



## **Indigenous Education School Plan 2020 - 2021**

**1. School:** Hollyburn Elementary School

**2. School Indigenous Education Committee Members:**

Emily Miller  
Nathan Blackburn  
Doni Gratton  
Jada Harry  
Sylvia King  
Sabrina Traverso  
Cathy Needham  
Ryan Loewen

**3. School Main Contact Person(s):**

Doni Gratton

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

**2018/2019**

- Whole school inquiry into the First Peoples Principles of learning (Learning involves recognizing the consequences of one's actions)
  - Why consequences can be both positive and negative
  - How thoughts affect our words and actions
  - How we are responsible for reflecting on our past actions and how they affect our future
- Recognition of Orange Shirt Day
- Division 2 participated in 'Imagine a Canada' as part of the The National Centre for Truth and Reconciliation. Several student works were selected for special honours
- Outdoor School (every 2 years) for Grades 6/7



- Takaya Tours (every two years for intermediate students) - canoeing and Indigenous plants
- Grouse Mountain Aboriginal Longhouse experience (grades ½)
- Incorporation of First Nations Shared Learning document (Principles and Assumptions) through:
  - o Literature Studies (Grade 3/4/5 read “Eyewitness” and studied colonization and the impact on First Peoples; Division 4: Stories of The Squamish First Nation lit circles)
  - o Science and Visual Arts – Grade 6/7 multi-media Aboriginal Art;
  - o Cultural performance (dancers and drummers);
  - o Math Curriculum embedded with First Peoples Principles;
- Innovation Grant on Social Studies, Inquiry, and a First Peoples’ lens
- Innovation Grant on Outdoor Education and its benefits to learning.
- Indigenous tea with staff and Sah7pek, Yetsiliwet (cleansed with cedar boughs)
- Planted indigenous plants in school garden
- Yetsiliwet came to speak to students about Residential Schools, connecting to nature
- Sah7plek came and shared cultural stories about local areas
- Murray Jacklin came to speak about carving and his inspiration from First Peoples art
- Div 5 Gordan Smith Art Gallery, to view First Peoples’ art
- Strong Nations trip to Nanaimo to visit Terri Mack and Strong Nations Publishing
- Grade 7 First Nations’ student designed a spine label to use for our First nations books in the library
- Select Primary and Intermediate grades participated in the Residential School recognition and reconciliation project called Project of Heart; the student tiles are on display in the school foyer
- ArtStart Performance *How Raven Stole the Sun*
- Swaywi Recognition Ceremony

## 2019/2020

- School Wide Focus: Connection to Place (Swaywi)
- Discussion around connecting Core Competencies to Student Self-Reflection and FPPL. Hollyburn in conversation with Jada Harry and Xwalacktun to build a visual reference guide for student self-reflection (never really got going)
- Garden Club (discussions around Indigenous/Native plants)
- Integration of Indigenous Perspectives in academic subjects:



- Literacy (novel studies in Gr. 6/7, novel study on human rights and residential schools in Div. 5, focus on oral storytelling in Div 8/9, lit circles on Fatty Legs in Gr 4, storytelling in primary divisions)
- Numeracy (math problems through the SFU website, match catcher, Taans Moons)
- Inquiry (earth science and geology, indigenous governance in gr 4, inquiry connections to place in primary, culture and diversity in gr 3, Indigenous plant identification)
- Professional Development Day on November 18th, 2019 focused on how to bring Indigenous knowledge, content, and perspectives into classrooms - based on the document 'Continuing Our Learning Journey: Indigenous Education in B.C.'
- Orange Shirt Day (Sept. 30th) school wide art display on the theme of Every Child Matters

## 5. Action Plan for 2020/2021

*Our goal this year is to look for ways to use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning, and decision-making.*

What do we need to inform our teaching/learning? (Connections to BC Curriculum, FPPL)

### **Connections to BC Curriculum (Big Ideas) Shared by Hollyburn Teachers;**

Traditional Ecological Knowledge of the First Nations of BC

Short Stories may focus on indigenous ways of knowing and culture traditional and contemporary Aboriginal arts and arts-making processes

Residential Schools through literature (As Long as the Rivers Flow and I am not a Number)

Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view

Exploring the biodiversity of the local environment and species native to coastal British Columbia

Local First Peoples knowledge of separation and extraction methods (eulachon oil, extraction of medicines from plants, pigments, etc.)



First Peoples perspectives regarding the aurora borealis and other celestial phenomena

Indigenous knowledge is passed down through oral history, traditions, and collective memory  
(3)

Exploring self-identify, acknowledging cultural differences and honouring indigenous traditions

First Peoples knowledge of seasonal changes

Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge (Science)

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Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts

*What do we need to empower our teaching/learning? (Resources, Field Trips, Connections)*

*- Resources*

- Books from the library providing Indigenous stories and perspectives (categorized by a sticker)
- [Learning strategies for Aboriginal Students](#) - excerpt from 'Our Words, Our Ways' - Alberta Education (graphic organizers to show holistic understanding of a concept)
- [Recorded stories from Squamish elders](#) (Sahplek, Faye, Xwalacktun, etc.)
- [Learning about cultures, traditions, and history through stories](#) website
- Learning about Indigenous names to land - [website](#)
- [Journey into Time Immemorial](#) resources (used to be an interactive website)
- [Shared Learnings: Integrating BC Aboriginal Content K-10](#) by BC Government
- [Authentic First Peoples](#) resource from FNEC
- [In our own words: Brining Authentic First Peoples Content to the K-3 Classroom](#) by FNEC
- [Math First Peoples](#) by FNEC
- [Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward](#) by BC Government

*- Field Trips/Activities*



- [Soapstone Carving](#)
- [Ambleside Walking Field Trip of Coast Salish art and Indigenous plants](#) by Doni Gratton
- Walks to Chatwin Park or Ambleside beach (connections to place, self, and nature - [Outdoor Learning Activities by the Cheakamus Center](#))
- Indigenous Plant Cards from a previous Innovation Grant (see Tara Nesbitt, Ryan Loewen, or Doni Gratton for more information)
- Canoe Teaching from Sahplek (Gr. 3 &7)
- Language lessons for staff and students
- Drum lessons for staff and students

How do we use Indigenous Ways of Knowing and Perspectives to influence our decision making? (School Routines/Structures, Parent Education, Community Partnerships, Student Support)

- Including a Squamish language welcome in the morning announcements
- Having group discussions/meetings in circle when we can (with staff and students)
- Including parent involvement in our committee
- Sharing content with our PAC and on our social media sites
- Students working with Jada Harry (Academic Success Teacher) on academic tasks and connecting with her over Google Meet on Thursdays for cultural lessons and activities
- Continue to connect with Jody Miki (Principal of Capilano Little Ones) in order to support the transition of our students

## **6. How does your plan support the goals of the [2020-2025 Indigenous Enhancement Agreement](#)?**

This connects directly to the first goal of the 2020-2025 Indigenous Enhancement Agreement:  
To use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.

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

- Someone who would be willing to share more Skwxwu7mesh language with our school



- Information about possibly having drumming in our school (making of them and then using them in music and song throughout the years)
- Support in building a connection between Capilano Little Ones and Strengthening the Early Years program