



Indigenous Education School Plan 2020-2021

School: **École Pauline Johnson**

School Indigenous Education Team: **Kirsten Dixon, Breanna Lang, Kate Goertzen, Kamila Pelka**

School Main Contact Person: **Breanna Lang**

2018/2019 and 2019/2020

Activities, events, speakers, presentations, projects, etc. that have occurred in the past two years:

Ongoing:

- Connecting with guest speakers including but not limited to Faye Halls (Squamish Nation Cultural Worker), Bob Baker (Squamish Nation Cultural Worker), Karen Duffek (Curator for the UBC Museum of Anthropology), Isaac Vanderhorst (West Vancouver Museum Education Program Coordinator), Juliana Bedoya (indigenous plants), Xwalacktun (indigenous artist), Deanna Lewis (residential school survivor), Gwen Harry (residential school survivor).
- Ongoing support from and collaboration with Jada Harry, (District Indigenous Success Teacher).
- Resources purchased for school library in French & English (Ongoing).
- Student-delivered Territorial Address at every assembly in English and French (Ongoing).
- Outdoor School - Cheakamus Centre all Grade 6 students participate annually in a 3-day experience run by the North Vancouver School District (October 2018 and October 2019).
- Collaboration with the Coho Society on years two and three of our three year Grant Project; recognizing and enhancing the wellbeing of the land on which we preside through professional development and student workshops surrounding our outdoor spaces and wetlands, as well as participation in the "Streamkeepers" storm-drain marking supported by the West Vancouver Streamkeepers Society.
- Salmonids in the classroom: Grade Seven LFI students participate and care for salmon, then take part in a blessing and release of salmon, in order to better understand indigenous uses and connection to the salmon life cycle (Jada Harry, Bob Baker, Xwalacktun as guests in prior years).
- Grade Seven - visit Huron-Wendat Village during Grade Seven annual Trip to Quebec City (February 2019 and February 2020).
- Annual subscription to *Bâtir des ponts* - 8 issues over the course of the school year with an indigenous lens on current events.

2018-2019

- Recognize Orange Shirt Day by encouraging students and staff to wear orange on September 30th, 2018.
- Kindergarten Field Trip to Grouse Mountain - Storytelling and Songs at Hiwus (Fall, 2018/2019).
- Working with artist in residence, Caroline Elliot, to enhance our PJ Learning Commons through the student-driven creation of legacy pieces inspired by the works of Emily Carr, Pauline Johnson (Term 2, 2018/2019).
- Participated in the Carving at the West Vancouver Police Station (Xwulacktun), attended the blessing ceremony - Multiple grade groups attended (Fall and Spring 2018/2019).
- Jada Harry worked with her indigenous students on a pottery art project using PJ's kiln.
- Grade 4/5 First contact field trip to Fort Langley (Term 2, 2018/2019).
- Sharing of the name of the place on which École Pauline Johnson presides (Skáwshen) with each class, connecting to place through a read-aloud of "The Two Sisters" by Pauline Johnson (2018/2019).
- The Blanket exercise (grade 6)

2019-2020

- Recognize Orange Shirt Day by encouraging students and staff to wear orange on September 30th, 2019. Whole-school assembly as well as class-specific lessons and activities on the topic of Residential Schools and Truth and Reconciliation.
- Collaboration with French immersion coordinator to share resources in French connected to Orange Shirt Day.
- Grade 4/5 novel study: "Les bas du pensionnat" (2019/2020)
- Grade Three Cohort attended full-day field trip to Grouse Mountain with a focus on Indigenous storytelling and sense of place (March, 2020)
- National Indigenous Peoples' Day - Grade 6/7 learning engagements shared with students during remote-learning and in-person (June 21, 2020)
- Exploring indigenous plants found on the school property and their use

Staff Professional Development during the 2018/2019 and 2019/2020 school years:

- Professional development opportunity on embedding the First Peoples Principles of Learning into our classrooms (BCTF in French) "[Infuser contenu et perspectives autochtones dans votre enseignement](#)"; (November 2018 Pro-D Day)
- French Immersion Ab Ed Resource sharing (Pauline Johnson, Cedardale, Sentinel - E. Klause) (September 2019)
- Staff attended district Pro-D Day at Kay Meek to hear Chris Lewis, Stewart Gonzales, Bob Baker and Faye Halls speak (November 2019)
- Exploration of outdoor learning spaces at Pauline Johnson. Permission granted by Senaqwila Wyss to share knowledge of native plants and healing circle protocols with PJ Staff during Pro-D Day afternoon (November 2019)
- Staff representative at the District led Indigenous Learning Circle (February 2020)
- Grade 6 team at ODS given tour of the Longhouse at the Cheakamus Centre

- Participation in the “Traditional Welcome Workshop” - Nov 5, 2019
- Incorporating First Peoples’ Principles of Learning into daily teachings and intentionally added to each Grade team curriculum overview

Action Plan for the 2020-2021 School Year

Vision: To create opportunities to incorporate Indigenous perspectives, resources, and learnings in authentic and inclusive ways within the class and school community.

Learning Engagements for Students:

- Recognizing Orange Shirt day on September 30th, 2020: preloaded activities for each class cohort, including online videos and slideshow to be shared in-class, orange shirts purchased by staff from www.orangeshirtday.org. Staff was asked to share the learning that took place in their cohorts using the following [document](#)
- School’s Framework for Enhancing Student Learning (FESL Year 2) focuses on Social-emotional learning, executive functioning and ties nicely to First Peoples’ Principles of learning. We want to connect to these principles while strengthening our school-wide understanding around self-regulation, executive function and social-emotional learning.
- Outdoor learning at Pauline Johnson - continue to make use of our outdoor learning spaces (all teachers). We plan to use our Outdoor learning spaces to connect to the local environment and community, with a focus on self-care and well-being via the self, family, community, land, spirits and ancestors. A particular focus at the beginning of the year has been the healing circle, as it is a great venue for facilitating class discussions
- Use of talking circles as a framework for class discussion at various grade levels.
- Making connections to the FPPL during a unit on empathy
- Given our current context, teachers are actively looking for ways to connect digitally/virtually with experts and local indigenous leaders on a variety of curricular areas
- Salmonoid program - release ceremony at MacDonald Creek led by Grade 3 class, learn about the significance of the salmon to the Coast Salish people, life cycles.
- Establishing a sense of place through paddling experience under the guidance of Takaya Tours and West Vancouver School District personnel for our Grade 6/7 classes. Teachers and students in Grade 6/7 are eager to participate in the paddle canoe activity, if this proves possible this year.
- Ongoing collection of resources, for teacher and student use to be housed in PJ Library Learning Commons.

Professional Development and Collaborative Opportunities for Teachers:

- District-wide Indigenous Education Focus for January Professional Development Day (January 2021)
- Providing teachers with access to FNEsc Resources, both in digital and hard-copy format, to support authentic connections to the curriculum (<http://www.fnesc.ca/learningfirstpeoples/>).

- FNESC Summer Institute (for teachers) in July – check website for place and dates
- Opportunity for Professional Development through other FECB (BCTF) workshops: <https://www.bctf.ca/pd/workshops.aspx?id=233060>), perhaps for the afternoon of the January Pro-D Day
- Continued learning opportunities, dialogue and support from Jada Harry, our Indigenous Success Teacher, as well as Faye Halls and Bob Baker (Squamish Nation Cultural Workers)
- As a staff, unpack the Truth and Reconciliation Commission of Canada: Calls to Action document, with particular focus on the “Education” calls to action (http://www.trc.ca/assets/pdf/Calls_to_Action_English2.pdf) (January Pro-D day?)

Points to Consider:

Parent Education:

- We will share our plan and pre-load families around details pertaining to Orange Shirt Day (through School e-bulletin and on a class-by-class basis).
- Our parents will continue to be actively involved in our new FESL focus and will be educated on its ties to the First Peoples’ Principles.
- Working within the school gardens to learn about indigenous plants and invasive species (Invasive weed pull, November 2020)

Community/District Partnerships:

- Salmonid Enhancement Programme
- Orange Shirt Day - access to community resources and supports
- Continue to access resources and collaborative opportunities between the three FI schools through the support of the FI Coordinators.
- West Vancouver Museum - Isaac Vanderhorst (West Vancouver Museum Education Program Coordinator)
- UBC Museum of Anthropology - Karen Duffek (Curator for the MOA)
- Collaboration and Support from members of the Squamish Nation

Cultural Presentations:

- This is an area that we will need to spend further time to prepare and plan for. To date, we do not have any presentations planned, except for the Salmon Release Ceremony.

Student Support - Success Teachers/Counsellors:

- The Indigenous students at École Pauline Johnson will work with Jada Harry, our Indigenous Success Teacher, as outlined with the District Plan and schedule.

Connections to the Curriculum include, but are not limited to the following (Grade Teams):

All classes will connect and incorporate Indigenous-based learning methods, including resources from FNESC, using the First Peoples’ Principles, and content found within the BC Curriculum (Social Studies and Science Curriculum listed below).

BC Curriculum Content connected to First Peoples (annually and semi-annually - Year A/Year B)

- **Kindergarten Focus:**
 - Socials: Stories, traditions, sense of place, and identity
 - Science: Seasonal changes, plants and animals
- **Grade 1 Focus:**
 - Socials: Community, culture, celebrations
 - Science: First Peoples knowledge of the sky, landscape, plants and animals, use of seasonal rounds
- **Grade 2 Focus:**
 - Socials: leaders within the community (Elders, chief, community volunteers), decision-making processes
 - Science: First Peoples connection and understanding of cycles (water, life) and environmental stewardship
- **Grade 3 Focus:**
 - Socials: Ways of life of local First Peoples and global indigenous peoples, oral-history, traditional stories, and artefacts as cultural evidence and technological innovations
 - Science: First Peoples knowledge of local landforms and ecosystems
- **Grade 4 Focus (Year B):**
 - Socials: Historical understanding of contact, trade, cooperation and conflict between First Peoples and European peoples and the impact of colonization
 - Science: First Peoples perspectives of the Sun, Moon, and Earth
- **Grade 5 Focus (Year A):**
 - Socials: Land ownership and use, Canadian Identity, First Peoples' levels of government, residential schools
 - Science: First Peoples concept of interconnectedness in the environment, as well as knowledge of sustainable practices
- **Grade 6 Focus (Year A):**
 - Socials: Effects of economic policies and resource management on indigenous peoples, government and indigenous representation
 - Science: First Peoples knowledge of separation and extraction of mixtures
- **Grade 7 Focus (Year B):**
 - Socials: Religion, core beliefs and narratives found in indigenous groups, Aboriginal law and governance, as well as Indigenous ancient civilizations
 - Science: First Peoples knowledge of Climate Change and biodiversity over time
- **Arts Education (K-7):**
 - Traditional and contemporary Aboriginal arts and art-making processes (K-7)
 - Using indigenous art as a lens through which to learn about a community's values, knowledge, and perspectives. How do the arts express these concepts? (4)
 - Visual Arts: Using natural dyes, Roy Henry Vickers project (primary)

Connections to the 2020-2025 Indigenous [Enhancement Agreement](#):

To use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.

To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.

To create a sense of space and belonging for Indigenous students that is inclusive to all.

Our vision is closely aligned with the GOAL 1 of the Indigenous Enhancement Agreement. We are committed to working collaboratively as a staff to align our teaching, learning, and decision-making with the First Peoples' Principles of Learning.

District Support and Resources for the 2020-2021 School Year:

District support and resources needed this year:

- Sharing of and access to French resources across the district (i.e., literature, lesson ideas, experts);
- Support with connecting to and working with Squamish Nation Cultural Workers (Faye Halls and Bob Baker) - this has proven quite challenging in past years and we would very much like support in building these connections and opportunities at PJ as is the case at other school sites in West Vancouver.
- Continuing to diversify our library through books authored by or with a focus on BIPOC
- Have a member of the DLT (Ian or Liz) come to PJ and connect/meet our Indigenous Committee to brainstorm ideas that would be unique to our school.

Notes and action-items from 2020-2021 School Year:

Learning engagements and opportunities that have taken place to further enhance our understanding of Indigenous learning and teachings.

- Transdisciplinary connections to First Peoples' Ways of Knowing by discussing an author's purpose and related it to physiographic regions. Accomplished through exploration of literature written by Indigenous authors. We identified the message or lesson they are trying to pass on, and how their physiographic region (it's climate and natural resources) impacted their traditional way of life. We did a final project where we re-created traditional Indigenous dwellings for a given region with materials we found outside and linked it to their food source and way of life (nomadic: les chasseurs, sedentary: les pêcheurs etc). (Grade 4/5 September/October 2020)