Plan

School: Rockridge Secondary School

School Aboriginal Education Committee/Contact Person(s): Tracy Smith, Cristina Herman, Lisa Hetman, Derek Lam, Christy Coulthard, Leonie Plunkett, Jennifer MacDonald, Jeannette Laursoo, John Crowley

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Education Projects/Programs 2013-2015

- Art 9 Project - Bob Baker told stories to students about the 'spirit self' and how that can be represented as part of their project about the self and the masks we wear. Students were to figure out what their spirit self or alter ego was and represent it in 3D clay.
- Making of the First Nations drums
- Eagle Song Dancers
- Drum Circle
- Raven display and other Aboriginal art in library and display cases throughout the school.
- Involvement of students in various district Aboriginal student activities such as the Circle Feast
- "Music's Our Medicine and More". This involved a full day activity starting with music composition with Leeland Askew from the Squamish Nation and culminating in the afternoon with canoeing with S7ahplek Lanakila (Bob Baker)
- Rockridge Youth Worker took students to the Indigenous Nations, First Nations, and Metis post-secondary education mini-fair to investigate and see the range of opportunities offered to youth of aboriginal heritage from a variety of post-secondary institutions on December 1, 2014.
- In English 10 and 11, Aboriginal texts have been used in Short Stories (Authors), Poetry (First Nations Narrative Experience in Canada) and integration with novel studies (Residential School Connection).

Education Projects/Programs Planned for 2015/ 2016:

A. Connections to BC Curriculum

As the new BC Curriculum is available for use in secondary schools this school year, teachers will be examining the new curriculum and incorporating learning outcomes pertaining to aboriginal people while they develop their unit plans.

The following notes regarding the Social Studies Curriculum reflects how this teaching year will reflect the extended time parameters and “Big Ideas” introduced by the new curriculum. It also acknowledges the central importance of "First Peoples Principles of Learning," - learning that is experiential, takes different perspectives, emphasizes collaboration, explores identity, focuses on a sense of place and is embedded in memory and story.

Social Studies 8 Curriculum : Seventh Century to 1750

Big Idea: Contacts and conflicts between peoples stimulated significant cultural, social, political change.

Students re-construct the encounter between the Iroquoians of Stadacona and French explorers led by Jacques Cartier. This was a defining moment in Canadian history – the beginning of a continuous relationship between Aboriginal people and Europeans.

Big Idea: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

Students consider the ethical dimensions of the seventeenth century Jesuit mission to the Huron which resulted in the virtual annihilation of the Huron culture.

Big Idea: Exploration, expansion, and colonization had varying consequences for different groups.

Students identify with Cree fur traders negotiating a fair trade relationship with the Hudson’s Bay Company during the early fur trade.

Social Studies 9 Curriculum : 1750 to 1919

Big Idea: Collective identity is constructed and can change over time.

Students determine whether the fur-trade connections between Aboriginal and non-Aboriginal Canadian culture represented by the

national emblems of the beaver and the point blanket make them appropriate and relevant national symbols.

Big Idea: Disparities in power alter the balance of relationships between individuals and between societies.

Students examine the ethical and legal dimensions of the BC government's apology to the Tsilhqot'in Nation for the wrongful hanging of six Tsilhqot'in war chiefs during the Cariboo Gold rush and the Premier's acknowledgement that the Tsilhqot'in rightly regard the chiefs as heroes.

Big Idea: Emerging ideas and ideologies profoundly influence societies and events.

Students determine the significance of the honour paid by Canada Post to Louis Riel. Louis Riel was executed in 1885 after leading an armed rebellion against the government of Sir John A Macdonald. Yet, like Macdonald, his image has been featured by Canada Post on a postage stamp. According to Canada Post policy guidelines, such recognition is only given to "persons generally recognized as having made outstanding contributions to Canada." Students consider if Riel and Macdonald equally deserve this honour.

Big Idea: Changing ideas about the world created tension between people wanting to adopt new ideas and those wanting to preserve established traditions.

Students compare Chief Crowfoot's response to the Metis rebellion of 1885 with that of Big Bear and Poundmaker. Students determine which leader's response best represented the interests of his people.

Big Idea: Disparities in power alter the balance of relationships between individuals and between societies.

Students interpret Alex Janvier's painting "Indian Residential School," created for Canada's Truth and Reconciliation Commission.

Socials 10 Curriculum : 1919 to the Present

Big Idea: Developments in Canadian Society can be viewed in many different ways depending on an individual's worldview or perspective.

Students compare two contrasting descriptions of life in the Cree community of Kashechewan, James Bay. They explain which account they find more believable and test their hypothesis with other evidence.

English Language Arts 8 - 11 Curricula

- Aboriginal texts are used in Short Stories (Authors), Poetry (First Nations Narrative Experience in Canada) and integration with novel studies (Residential School Connection).
- Richard Van Camp – Aboriginal author – to speak and tell stories to Grade 8 English classes in November

Art Curricula

As part of the curriculum, there will be an incorporation of aboriginal story telling and contemporary First Nations design.

Academic and Cultural Literacy 10/11; Transitional English 8/9

Students spend the day at Cheakamus Centre with Elders at the Big House to have a hands on experience learning about Coast Salish traditional life.

B. First Peoples Principles of Learning

A new Aboriginal Education has formed at Rockridge. One of the purposes of this committee is to examine the First Peoples Principles of Learning and develop strategies for staff to become more familiar with the First Peoples Principles of Learning.

Two Innovation Teams have been developed for groups of teachers to consider their inquiry. The first innovation team will consider the following questions, for example: How do we as English and Art teachers integrate Aboriginal content authentically into our classrooms? How do we create classroom activities and assessment through the lens of Indigenous ways of knowing? How can we use aboriginal art and stories as inspiration for new stories and images while respecting the source material, the native artists and writers and without voice and culture appropriation?

The second innovation team's inquiry last year incorporated teaching practices involving gardens, which reflected some of the First People's Principles of Learning. This year, they want to further integrate these principles into their practice and explore how to use the school gardens to create learning experiences through Aboriginal perspectives and knowledge.

A number of activities, events, speakers, presentations, and projects will be implemented in the upcoming school year that use the First Peoples Principles of Learning. Examples have been included in the Connections to BC Curriculum.

C. Parent Education (Native and Non-Native)

Parents are informed of the BC Curriculum and the components related to aboriginal education through the Meet the Teacher Evening and through course outlines

D. Community Partnerships

Squamish Nation – (Bob Baker, and Faye Halls for class presentations and events/activities)

E. District Support accessed last year

- Access and invitations to district events such as student leadership forums and projects
- Community partnerships

F. Resources needed for this year

- Continued partnership with the Squamish Nation (Bob Baker, and Faye Halls)
- Continued access and invitation to district events such as student leadership forums and projects