



Indigenous Education School Plan 2021 - 2022

1. School: Caulfeild iDEC

2. School Indigenous Education Committee Members:

Jeff Muthanna

Andrea Smith

Lorraine Hartley

Trevor Kolkea

Christine Hulme

Jade Constantineau

3. School Main Contact Person(s):

Trevor Kolkea TKolkea@wvschools.ca

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

a) By Grade Team over the past two years:

a) Grade Team	Activities from 2019-2021
Kindergarten	<ul style="list-style-type: none"> -Exploring indigenous stories and storytelling through story workshop and our identity inquiry -Indigenous plants and their traditional uses; mapping them on our school property -Squamish Lilwat Cultural Center - Hunters and Gatherers virtual tour -Finding opportunities to read picture books by indigenous authors in our day to day learning -Sharing circles/talking sticks -Place based learning through the Walking Curriculum
Grade 1	Environmental Exploration- connection with the outdoors- local and invasive species



	<p>Light and Sound Inquiry - connection to stories and legends (Why Coyote Howls at the Moon, etc...), connection to the night sky, Art: shadow puppets inspired by Indigenous art Animal adaptations- focus on local animals and how they are important to Indigenous peoples (eagle, orca, salmon, coyote, bear) Indigenous shapes in math (geometry)</p>
Grade 2	<p>Canada- Heroes of the land, focusing on different indigneous heroes tied to geography Identity unit: connecting to indigneous animals and core competencies Connecting between keystone species and their cultural significance 13 moons- connecting to indigenous calendar, astronomy</p>
Grade 3	<p>Reading and connecting with indigenous stories Indigenous species in our Caulfeild forest and how some of these were traditionally utilized by the Coast Salish People Exploring indigenous local art Core competencies linked to indigenous local animals</p>
Grade 4	<p>Term 2: Inquiry - Bob Baker Learning about the Squamish Nation First Contact Term 3: Novel Study "Fatty Legs" focus on residential schools</p>
Grade 5	<p>Intentionally Incorporating First Peoples Principles of Learning into our teaching and learning Indigenous Arts connections through Printmaking, weaving, pottery Indigenous Oral storytelling integration into Literacy Indigenous novels and graphic novels available for DEAR</p>
Grade 6	<p><u>Term 1 Space Exploration</u> - indigenous perspectives about celestial spheres or "star stories" <u>Term 3 Global Human Rights</u> - focus on human rights in Canada, inquiry into clean drinking water for First People in Canada Trip to Bowen Island Did a drama activity about 'Turtle Island'</p>
Grade 7	<p>Novels (Touching Spirit Bear) that touches on indigenous ways for supporting troubled youth - circle justice as well as healing Socials - linked into human evolution and migration across the globe; incorporating their traditional stories regarding first humans</p>



b) By Whole School over the past two years:

- 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 and learning resource for our staff.
- Music Class - Term 1 - Introduction to Inuit Throat Singing - connection to nature (land/animals) to create sounds using the throat
- 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
- 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 2021/2022

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?)
- Taking Action Through Reconciliation kits: 1) We are the Land 2) Community Ties
- Parent Education
- Community Partnerships
- Student Support – Success Teachers/Counsellors
- Developing Sense of Belonging
- Numeracy
- Developing a collection of Professional Resources for staff
- Adding to the [Caulfeild Library Collections](#) (click on Collections at top) for Indigenous Education Resources

a) Action Plans for Grade Teams for 2021-22:

Grade Team	Action Plan for Term 1, 2 or 3 <i>(choose one that is best for your team)</i>	Resources or Support Needed <i>(that our iDEC Indigenous Education Committee can provide)</i>
Kindergarten	Using the FPPinciples of Learning when planning: Walking Curriculum- learning is holistic, reflective, reflexive, experiential and relational (focused on connectedness, reciprocal relationships and a sense of place) exploring/making Indigenous connections Identity and Family unit- Learning is embedded in memory, history and	- Local, Indigeneous storytellers



	story	
Grade 1	<p>Throughout inquiries unpack the first peoples principles of learning as a class(see below)</p> <p><u>Zones of Regulation:</u> Learning requires exploration of one's identity. Learning involves recognizing the consequences of one's actions.</p> <p><u>Light and Sound:</u> Learning is embedded in memory, history, and story.</p> <p><u>Adaptations:</u> Learning recognizes the role of Indigenous knowledge. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</p> <p>Term 2- patterns- weaving</p>	<ul style="list-style-type: none"> - Materials for weaving
Grade 2	<p>Term 1 Patterns/tessellations: weaving, beadwork</p> <p>Term 2: indigenous salmon blessing</p> <p>Term 3: more local indigenous ecological understandings and stories</p> <p>Year Long: integration of Squamish language</p> <p>Indigenous plants in Caulfeild Forest, cultural/traditional significance</p>	<ul style="list-style-type: none"> - local weaving specialist - Local indigenous community member (Bob) to come in for salmon blessing - Questions around language use protocols
Grade 3	<p><u>Term 2:</u> linking our <u>Math</u> to indigenous ways of knowing</p> <p><u>Term 3 - Science:</u> linking landforms to Indigenous creator stories</p> <p><u>Term 2 - Visual Art</u> - we would love to incorporate Indigenous ways into our</p>	<ul style="list-style-type: none"> - Can we find a guest teacher to share this knowledge with our kids? - We read the <u>Two Sisters</u> by Pauline Johnson, is there another resource we could use to link landforms to local indigenous knowledge? - Do we have local resources available to us through the district?



	art	
Grade 4	<ul style="list-style-type: none"> -Numeracy throughout the year -connecting FPPL more explicitly with the students -Term 1: connecting our inquiry about animals and environments to Indigenous ways of knowing -Term 2: We are the Land resource (Andrea to teach) - First contact 	<ul style="list-style-type: none"> - connecting with Indigenous Elders
Grade 5	<p>Literacy: Oral Storytelling traditions and a connection to our Hero's Journey Unit</p> <p>BC Resources Unit: Connection to Indigenous resources, resource management/land management perspectives</p> <p>Weaving Unit</p>	<p>Skwxwú7mesh traditional storytelling resources (ideally connections to land and place, and potentially any important protocol information in order to utilize these resources as respectfully as possible)</p> <p>Modern Resources regarding:</p> <ul style="list-style-type: none"> - Traditional Perspective to Resources in BC? - Resource management/land management perspectives <p>Skwxwú7mesh artist/educator connection to help with presentation of cultural practice of weaving</p>
Grade 6	Term 2 Everyday materials are often mixtures	Local First Peoples' knowledge of separation and extraction methods- extracting medicine from local plants
Grade 7	Term 2	More Origin stories - Turtle Island - animals, earth, etc. beyond human evolution, are there more origin stories around animals and early civilization - is there a resource for the Grade 7 age group?

b) Action Plans for Whole School for 2021-22:

Morning Announcements: Land Acknowledgement and Squamish Greeting: Hutz skwal to noi-yup. (Name) ken en sna.



- Continuing to include the 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 and learning resource for our staff.
- Growing our Indigenous Education section of our iDEC Staff Google site. This is a collaborative website that is used as an important resource for our staff. We will use this site as a place to store resources to support our Indigenous School Plan. (ex. Links to West Vancouver Indigenous Education resources, Agreement, etc.)

Orange Shirt Day/National Day for Truth and Reconciliation: -Sept. 30th- Live webinar of Phyllis Webstad's story using this [resource](#) created at Caulfeild, students explored the enduring impact of Residential Schooling. [Truth and Reconciliation Day Presentation](#) and created [a collaborative art piece](#) around a painting by Niki Baxendale for the children found buried outside a residential school in Kamloops.

National Indigenous 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 Ceremony](#))

Numeracy: using FNEC resources to share [First People Math](#) with students

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

Whole School Inquiry:

Term 2 Inquiry - we will ensure there are indigenous peoples included in our search for a Bear Ambassador. This will share rich ways Indigenous people have contributed to Canada

[Indigenous History Makers](#) - Learn about inspiring Indigenous peoples who have helped shape Canadian history.

Share and use the following resources with our grade teams:

[#IndigenousReading Reading List](#)

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)



Coordinating the canoe experience and trip with Gr. 3 and Gr. 7 teams with our school district canoe. Our committee plans to support these grade teams and coordinate these trip experiences annually.

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

Using the First Peoples Principles of Learning for a whole school Term 3 learning opportunity: a K to 7 investigation of indigenous picture books that connect to “Learning involves patience and time.”

Ongoing Staff Meetings: Time with our staff in grade groups to examine curricular outcomes and include ways of learning that incorporate indigenous learning connections.

Ensuring that Jada is included as part of our staff throughout the whole school year. Creating a space for regular meetings in person and on Google Meets with our students with Jada.



FIRST
PEOPLES

PRINCIPLES OF LEARNING

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



For First Peoples
classroom resources
visit: www.fnesc.ca

