



Indigenous Education School Plan 2021-2022

1. **School:** Ecole Cedardale

2. **School Indigenous Education Committee Members:** Kristina Hayes, Erin Gleason, Emily Klause, Lise Cazelais, Alexia Spencer

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

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

2018-2019

- “Orange Shirt Day” activities
- [Grade 5/6 Unit of Inquiry: Who we are](#) (Focused on First Peoples’ Principles & Indigenous Knowledge)
- Salmonids, blessing and release of salmon and understanding indigenous uses and connection to the salmon life cycle (Bob Baker as guest)
- Cedardale Place Name Blessing Ceremony - planned collaboratively with Fay Halls & Bob Baker
- drawing connections between the IB Learner Profile and local animals and their indigenous/spiritual significance
- Grade 3/4 Unit of inquiry: Where we are in place and time (exploring local geography and landforms and our relationship to the land, through story) - Bob Baker invited to share stories of local landforms
- Grade 3/4 visit to Hiwus House
- adding resources to the school library - books & indigenous plant cards
- Grade 7 - visit Huron-Wendat village in QC
- Grade 7 Hoodie design - incorporating Cedardale’s place name



2019-2020

Vision: To embed the First Peoples' Principles of Learning in everything that we do

Ongoing annual/semi-annual activities:

- September 30, 2019 - Orange Shirt Day - whole class activities
- Salmonid program - release ceremony, significance of the salmon to the west coast people, life cycles
- continuing to build school library/resources
- Grade 7 visit to Quebec: visit to Huron-Wendat Village & Ursuline Monastery - learning about indigenous students in French Catholic schools in the 1600s
- Outdoor School - Sea2Sky
- Outdoor learning - continuing to develop our understanding and appreciation of place
- Grade 3/4 Units of Inquiry: focus on indigenous knowledge about the sun/moon/sky, global indigenous perspectives, indigenous technology
- Grade 5/6 Units of Inquiry: focus on minorities, racism, residential schools
- Grade 7 Unit of Inquiry: Aboriginal Law & Government
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New Explorations:

- looking for ways to use literature to introduce and explore the First Peoples' Principles of learning
- potential Grade 7 canoe tour with Takaya Tours
- including territorial address in the announcements
- exploring connections between the IB, the principles of learning, and our mission at Cedardale

Professional Development & Collaboration:

- **September 20 Pro-d Day:** First Peoples' Principles of Learning exploration & discussion (E. Klause & L. Cazalais) making links to the IB programme (Learner Profile, taking action, local & global knowledge, focus on skills and relationships)
- **September:** French Immersion Ab Ed Resource sharing (PJ, CE, Sentinel - E. Klause)
- **November Pro-D Day:** Ab. Ed Focus



Plan for 2020-2021

Vision: To continue to authentically embed Indigenous ways of knowing across our POI and to create a sense of belonging for Indigenous families.

Ongoing annual/semi-annual activities:

- September 30, 2020 - [Orange Shirt Day Learning Engagements](#)
- Salmonid program - significance of the salmon to the west coast people, life cycles
- continuing to build school library/resources
- Outdoor learning/Partnership with Victory Gardens - continuing to develop our understanding and appreciation of place
- Grade 3/4 Units of Inquiry: focus on Indigenous knowledge about the sun/moon/sky, global indigenous perspectives, indigenous technology
- Grade 5/6 Units of Inquiry: focus on the First Peoples' Principles of learning as well as minorities, racism, residential schools
- Grade 7 Unit of Inquiry: Aboriginal Law & Government
- looking for ways to use literature to introduce and explore the First Peoples' Principles of learning
- including territorial address in the announcements
- Explicitly including the First Peoples' Principles in the planning of our units of inquiry (the Principles are embedded in our planner template and we seek to make connections to our lines of inquiry, transdisciplinary theme, and central idea

New Explorations:

- Orange Shirt Day - more parent education - eBulletin sharing
- Grade 5/6 year-long unit "Who we are", focus on the First Peoples' Principles of Learning
- Grade 3/4 Virtual Storytelling workshops with 3 Crows Productions
- Including learning opportunities for families in our eBulletin around indigenous education (starting with Orange Shirt Day)
- Continuing to explore connections between the IB, the principles of learning, and our mission at Cedardale
- Continue to seek out resources for staff and school library
- Outdoor classroom - how can we see the development of this space through the EA goals?
- including territorial address in all meetings with all stakeholders
- Grounding ourselves and sharing our attachment to the place of learning



- Work collaboratively to find ways to create a sense of belonging for Indigenous families in the Cedardale community
- Increasing awareness, education and understanding of Residential schools and their lasting inter-generational impact

Professional Development & Collaboration:

- **January 29 Professional Development Day** - Indigenous Ed focus

5. Action Plan for 2021/2022

Plan for 2021-2022

Vision: To continue to authentically embed Indigenous ways of knowing across our POI and to create a sense of belonging for Indigenous families.

Ongoing annual/semi-annual activities:

- September 29, 2021 - [Orange Shirt Day Learning Engagements](#)
- Observation of National Day of Truth and Reconciliation - [school-wide activities to increase awareness and knowledge](#)
- Salmonid program - significance of the salmon to the west coast people, life cycles
- continuing to build school library/resources
- Outdoor learning/Partnership with Victory Gardens - continuing to develop our understanding and appreciation of place - extending our abilities as a teacher-leaders
- Grade 3/4 Units of Inquiry: focus on Indigenous knowledge about the sun/moon/sky, global indigenous perspectives, indigenous technology
- Grade 5/6 Units of Inquiry: focus on the First Peoples' Principles of learning as well as minorities, racism, residential schools
- Grade 7 Unit of Inquiry: Aboriginal Law & Government
- looking for ways to use literature to introduce and explore the First Peoples' Principles of learning
- including territorial address in the announcements
- Explicitly including the First Peoples' Principles in the planning of our units of inquiry (the Principles are embedded in our planner template and we seek to make connections to our lines of inquiry, transdisciplinary theme, and central idea
- Including learning opportunities for families in our [eBulletin](#) around indigenous



education and residential schools

New Explorations:

- Orange Shirt Day - more parent education - eBulletin sharing
- Metis Dance Workshop - K-7 with [V'ni Dansi](#)
- potential Grade 7 canoe tour with Takaya Tours
- IB Workshop on Inspiring Creativity in the Classroom with a focus on place-based learning
- Continuing to explore connections between the IB, the principles of learning, and our mission at Cedardale
- Continue to seek out resources for staff and school library
- Outdoor classroom - Place-Based learning -
- Work collaboratively to find ways to create a sense of belonging for Indigenous families in the Cedardale community

Professional Development & Collaboration:

- **November 12 - EDI, Anti-Racism Pro-D**
- **January 24 Professional Development Day - Indigenous Ed focus**
- **Circle Meeting 2021/2022**
 - Thursday, September 16th - Virtual
 - Thursday, October 21st – Location TBA
 - Thursday, November 25th – Location TBA
 - Thursday, February 3rd – Location TBA
 - Thursday, March 3rd - Location TBA
 - Thursday, May 5th - Location TBA

Enhancement Agreement - Goals

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.

Considerations:

- **How does your plan align with these new EA Goals?**
- **What adjustments can you make to further align your plans to the EA goals?**
- **How do you collaboratively develop your plans?**
- **How are you engaging Indigenous students, families, elders or advisors in your planning (Indigenous Perspective)**

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**

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

- **Indigenous Success Teacher (Elementary) – Jada Harry**
 - Role:
 - Support, operationalize and implement the Enhancement Agreement,
 - monitor and support student well-being and academic success, student check-ins, student transitions, relationship building, support services,
 - support the indigenization of curriculum and culture.
- **Indigenous Success Counsellor (Secondary) – Carol Langley.**
 - Role:



- Support, operationalize and implement the Enhancement Agreement,
 - monitor and support student well-being and academic success,
 - student check-ins, student transitions, relationship building, support services,
 - support the indigenization of curriculum and culture
- **Skwxwú7mesh Elder Advisor - Sahplek** - Bob Baker
lanakilasiem21@outlook.com (book through Erica Waddell
ewaddell@wvschools.ca)
 - Role:
 - support, operationalize and implement the Enhancement Agreement
 - provide cultural guidance and leadership
 - support Ab Ed school plans and events
 - provide leadership and professional development
 - support the indigenization of curriculum and culture, oral teachings, history and traditional story telling.
- **WVS Indigenous Education Advisory Committee (WVIEAC):**
 - Role:
 - To develop, communicate and realize the WVS Enhancement Agreement, ensure indigenous student success and set goals and future directions.
- **WVS Indigenous Education Circle:**
 - Role: To communicate and share learnings, cross district network and support, celebrate student success, collaborate and learn together.
 - School Based Representatives
 - Sahplek - Bob Baker Skwxwú7mesh Elder advisor.
 - Aboriginal Success Counsellor – Carol Langley
 - Aboriginal Success Teacher – Jada Harry
 - Director of Instruction – Liz Hill
 - Director of Instruction – Ian Kennedy

