



## **Indigenous Education School Plan 2021 - 2022**

### **1. School: Bowen Island Community School**

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

Laura Buchan

Pamela Creswick

Ann-Marie Delawsky

Sarah Haxby

Teslyn Killy

Breanna Lloyd

Carmen McKay

Amanda Pasternak

Heather Spracklin

Scott Slater

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

Breanna Lloyd

Sarah Haxby

Scott Slater

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

#### **2020-2021**

*Student Learning*

*Goal #1: Develop students' appreciation for the Squamish culture and language as well as know the meanings and pronunciations of some basic words.*



- Several classes learned the Coast Salish Anthem in intermediate music classes.
- The Indigenous Education Committee provided classrooms sets of basic words to label various classroom items and offer [some basic language lessons](#) to incorporate Squamish language in classrooms.
- Grade 4-5 students participated in Squamish Language Lessons with Tsawaysia, Alice Guss. This included learning about meaningful animals for the Squamish people including their names in the Squamish language.
- Students in Grades 3-7 worked with Sahplek to learn about the Spirit of the Canoe; traditions and protocols; and songs for the canoe.

### *Professional Learning*

#### Goal #2: Decolonizing Pedagogy

- In conjunction with our School's Diversity Group, our Committee supported teachers with decolonizing pedagogy and decentering whiteness. Some members of the Committee attended workshops and read books on this topic which were shared with staff. We will continue to bring in diverse books, including authentic indigenous resources, to classrooms and our library.
- Two members of our Committee participated in the District Circle Meetings and shared their learnings with our group.

### *Community Learning*

- As part of Orange Shirt Day, Scott Slater shared a message with families about what learning looked like for students and encouraged families to follow up with students at home. Parents/guardians were encouraged to commit to several actions related to reconciliation. The Indigenous Education Committee also shared a list of resources for families to use at home.



## 2019-2020

### Student Learning

#### *Orange Shirt Day*

- Recognized Orange Shirt Day by encouraging staff and students to wear orange shirts and having students make paper shirts with the inscription, “I will \_\_\_\_\_ because every child matters.”
- The Indigenous Education Committee shared age-appropriate lesson ideas with teachers to use in classrooms as well as websites and books with parents/guardians to teach about truth and reconciliation at home.

#### *‘Pre-Contact’ Learning*

- BICS Grades 4-5 students participated in the two day Cultural Program at the Cheakamus Centre Longhouse in October. The program supported many of the First People’s Principles of Learning; particularly with respect to learning involving “generational roles and responsibilities,” “patience and time,” and learning being “holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).”

#### *Language Learning*

- The Squamish-English Dictionary (2011) was made available to staff to incorporate some basic words in instruction.

### Ongoing Professional Learning

- Our 2019-2022 FESL focuses on place-based learning with the intention of helping students understand their place, and their place in the world. The First Peoples Principle of Learning, “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place),” guided our work in this area.



- Teachers explored the [DRAFT Indigenous Education Resource Inventory](#) from the Ministry of Education (in association with FNEESC, BCTF, and Métis Nation British Columbia)

## 5. Action Plan for 2021/2022

Goal #1: Developing an understanding and appreciation of place and language

- Host a Whale Day assembly with Sahplek Bob Baker at the Snug Cove Fields celebrating our new logo created by Squamish artist Xwalacktun. The assembly also celebrated whales in Átl'ka7tsem/Howe Sound and also, as this will occur immediately after the National Day for Truth and Reconciliation, a celebration of the resilience of Squamish people and culture.
- Continue to bring Squamish language into our classrooms and school by using Squamish greetings for school gatherings; labelling and using Squamish names for various things in the school; and continuing to teach the names and meanings of words in Squamish, ideally with the support of members of the Squamish Nation.

Goal #2: Developing a Sense of Belonging

- Incorporate the Seven Sacred Teachings (Wisdom, Love, Respect, Bravery/Courage, Honesty, Humility, Truth) into our School's culture. The Indigenous Education Committee will support classrooms and the school taking on a teaching each month. Demonstrating these teachings will also be incorporated into student recognitions in our year-end assemblies.

Goal #3: Develop an understanding of the Canadian Indian Residential School System

- Grade 4-5 teachers will continue to do in-depth learning as part of the Social Studies Curriculum.



- All students will partake in Orange Shirt Day Learning on September 29. The Committee will share a menu of learning opportunities that teachers can engage their students in.
- Scott Slater will share a video in advance of the National Day of Truth and Reconciliation detailing what families can do to make this a meaningful day including featuring local events and ideas and resources from the Indigenous Education Committee.

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

Our first Goal, “Developing an understanding and appreciation of place and language,” is intended to further the 2020-2025 Indigenous Enhancement Agreement goal, “To use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision-making.” Specifically, learning the meaning behind place names and other meanings of Squamish language help students learn about Indigenous Perspectives.

Our Second Goal is intended to support, “Developing a sense of belonging,” is intended to further the 2020-2025 Indigenous Enhancement Agreement goal “To Create a sense of space and belonging for Indigenous students that is inclusive to all.” This goal is really about school culture and we believe incorporating the 7 Sacred Teachings into the culture of classrooms and our school will enhance a sense of belonging for all students including our Indigenous students.