



Indigenous Education School Plan 2020 - 2021

1. School: Chartwell Elementary School

2. School Indigenous Education Committee Members:

Maia Janz, Laura Magrath, Alysha Philip, Emily Spicer

3. School Main Contact Person(s): Laura Magrath

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

2018-2019

- Used the First People's Principles of Learning - "learning involves recognizing the consequences of one's actions" as part of school focus. Each classroom had a visible poster with the phrase and teachers embedded this into their curriculum through writing, storytelling and opportunities to learn while on the playground.
- UNC Charlotte Orchestra performance for the school. Indigenous storyteller accompanied by an orchestra performance.
- Enhancement of First Nations collection of books in our school library. Inclusion of graphic novels (copies of Raven Tales for literature circles).
- Monthly stories read by our librarian during library time. Read-aloud picture books address First Nations issues, myths and cultural connections: Residential School (Shi Shi Etko), sharing/Potlatch (Secret of the Dance), focus on building awareness of historical events, cultural practices and contemporary contributions of First Peoples to foster understanding of First Peoples Principles



2019-2020

- School-wide focus on one aspect of First Peoples Principles of Learning:

Learning ultimately supports the well-being of self, the family, the community, the land, the spirits, and the ancestors.

Each term focussed on tangible aspects of this statement that were discussed at staff meetings and then shared in classrooms through writing and stories:

Term 1: self (goal setting, resilience, fitness, responsibilities)

Term 2: community (holiday celebrations: Christmas, Chinese New Year, Nowruz; Pink Shirt Day)

Term 3: land and ancestors (earth day, multicultural week)

Focus was:

Ensuring learners have multiple ways to present their learning

Ensuring learning is connected to place and the land (local)

Ensuring family, community members and resources are incorporated into learning opportunities

Connecting learning to social responsibility and stewardship



- Primary teachers explored and utilized Six Cedars animals for Self Assessment of Core Competencies

| BC Core Competencies Self-Assessment | | |
|---|--|---|
| <p>_____ is a communicator.</p> <p>I can share ideas.</p> <p>I can listen to others.</p> | <p>_____ is a creative thinker.</p> <p>I get new ideas when I play.</p> <p>I try a new idea when something doesn't work.</p> | <p>_____ is a careful and curious thinker.</p> <p>I get ideas when I explore with my senses.</p> <p>I can try different ways of doing things.</p> |
| <p>_____ shows respect for self and others.</p> <p>I can share my feelings.</p> <p>I try to make decisions that keep me happy and safe.</p> | <p>_____ cares for the community and the environment.</p> <p>I can solve problems and ask for help when I need it.</p> <p>I am kind to others and our environment.</p> | <p>_____ knows about themselves.</p> <p>I know who I am and some special things about me.</p> <p>I can tell you about people and places that are important to me.</p> |
| RUBBER BOOTS AND ELF SHOES | | |

Additional teaching resources from:

<https://deltalearns.ca/thesixcedars/about/the-big-picture/>

- Integrated FPPL into our Framework for Enhancing Student Learning:
 - a. Our school goal is for students to communicate their ideas more effectively through personal writing focusing on meaning and form. This connects with origin stories and oral storytelling.
 - b. Origin Stories: Students used Strong Nations resources to explore First Peoples origin stories. These stories explain culture and beliefs that are essential to understanding the personal narratives of First Peoples. Our librarian used origin stories during class visits to the Learning Commons.
 - c. 3 Crows Production (Art Starts): “How Raven Stole the Sun” - 55min whole school activity. Indigenous storyteller Dallas Yellowfly used storytelling to teach about the holistic values, traditions, and culture of Indigenous peoples of the Pacific Northwest Coast.
 - d. Importance of storytelling and of learning and telling one’s own story increased our students’ self-awareness and identity. This helped students recognize and appreciate identities of Indigenous cultures.



e. Resources:

“The exploration of one’s identity includes developing an understanding of one’s place in the world...In addition to using this understanding to help one grow in life, knowing one’s own strengths and challenges is a part of the responsibility a person has to his or her family and community, as people are considered to have a duty to use them to contribute to others (family, community and land)”

– J.Chrona, First Peoples Principles of Learning Website

- Indigenous Garden Project with Sentinel

- f. Teachers and administrators at both sites explored the opportunity to connect Grade 7 and high school students through the creation of an indigenous garden between the two sites. We put together a grant proposal but due to Covid 19, we were not successful recipients and could not begin the project on our own.

5. Action Plan for 2020/2021




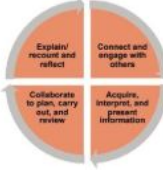




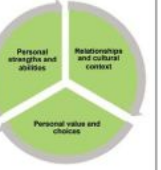








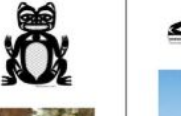



- **Explore and create a “ways of being” document for our community using local Indigenous language**
 - Our community (staff, students, parents, WV staff/support teachers, Squamish nation) will work together to explore the history of this land surrounding Chartwell.
 - We will use this knowledge and understanding to co-create a “ways of being” document for our community that reflects this knowledge and understanding:
 - Brainstorm the importance of sharing this land and this time together.
 - What does it mean to share this space?
 - What can we learn from our surroundings in nature, specifically in the area around Chartwell?



- What are the gifts or challenges of the past? What are the opportunities for the future?
- How should we “be” when we are together? What do we value, honour, support? How do we create and maintain healthy relationships with self, others/community, and the environment?
 - Resources: (Aboriginal Worldviews and Perspectives guiding framework)
https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/aboriginal-education/awp_moving_forward.pdf
 - sd85.bc.ca/wordpress/programs-ab-ed/
- Use local Indigenous words or sayings to represent and embody our shared commitment to the land and each other. Create a holistic visual.(See sd85 as an example)
 - Integrate words into teaching and learning next year when we hope to launch our “ways of being”
 - Create visuals for each classroom that show our ways of being to allow teachers to refer to it throughout the day.
- **Create a shared student reflection document for primary and intermediate students that incorporates local Indigenous words and animals. (Example below)**
 - Time will be given at staff meetings to collaborate and create a reflection document that will accompany our “ways of being.”
 - The hope is to have a common resource to use next year. This will not only improve our connection to the indigenous peoples and animals of this place, it will improve our students’ abilities to celebrate their growth year over year.



CONNECTING THE CORE COMPETENCIES WITH FIRST PEOPLES PRINCIPLES OF LEARNING

| Core Competencies |  |  | |  | | |
|-----------------------|--|--|---|--|---|---|
| Facets |  |  |  |  |  |  |
| Indigenous Connection | <p>COMMUNICATION Wolf is a great communicator.</p>   <p>Wolf teaches us to communicate clearly.</p> | <p>CREATIVE THINKING Raven is a creative thinker.</p>   <p>Raven teaches us to be creative and playful in all that we do.</p> | <p>CRITICAL THINKING Salmon is a critical thinker.</p>   <p>Salmon teaches us to think critically and persevere when faced with a challenge.</p> | <p>PERSONAL AWARENESS & RESPONSIBILITY Bear is our great protector.</p>   <p>Bear teaches us to reflect on our feelings and find balance with rest.</p> | <p>SOCIAL RESPONSIBILITY Beaver is our diligent collaborator.</p>   <p>Beaver teaches us to work cooperatively to make a change for the greater good by making the world a better place for all.</p> | <p>POSITIVE PERSONAL & CULTURAL IDENTITY Orca is our guardian and navigator of the sea.</p>   <p>Orca teaches us about who we are, where we come from, and to understand our own personal histories by learning the ways of our ancestors.</p> |

*Created by Tracey Coetho, based on *The Six Cedar Trees* by Margot Landahl. Indigenous animal images from Cowichan School District.

- **Work together to create an Indigenous mural by our new playground**
 - We are engaging in conversations and brainstorming to have an Indigenous artist create a mural near our new playground
 - The mural would include our school animal, the cougar, using characteristics of Indigenous art.
 - Our hope is to have students involved in painting with the artist to produce the final product.

- **Whole school story-telling activity based on the Witness Blanket**
 - Every student will bring in an artifact that is significant to them and share their story with the class
 - Photos of artifacts shared around the school



- **Outdoor learning**

- Teachers are encouraged to take students outside more often to explore our local area.
- Professional development days have been used to bring in outdoor educators.
- Staff meetings have an allocated time to share new learning and best practices to encourage each other.
- Embracing more experiential and holistic learning opportunities will increase student and staff connection to this place.

- **Indigenous Garden**

- We will continue to explore the idea of an Indigenous garden between our site and Sentinel Secondary School and will reapply for grants to support this process.
- We will also look at having planter boxes on our own site to support each cohort in learning how to grow local vegetables as a first step.

6. District support and resources needed this year. Please be as specific as possible in your requests.

- Connection with the Squamish Nation for the following:
 - History of this place or meaning of our school name
 - Language (words or phrases) that we might use in our “ways of being” document
 - Artist or artists to connect with for possible mural
- Connection with other schools who have done the following:
 - Used Indigenous animals for self-reflection
 - Created gardens using indigenous plants (WV schools garden network)
- Assistance in creating a “ways of being” document
 - Time to brainstorm together, ask questions to further our thinking