



## Indigenous Education School Plan 2020 - 2021

**1. School:** Gleneagles Ch'axay Elementary

**2. School Aboriginal Education Committee Members:** Aron Campbell, Christine Hulme, Natascha Wimmer, Taylor McIntyre, Shawnah Staples

**3. School Main Contact Person(s):** Natascha Wimmer and Taylor McIntyre

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

- Nov 2020 - Morning announcements to honour Indigenous Servicemen

Indigenous Canadian Servicemen	Further information and links
<p><b>John Shiwak (1819-1917)</b></p> <ul style="list-style-type: none"> <li>• <b>Student: TB reading</b></li> </ul>	<ul style="list-style-type: none"> <li>• Biography Notes <a href="#">here</a></li> <li>• Great CBC Video Tribute <a href="#">here</a></li> </ul>
<p><b>Tom Longboat (1886-1949)</b></p> <ul style="list-style-type: none"> <li>• <b>Student: JM reading</b></li> </ul>	<ul style="list-style-type: none"> <li>• Biography Notes <a href="#">here</a></li> <li>• National Post video dedication <a href="#">here</a></li> </ul>
<p><b>Francis “Peggy” Pegahmagabow (1891 – 1952)</b></p> <ul style="list-style-type: none"> <li>• <b>TBC</b></li> </ul>	<ul style="list-style-type: none"> <li>• Biography notes: Click <a href="#">here</a></li> <li>• Mostly highly decorated Aboriginal Soldier ever to serve</li> <li>• Fought for equality upon his return from service; is said to be the character inspiration for 3 Day Road novel by Joseph Boyden</li> <li>• Great CBC video tribute on this man click <a href="#">here</a> and the scars of war and its toll on him</li> </ul>



- **Sept/Oct 2020 - Morning Announcements**
  - Carrying on from the Spring 2020 integration into our Morning Announcements using Squamish Greeting “*Hutz Squal To Nuyap*” - *Good Day Every One* and “*Ken en Sna*” - *My name is \_\_\_\_\_*
  - *Plans in place to try and begin to include: HUY MELH HALH.(Hoyt-Mehs-Hausch) - Goodbye and WA CHEXW YU (Wa-Cheutk -Yoh) - Take Care*
  
- **October 13, 2020 - Sa7plek aka Bob Baker (Squamish Educational Liaison)**
  - Visited with Division 11 - Kindergarten class after genuine appeal made by students to learn more about Residential Schools
  - Bob visited the class to share photographs from the past and share Squamish Nation legends about the land and place that Gleneagles Ch’axay is located on
  
- **October 13, 2020 - Sa7plek aka Bob Baker (Squamish Educational Liaison)**
  - Visited Div 1 and 2 (Grade 6/7) and spoke about Residential schools and Squamish Nation protocols
  - Q and A portion afterwards
  
- **October 1, 2020 - Sa7plek aka Bob Baker (Squamish Educational Liaison)**
  - Visited Div 3 and 4 (Grade %) and spoke about Residential schools
  - Q and A portion afterwards
  - Division 4 students read the novel Shi Shi Etko and Stolen Words and completed a “Letter Home” activity
  
- **September 30, 2020 - Orange Shirt Day -**
  - A week long series of Morning Announcements that conveyed the significance of Orange Shirt Day; recognition and rationale behind
  - All classes participated in a teacher-librarian led reading of a suggested literacy resource depicting the history of Residential Schools
  - A number of classes participated in creating dolls with natural resources in connection with [Magit’s Doll](#)
  - Grade 5/6 classes engaged in reconciliation activities creating “step forward”.
  - Primary Classes all participated in literacy extensions and created a tangible artistic creation to share via Bulletin Board
  - Grade 6/7 classes shared the Chanie Wenjack story from Secret Path



- **May 2019** : Sa7plek aka Bob Baker (Squamish Educational Liaison) accompanied Div 8 : Gr 2 class in their Salmon Release Ceremony at nearby Larson Creek
    - Sa7plek, through the use of story and song, shared with both students and parents in attendance, the Squamish Nation perspective of the salmon's life cycle and how student contribution and stewardship contributed salmon sustainability
  - **February 2019**: Guest Speaker **Alice Guss** visited with Div ½:
    - As part of our Science Inquiry: Identify First Peoples perspectives and knowledge as sources of information; The position, motion, and components of our solar system in our galaxy. First Peoples perspectives regarding aurora borealis and other celestial phenomena
  - **October 2019** - Ocean Ambassadors field trip
    - to reflect on our sense of place and respect for the natural world. Students created personal plans for how they will contribute to caring for the Earth and its oceans. (Div 1/2/3)
  - **September 30, 2019** - Orange Shirt Day
    - A week long series of Morning Announcements that conveyed the significance of Orange Shirt Day; recognition and rationale behind
    - All classes participated in a teacher-librarian led reading of a suggested literacy resource depicting the history of Residential Schools (For example, "I Am Not a Number" by Jenny Kay Dupuis and Kathy Kacer"
  - **November 2018**
    - Remembrance Day Ceremony with purposeful inclusion of "Squamish Nation warriors" as shared by Bob Baker
  - **October 2018** Indigenous Cultural Sessions with Mrs. Jada Harry - assisting Xwalacktun carve the community plaque.
- 

## 5. Action Plan for 2020-21

### Connections to BC Curriculum



.....develop an understanding of the connections between the past, present, and future and the people, events, and trends that have shaped the development and evolution of societies, especially our own. A complete understanding of Canada's past and present includes developing an understanding of the history and culture of Canada's First Nation

### Potential School Goal connection

- 30th of every month - to highlight revisit truth and reconciliation themes
- Taking the First Peoples Principle: *Learning is embedded in memory, history, and story* - reading books by Indigenous authors; literacy or art links: themes of problem solving, friendship/relationships, generational roles, everyday life, governance, the land/resources
- Using the above Indigenous learning principle to drive a monthly focus upon a global principle or value (eg. Friendship, interconnectedness, etc) via our i) announcements each morning, (ii) potential learning ops presented by the T/L over the course of the month, (iii) culminating in a School Wide Literacy Based Activity that is completed in class and perhaps shared visually (bulletin board, and visually on Twitter/Instagram to connect w/ parent community
  - This would involve some collaborative planning with TL/Admin/Indigenous Ed Team; day to half day long time to pursue ideas and plan 1st and 2nd term goals and literacy connections
- Expanding views of curriculum by making consistent effort to apply concept/learning to Indigenous Perspectives as well as the perspectives of other minority groups

**Div 3 and 4** ( Gr 5 Team) are keen to have Bob Baker come back into their classrooms to discuss First Peoples land ownership and use, natural resources, hunting and fishing, and land claim disputes. See big ideas below.

- Big idea: Natural resources continue to shape the economy and identity of different regions of Canada.
- Big Idea: Canada's policies and treatment of minority peoples have negative and positive legacies.
- Chanie Wenjack's story. Students listened to the album and watched the video based on the graphic novel "Secret Path." Students created artwork based on the images seen in the video.



### **Div 1 and 2**

- Big Idea: Systems of government vary in their respect for human rights and freedoms
- First Peoples' Worldviews - language, identity
- First Peoples Governance in Canada
  - Self-governance
  - Indian Act

**Div 1, 2, 7 and 8 - Indigenous Cultural Lessons - Learning through the Canoe**  
Sahplek (Bob Baker) scheduled to come in on January 12, 2021

### **The grade 3 Lesson focuses on:**

- The Spirit of the Canoe
- Coast Salish canoes and the many ways they are used
- Traditions and protocols
- Rules for how the canoes are used
- How we must behave while in the canoe
- Songs for the canoe
- Teachings and learning from the canoe used in used for everyday life

### **The grade 7 Lesson focuses on:**

- Canoe Traditions and History - Seagoing and ocean going canoes
- A glimpse on how the paddlers train to get ready for the journey (doing the homework, learning the songs, deciding how to represent their Nation...)
- The importance of paddling technique
- The disciplines and protocols, canoe etiquette, the proper spiritual approach, mental readiness, how we earn your seat, training...
- Learning that the "journey is as important as the destination"
- And much much more...

### **FPPL:**

This year (2020), GEC is looking to explore these First People's Principles of Learning:

- *Learning requires exploration of one's identity. OR Learning involves generational roles and responsibilities.*
- *Learning is embedded in memory, history, and story.*

Action Plan:



- A commitment by all teaching staff to try and integrate these Principles of Learning into our language and instruction in the classroom...allowing students to make connections between concepts and principles
- An attempt to embed these principles throughout whole school assemblies, class discussions and learning engagements.
- Actively use stories and text to connect student learning to Indigenous history and voice

Since 2017-2019, GEC has focused on the First People's Principles of Learning:

- *Learning involves patience and time (cont'd from 2017-18)*
- *Learning involves recognizing the consequences of one's actions*

Action Plan:

- A commitment by all teaching staff to try and integrate these Principles of Learning into our language and instruction in the classroom...allowing students to make connections between concepts and principles
- An attempt to embed these principles throughout whole school assemblies, class discussions and learning engagements.

### **Drum Building Workshop**

- Our Music teacher is keen to invite an Indigenous educator to host a drum building workshop for our Grade 4-7 students

**Takaya Tours First Nations Canoe Experience: Spring 2021(?)** planned excursion with staff or Gr 6/7 classes Div 1 and 2 in collaboration with Takaya Tours and SD 45;

- aimed at providing a unique [canoe experience](#) for Grade 7 students to learn about the rich history and culture of the Coast Salish Peoples

### **Conflict Resolution: School Wide Effort in regard to Personal Competencies**

- Effort to build a common language around conflict resolution process and how it relates to the FPPL (*Learning involves recognizing the consequences of one's actions*)
- Using the FPPL principle to teach the importance of forgiveness, ownership and reparations in the aftermath of interpersonal conflict
- 

### **Increased Student Exposure to our Newly Vetted Indigenous Literacy Collection**

- with the help of PAC funds our T/L was able to build our collection of Aboriginal literacy resources for both students and teachers to enjoy and integrate into their learning

### **School Garden Native Berry Education In-Service**



- in cooperation with our GEC PAC Garden Committee, we are keen to invite **Cease Wyse or Tswaysia Spukwus** to speak to students about the origin of Native Berries and Native species of plants
- eg. a local HS Bay walk with students id'ing various plant species and the First Peoples' stories and significance behind them

### **Parent Education:**

- Increased effort to share our learning and experiences via GPAC meetings, Social Media (Twitter and Blog Posts)
- Explicit sharing of the FFPL for the year at GEC

### **Community Partnerships**

- Cease Wyse and Tswaysia Spukwus
- Bob Baker (Sahplek) Squamish Nation Educational Liaison
- Cpl. Jeff Palmer, WVPD

### **Student Support – Success Teachers/Counsellors**

- Currently we have two students who receive support from our Indigenous Success teacher, Jada Harry; Jada meets with our students over Google Meet on Thursday afternoons

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

- Funding for guest speakers and visitors
- Funding for our Artist in Residence programme
- Communication with Administration and Indigenous Ed Team in regard to the opportunities available to schools