



Indigenous Education School Plan 2020 - 2021

1. School: Irwin Park Elementary

2. School Aboriginal Education Committee Members:

Laine Anderson

Alex Bleim

Doni Gratton

Julia McGuinty

Roland Samson

3. School Main Contact Person(s): Laine Anderson

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

- Whole Staff Pro-d on (Nov 18, 2019) - First Peoples Principles of Learning and Walk
 - <https://docs.google.com/presentation/d/18VHp7V2mVQjZdAO3wW81vJTCwkq9YiBy9YrHhdgCmDw/edit?usp=sharing>
- Grade 3 field trip to the Bighouse at the Cheakamus Centre (2020)
- Gr 7 Outdoor School at Cheakamus Centre - programming on local First Nations use of the local environment (Sept 2019)
- Irwin Park representation at the yearly Family Feast at the Esliha7an Learning Centre in North Vancouver
- Grade 5 field trip to the Cannery (2019)
 - As part of the learning culminating in our trip to the Cannery:
 - reading passages giving different perspectives including Coast Salish/First Nations Louise Alex: a Stó:lō Story
 - Explored the canning industry development and how many First Nations along the coast adjusted their seasonal round to include cannery work. Native families arrived by canoe each summer. Most of the fishermen before 1893 were First Nations men. Women worked in canneries as slimers and



fillers, made nets, and sometimes helped with fishing. Children worked in the can lofts or on the canning line

- First Peoples Principle of Learning - Learning involves recognizing the consequences of one's actions (students were outraged by the racism)
- Art projects with Isaac Vanderhorst (West Vancouver Museum)
- K/1 Talking Sticks
- Grade 2 Salmon release/blessing with Sa7plek Lanakila (Bob Baker)
- New library resources purchased and special labels made to indicate First Peoples' literature
- Whole school Orange Shirt Day Activity - highlighting truth and reconciliation
 - Spent time at the beginning of the year connecting to the things we love about school, and then considering what it might be like if we didn't get to do those things at school (tied to Orange Shirt Day).
 - T-shirt Display with handprints
- Grade 1s, 3s and 4s to Hiwus Feasthouse Cultural Program at Grouse Mountain
- Grade 4s and 5s - Sea to Sky Gondola - Linking to First Peoples connection to the land - outdoor skills
- Whole-School Pro-d on Reconciliation with Sa7plek Lanakila (Bob Baker) and Yeltsilewet (Faye Halls). Looking at pre-contact to reconciliation. (2018)
- Whole-school drum-making activity with Tswaysia (Alice Guss), each child made and painted a drum with Tswaysia's instruction. She also shared how the skin for the drum was made. (2018)
- A visit from Nicola Campbell for all the primaries to discuss her books (2018)
- Developing awareness of how storytelling in First Peoples' culture connects to family, identity and community and diversity.
- Looking at First Nations artists to discuss how the story of Canada is told
- Historical perspective - How BC Coast Salish met their basic needs (food, shelter, clothing) by drawing upon the resources available in their immediate environments



- Sharing First Peoples stories (oral language traditions) with a view towards studying the common components of fiction (settings, characters, problem, solution, etc.)
- Investigate how First Nations People in Canada used the geography and natural resources to develop all aspects of their civilization
- Grade fives visited with Constable Jeff Palmer and carver Xwalacktun as part of the community collaboration - Students actually had a chance to carve part of the piece with Xwalacktun! The carving ‘relates ancestral Squamish Nation lessons about facing and overcoming personal challenges and working together for a shared, respectful and peaceful journey forward for all in our community.’ (2018)
<https://wvpd.ca/index.php/breaking-stories/1501-calling-our-carvers-come-sign-your-work>

5. Action Plan for 2020/2021

Possible items to consider:

- **Connections to BC Curriculum**
- **First Peoples Principles of Learning (how will you embed these in your work with students this year?)**
- **Parent Education**
- **Community Partnerships**
- **Student Support – Success Teachers/Counsellors**

Whole school:

- Highlight library resources, storytelling, experiential learning experiences with Ms. Gratton
- Orange Shirt Day activities and display
- Encourage classes to engage with the videos produced by WV Schools in Spring 2020 - share, reflect, provide prompts
- A shared artist study - then be ‘inspired by’
- Desire to work with Sa7plek Lanakila (Bob Baker) and/or a local Elder with drumming and/or song as a school/groupings
- National Indigenous Day - whole school activities



- Encourage classes to engage in Booktopia opportunities
 - **Visit a Sea Garden with Roy Henry Vickers and Kay Weisman** on Thursday, December 3

Kindergarten

- We would like to continue to explore the local trees, especially Douglas Fir trees as a place-based learning experience through opportunities to connect using our senses, storytelling, different materials and artistic mediums, as well as mathematical and scientific connections.
- The specific First Peoples' Principles we intend to focus on include:
 - Learning is embedded in memory, history, and story. *emphasis on story
 - Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place) *emphasis on sense of place
 - Learning involves recognizing the consequences of one's actions *we work on this all year through a variety of different approaches
- We would love to have the chance to have a visitor (virtual or 'in-person' outdoors), perhaps an elder, who could help us to further our understanding of the relationship to the land, in an age-appropriate format.
- We would also like to find a botanist, or other 'expert' who could help us further our understanding and exploration.

Grade 1

- Issac Vanderhorst art project (possibly virtual)
- We would like to have more visitors come into the classroom to do presentations or projects - outside/virtual
- Embed traditional stories/teaching within Socials and Science curriculum
- Exploration of local First Peoples communities (language, foods, traditions) - connection to the diversity of cultures

Grade 2

- Lifecycle activities linked to storytelling and identity - the importance of life cycle, like Salmon to the Skwxwú7mesh Nation
- Using the 6 cedars as a resource
 - Using the 6 cedars book to introduce the posters



- Use the posters and a form of self-reflection and daily check ins, making links to the core competencies
- Incorporating the language into the classroom
- Developing awareness of how storytelling in First Peoples' culture connects to family, identity, community and diversity.
- Understanding the oral traditions around storytelling and how some stories are not to be shared
- Incorporating Indigenous culture and traditions across the curriculum (Math, Literacy, Music, Dance)
- Incorporate Indigenous artists into art lessons, making connections to the different regions of Canada (Patterning, significance of animals, colour and materials)
- Consider and incorporate the FPPL in unit/lesson planning

Grade 3

- Sharing First Peoples stories (oral language traditions) with a view towards studying the common components of fiction (settings, characters, problem, solution, etc.)
- Inquiring into local and global Indigenous cultures
- Exploring local traditional stories about biodiversity and landforms
- Visit from Sa7plek Lanakila (Bob Baker) to share traditional stories
 - Spirit of the Canoe (cultural canoe program)
- Historical perspective - How BC Coast Salish met their basic needs (food, shelter, clothing) by drawing upon the resources available in their immediate environments
- Consider and incorporate the FPPL in unit/lesson planning
- Desire to provide field trip experiences - possibly the Museum of Anthropology or a One-Day Indigenous Cultural Program at the Cheakamus Centre

Grade 4

- Explore First Peoples' initial contact with explorers and the effect of first contact on First Peoples' lives and culture. Focus on different perspectives.
- First Peoples' role in the fur trade. Did it benefit them or further impact their way of life?
- Recognition of value of goods and services. What makes a fair trade?



- Impact of settlement and colonization on First Peoples' culture and traditions
- First People's interaction with nature and how their way of life naturally protects biomes (importance of nature in the culture)
- Residential schools discussions
- Art using Coast Salish styles

Grade 5

- Incorporating Canadian Landscapes (Art/Social Studies) and how First Peoples connect/connected to the land
- Self Government - comparative analysis of government systems (CIVIX & Pearson resources)
- Keen to use 'Canadian Issues and Governance' Inquiring Minds text from Pearson as a resource
- First Nations art projects
- Purposefully include the First Peoples Principles of Learning in discussions
- Highlight student learning on indigenous peoples in parent emails
- Science/Simple Machines
<http://www.fnesc.ca/wp/wp-content/uploads/2015/08/PUBLICATION-6149-6-Science-First-Peoples-2016-Full-F-WEB.pdf>

Grade 6

- Indigenous governments in Social Studies
- Incorporating Indigenous ways of knowing into Science units
 - For example: First Peoples Perspectives on Space
 - Look at star constellation artwork by Indigenous people in BC. compare various Western European and Native beliefs pertaining to star constellations, the moon, etc.
 - Listen to a podcast on <https://www.sciencefriday.com/articles/indigenous-peoples-as-tronomy/> - This was about relearning the star stories of indigenous peoples
- Explore Indigenous authors and stories and/or stories with Indigenous characters into Language Arts as well as potentially look at Indigenous artists



- Read stories from Indigenous authors such as Christy Jordan and Margaret Pokiak-Fenton
- Orange Shirt Day, we watched two documentaries by the Truth and Reconciliation Commission of Canada.
- Access the website <https://trc57speakerseries.ca/> to promote conversation towards rebuilding relationships with Indigenous peoples and the Land.

Grade 7

- Compare representation of the world accord to beliefs and myths to that of the Squamish Nation
 - Interview with Sa7plek Lanakila (Bob Baker) about connection.
- Compare stories of evolution and creation of different cultures and religions including Squamish Nation
- Compare/contrast myth structures from First Nations and early civilizations
- Compare how people used the geography and available natural resources to develop various aspects of their daily life
- Students choose and discuss a book from a list of Indigenous authors.
- Explore and share information about connections between First Peoples communities and the French language.
- Keeping up to date on current events that impact indigeneous communities.
- We would love to get in a First Nations artist to make something (drum, button blanket, etc). But this depends on the Covid situation
- Visit from Sa7plek Lanakila (Bob Baker)
 - Canoe, traditions, history and the journey (cultural canoe program)

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

- Botanist - assistance exploring indigenous plants, suggested resources (books, websites, people, etc.)
- Visits and sharing from Sa7plek Lanakila (Bob Baker) and Yeltsilewet (Faye Halls) - outdoor/distanced and/or virtual
- Recommended artists that are interested in working with classes (virtually?)