



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

*School:* West Bay Elementary

School Aboriginal Education Committee:

- Judy Duncan
- Laine Anderson
- Jessica Eguia
- Lucie Lhotak
- Elaine Sun
- Carolyn Huggett

School Contact Person(s):

- Laine Anderson
- Judy Duncan

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

Please see chart below for details regarding activities at each grade level.

The following events/activities also occurred beyond those listed on the grade-specific chart:

- Remembrance Day Service – quotes from Mike Mountainhorse and Edith Anderson Montury were included in the service script
- Canadian Aboriginal Books for Schools were purchased for our new Learning Commons to supplement units of inquiry and to enhance learning
- Bob Baker (Sahplek) ceremoniously opened our new Learning Commons and embedded the First Peoples Principles of Learning into his message
- Three teachers (Gr.1, 4, 6/7) participated in UBCx IndEdu200x Reconciliation Through Indigenous Education which entailed completing online assignments to deepen their understanding of a broad range of cultural issues; teachers found it very engaging and it impacted their teaching practice
- Two members of our school team (Laine Anderson and Jessica Eguia) attended the FNEESC Summer Institute on Indian Residential Schools and Reconciliation

## Action Plan for 2015/2016

- Connections to BC Curriculum (new document)

Please see chart below for connections to BC Curriculum at each of the grade levels.

School-wide:

- Grade 5 teachers and Teacher-Librarian are looking forward to attending the 3-day district organized Aboriginal Education training
- Laine Anderson and Jessica Eguia shared their learning from the FNEESC Summer Institute (resources and video were shared) at our school-based Professional Development Day in September 2015
- A chart (a FNEESC's resource) is located in our IB Room which provides suggestions for teachers as to the different concepts and ideas that could be connected with their units
- Teacher Book Club – Read and discuss Inconvenient Indian: A Curious Account of Native People in North America by Thomas Scott or Indian Horse by Richard Waganeese
- A team of teachers is working on an innovation grant under the guidance and facilitation of Lynne Tomlinson. Our inquiry question is: *How can the integration of Aboriginal teachings and*

*values into the curriculum impact our school community's attitudes and understanding of localized aboriginal language, culture and history?*

- Continue to embed First Peoples' traditions into our learning (e.g., talking stick; circles; oral story-telling)
- Our Grade 4 teachers will be attending IB Level 3 training in Portland – “Beyond Symbolism: Indigenous Ways of Knowing”
- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
  - As per chart below, please note how the Principles of Learning connect to the learning at each of the grade levels
  - The First Peoples Principles of Learning Chart is framed and placed in entry of our library
  - Each classroom will have a smaller version of the poster for handy reference
- Parent Education (Native and Non-Native)
  - Our 2015 Aboriginal Education School Plan will be shared with the PAC on November 3<sup>rd</sup>.
  - Parents will be invited to classroom Celebrations of Learning upon the completion of units; they will see and hear first-hand how the school is embedding aspects of First Peoples' culture into the learning activities
  - The work we do on our innovation grant will be shared with parents through bulletins and blogs
  - A bulletin board display will be created to highlight the First Peoples' culture
- Community Partnerships (Squamish, Tseel-latooth, Musqueam)
  - As per chart below, we hope to work closely with members of our local Squamish Nation to deepen our students' understanding
  - We would like to plan a year-end activity to celebrate our learning and highlight the importance of our work to our entire community. This could include a school-wide artistic piece in which each student makes a contribution.

### **District support and resources needed this year:**

Please see chart below for support and resources needed at each grade level. For overall school support, we would appreciate connecting with a Squamish Language Specialist which would enhance our learning and broaden our understanding. This is especially important as we are an IB School which embraces multi-lingualism and multi-culturalism. Including some Squamish language in our morning announcements would be meaningful.

## Aboriginal Education School Plan by Grade

Grade	Activities, events, speakers, presentations, projects that have occurred in your class over the past two years	Activities, events, speakers, presentations, projects that you have planned for 2015/2016	Support and/or resources needed	Connection to First Peoples Principles of Learning
K	<ul style="list-style-type: none"> <li>• Grandparents and parents visited to share technology from their generation</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling unit in “How We Express Ourselves”</li> <li>• Sharing the Planet unit – Aboriginal beliefs around the environment (“You use what you take from environment”)</li> </ul>	<ul style="list-style-type: none"> <li>• A storyteller</li> <li>• Nature walk with local expert</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is embedded in memory, history, and story.</li> <li>• Learning involves generational roles and responsibilities.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Oral story telling</li> <li>• Bob Baker worked with Grade One classes to teach them a wolf dance; this complemented their unit on “How We Express Ourselves”; this dance was performed in January, 2015</li> <li>• Principal worked with Grade One classes to explain the message uttered at the beginning of gatherings and assemblies which acknowledges we are on the traditional lands of the Squamish Nation; teachers helped students learn the message which was read by them at the beginning of their dance performance</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions about First Nations Community – roots and beginnings in West Vancouver; this will connect with unit on community under the theme, ‘Where we are in Place and Time’</li> <li>• Storytelling in “How We Express Ourselves” unit</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker with artifacts; story about starting a community</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is embedded in memory, history, and story.</li> <li>• Learning requires exploration of one’s identity.</li> </ul>

<p><b>2</b></p>	<ul style="list-style-type: none"> <li>• Navigation unit</li> <li>• How are plants used by Aboriginal peoples?</li> </ul>	<ul style="list-style-type: none"> <li>• Navigation <ul style="list-style-type: none"> <li>-how plants can assist us</li> <li>-how stars are used to navigate</li> <li>-how waterways assist navigation</li> </ul> </li> <li>• Self-Regulation <ul style="list-style-type: none"> <li>-ways to find calm</li> </ul> </li> <li>• Environment affects communities <ul style="list-style-type: none"> <li>-how different cultural groups use the biome their community resides in to survive</li> </ul> </li> <li>• Math in Art <ul style="list-style-type: none"> <li>-use of symmetry in nature</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Books, speakers, videos, art to support our units</li> </ul>	<ul style="list-style-type: none"> <li>• Learning recognizes the role of indigenous knowledge.</li> <li>• Learning involves recognizing the consequences of one's actions (self-regulation).</li> </ul>
<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• Two units focused on Aboriginal cultures and how cultural knowledge is passed down</li> <li>• Faye Halls shared story telling in her Aboriginal culture</li> <li>• Field trip to the Hiwus Cultural House at Grouse Mountain – authentic learning experience</li> <li>• Class reading of “Yuit” by Yvette Edmonds</li> </ul>	<ul style="list-style-type: none"> <li>• Big House field trip planned for November 23<sup>rd</sup></li> <li>• Exploration of indigenous plant life in West Van</li> <li>• Inquiring into Indigenous plant life and the importance of traditions and cultural knowledge; hope to start a garden with some of the plans</li> <li>• Hope to invite Bob Baker to share how his culture expresses themselves through story</li> </ul>	<ul style="list-style-type: none"> <li>• Bob Baker for story – telling</li> <li>• Class set of books for reading together</li> <li>• Person to help us learn the names and purpose of indigenous plants growing in our area</li> </ul>	<ul style="list-style-type: none"> <li>• Learning recognizes the role of indigenous knowledge.</li> <li>• Learning is embedded in memory, history, and story.</li> <li>• Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li> </ul>

4	<ul style="list-style-type: none"> <li>Grade 4 students, in their unit on “Where We Are in Place and Time”, studied how First Peoples’ culture had an impact (ie., students found authentic evidence of First Peoples’ culture in the community – signage, welcoming figure at Ambleside); students explored the impact of residential schools and the importance of reconciliation; this proved to be a powerful learning opportunity</li> <li>Ministry websites, together with support from Sahplek, Grade 4s inquired into original names of BC communities</li> <li>Field trip to the Hiwus Cultural House at Grouse Mountain – authentic learning experience</li> <li>Students worked with an artist-in-residence on the tools and techniques used in First Peoples’ art (past and present); they participated in a drum-making workshop with Tsawaysia Spukwus (the students thoroughly enjoyed this experience)</li> </ul>	<ul style="list-style-type: none"> <li>Residential schools</li> <li>Tile Project</li> <li>Blanket exercise</li> <li>New unit on “Colonization” with central idea, “Colonization can influence the way societies are organized.”</li> <li>In the unit under the theme, “How We Express Ourselves”, the focus will be on artists and residential schools when looking at experiences and culture and the ways they can be conveyed through Art.</li> </ul>	<ul style="list-style-type: none"> <li>Bob Baker for support with residential schools talk</li> <li>Materials for tile project</li> <li>Connection with a local artist</li> </ul>	<ul style="list-style-type: none"> <li>Learning is embedded in memory, history, and story.</li> <li>Learning recognizes the role of indigenous knowledge.</li> <li>Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li> </ul>
5	<ul style="list-style-type: none"> <li>Faye Halls (Aboriginal self-government)</li> <li>Shi-shi-etko and Shin-chi’s Canoe – read and explore connection to residential schools</li> <li>Earth unit included reading of Aboriginal stories about sun and moon, legends and myths</li> </ul>	<ul style="list-style-type: none"> <li>For unit on Government, video shown on self-government in the Yukon about the Indian Act and what it is currently like</li> <li>Discussion of missing Aboriginal women as an election issue</li> </ul>	<ul style="list-style-type: none"> <li>Books/videos on early simple machines traditional to First Nations</li> <li>Help with explaining treaties and the details contained within</li> </ul>	<ul style="list-style-type: none"> <li>Learning is holistic, reflexive, reflective, experiential, and relational.</li> <li>Learning ultimately supports the well-being of the self, the family, the</li> </ul>

	<ul style="list-style-type: none"> <li>• Group of Seven – Emily Carr paintings</li> <li>• Aboriginal rights discussed in relation to unit on resources</li> <li>• Notion of stewardship, protecting land for future generations; land ownership and use</li> </ul>	<ul style="list-style-type: none"> <li>• Unit on Simple Machines – early tools, fishing, wheel, arrowhead – what can we learn?</li> <li>• Gr. 5 class is participating in the North Shore Restorative Justice Society’s ‘Circles in Schools’; this is a holistic approach to preventing conflict. Sitting in a circle is the oldest form of communication and the way people in many cultures have traditionally come together to talk about important issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarification of what we can talk about regarding political activism by Aboriginal groups regarding pipelines</li> </ul>	<p>community, the land, the spirits, and the ancestors.</p> <ul style="list-style-type: none"> <li>• Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.</li> <li>• Learning involves recognizing the consequences of one’s actions.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Worked with Kindergarten students using Inter-generational teaching model (Innovation Grant approved and supported by District helped facilitate this)</li> <li>• Students learned about trade and power as it relates to Aboriginal, Inuit and Metis perspectives</li> <li>• Outdoor Education: classes incorporated some Ab Ed into their new Outdoor Education plans</li> <li>• Art piece taught history: Students worked on the Project of Heart; they learned about the Aboriginal history of Canada and created a tile which was part of a larger national mosaic</li> <li>• Blanket project</li> </ul>	<ul style="list-style-type: none"> <li>• In our economy unit, “How We Organize Ourselves” we would like to explore trade and the Aboriginal economic systems</li> <li>• Global Citizenship will be focused upon in the unit on How We Express Ourselves</li> <li>• During Outdoor School (Oct. 20-22), students were organized by clan and participated in guided nature walks where indigenous species were identified</li> </ul>		<ul style="list-style-type: none"> <li>• Learning recognizes the role of indigenous knowledge.</li> <li>• Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</li> </ul>

7	<ul style="list-style-type: none"> <li>• Worked with Kindergarten students using Inter-generational teaching model (Innovation Grant approved and supported by District helped facilitate this)</li> <li>• Students learned about trade and power as it relates to Aboriginal, Inuit and Metis perspectives</li> <li>• Outdoor Education: classes incorporated some Ab Ed into their new Outdoor Education plans</li> <li>• Residential schools – visit from Bob Baker</li> <li>• Blanket project</li> <li>• Art piece taught history: Students worked on the Project of Heart; they learned about the Aboriginal history of Canada and created a tile which was part of a larger national mosaic</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Civilizations Unit to include Aztecs and Mayans</li> <li>• Balanced life plan – ‘who we are’; Connections with nature; Connected to First Nations culture</li> <li>• Exhibition unit on Climate change; Aboriginal connection, pipeline issues</li> <li>• Continue to work with younger students as per Innovation Grant (2014-15)</li> <li>• During Outdoor School (Oct. 20-22), students were organized by clan and participated in guided nature walks where indigenous species were identified</li> </ul>	<ul style="list-style-type: none"> <li>• Field trips related to Aboriginal environmental issues</li> <li>• Local speakers for Exhibition on natural environment and change</li> </ul>	<ul style="list-style-type: none"> <li>• Learning requires exploration of one’s identity.</li> <li>• Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</li> <li>• Learning involves generational roles and responsibilities.</li> <li>• Learning recognizes the role of indigenous knowledge.</li> </ul>
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