



## Indigenous Education School Plan 2020 - 2021

### 1. School: Caulfeild iDEC

### 2. School Aboriginal Education Committee Members:

Jeff Muthanna

Andrea Smith

Candace Ross

Lorraine Hartley

Trevor Kolkea

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

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

- Orange Shirt Day presentations to Primary and Intermediate student groups followed by students creating their own Orange Shirt Day message with the theme of “everyone is welcome at Caulfeild.
- Grade 4 Inquiry: The relationship between Indigenous and Non-Indigenous people over time. Provocation: the current events of Jumbo Glacier Resort
- Grade 1 and 2 (term 1): Indigenous ecological understandings and perspectives, interweaving of cultural and ecological significance of local animal species; (term 2) comparison of traditional coastal and inland structures (and cultural implications) of First Peoples in study of architecture and community
- Grade 6 Live Webinar presented by UBC [“Every Child Matters: Reconciliation through Education”](#)
- Indigenous cultural projects with the Aboriginal Success Teacher have included:
  - \*Documenting and photographing
  - \*Guided drawings of Coast Salish bear and eagle



- \*Drumming, singing Squamish Songs, Squamish words/language
- \*Created Metis finger-woven sash, moose hide medicine pouches, medicine wheel keychain, designed wooden feather necklace
- \*Explored legends through Raven Tales
- \*Made dream catchers, sampled traditional teas

## 5. Action Plan for 2020/2021

### Areas of Focus:

- Creating connections to BC Curriculum
- First Peoples Principles of Learning
- Parent Education
- Community Partnerships
- Student Support – Success Teacher

### Whole School:

- We have included an Indigenous Education section to our School M3 (our Monday Morning Memo for all staff). This is a weekly document that serves as an important communication tool to support staff with student learning, a positive school culture and strengthening our school vision. In consultation with Jada we will build content to share weekly with staff. This will include Jada's scheduled meetings with our Indigenous students, in addition to adding resources for staff and students.
  
- Celebrating and honouring Orange Shirt Day School Wide: Resources were developed and shared by our Aboriginal Education Team for Primary and Intermediate.
  - 1) Show our support by **wearing orange on September 30th.**
  - 2) On Monday, September 30th, students will receive a paper copy of an orange shirt on which they will draw and/or write a message from the guiding question "***What could you write/draw on this shirt to communicate that every child is welcome and every culture is accepted at our school?***"
    - A collection of every student's Orange Shirt message will be part of a hallway display.
    - Click to see the [Whole school display](#) in the Upper Hallway from September 2020.
  
- The Caulfeild PAC now includes the acknowledgement of the territory before all meetings. This aligns with how our staff and students include this practice with any gatherings including assemblies and our morning announcements.



- To help keep First People's Principles of Learning top of mind and visible, all our teachers have these posters displayed in their classrooms.
- We are planning an Orange Shirt Logo contest so that we can create a Caulfeild design to be printed for 2021-22. This will add a deeper personal connection for our school community with this special day of recognition.

### **Actions from our Grade Teams**

*Included in the following section is greater detail from some of our grade teams about their action plans that support the areas of focus for 2020-21.*

#### **Grade 6:**

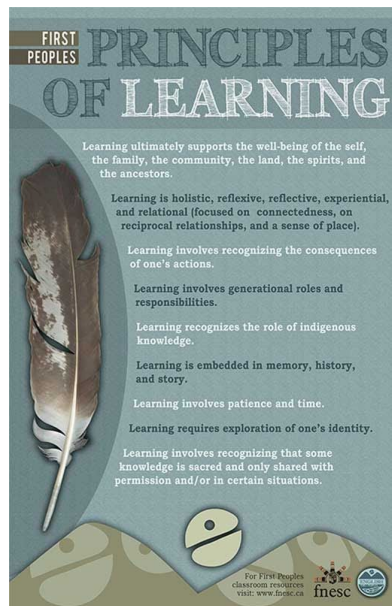
**Learning Community** - create a warm, welcoming and respectful learning environment and sense of place that is accepting of diversity and inclusive of Indigenous ways of knowing and being

*Nəə mā́t gwens čey'i | Work together*

*New'ews sn ɾey? šweleqwəns | Bring in your good feelings*

*ə'sac ɾəy'xw meqw tə'sa tečel | Be prepared for all work to come*

**Learning Engagements** - Provide opportunities for students to learn about the history of Indigenous peoples and the enduring impacts of colonization on individuals, families, and communities. We begin our Gr. 6 year by having students explore the meaning of The First People's Principles of Learning.





**Orange Shirt Day** -Sept. 30th- Live webinar of Phyllis Webstad's story using this [resource](#) created at Caulfeild, students explore they enduring impact of Residential Schooling.

**National Aboriginal Veterans Day:** Nov. 8th - What were the roles of the [First People of Canada](#) during the wars we entered? (as part of our [Remembrance Day](#) learning)

**Math:** using FNEESC resources to share [First People Math](#) with students

**Literacy:** exploring issues of Reconciliation through a read aloud about Residential Schooling "[Reading for Reconciliation](#)"

**Inquiry:**

Term 1 Space Exploration - [indigenous perspectives](#) about celestial spheres or "[star stories](#)"

Term 3 Global Human Rights - focus on [human rights in Canada](#), inquiry into [clean drinking water for First People in Canada](#)

**Outdoor Education** - Building greater understanding of the skills, knowledge, and perspectives of First Peoples for all students, connected to a sense of place. (deconstructing the [land acknowledgement](#) to improve our understanding),

**K-2:**

-Primary classes are looking at traits of the Bear and how they link to November Pro-D Day

-Our teacher librarian will show our staff resources that are in our collection

Possible Guest Speakers:

Alice Guss

Grizzly Paws

Teachers will work to provide connections to First People's Principles through the development of curriculum big ideas and inquiry planning.

School Garden cards for class use. These posters were created and displayed throughout the Caulfeild forest to identify plants by their scientific names. Also included on these creative and beautiful posters are the names of the plants in Skwxwú7mesh Snichim (Squamish language)

**Grade 3:**

Planning to "**Read Across Canada**"

-Throughout the school year the Grade 3 team plans to interweave Indigenous stories into their monthly plans. The year long project will Map Canada and specifically look at comparing and contrasting Indigenous borders and that of Canadian Provincial borders and that of Canada and the US.



- the unit focuses on the self, the family, traditions and students' broader communities. Each story read is mapped on a large display map. The indigenous region is shown in tissue paper and overlapping the borders of Canada.

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

- This year our support will focus on collaborating effectively with our Aboriginal Success Teacher as noted in our plans for this year above.