



## Indigenous Education School Plan 2021 - 2022

**1. School:** Chartwell Elementary

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

Maia Janz, Salimah Fidai, Jessica Ferguson, Emily Spicer, Laura Magrath, Alysha Philip

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

Laura Magrath, Salimah Fidai, Alysha Philip

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

**2020-2021**

*Learning is embedded in memory, history and story*

**Whole school story-telling activity based on the Witness Blanket**

- Students learned about residential schools in class lessons and through the stories of survivors and exploration of artifacts.
- The Witness Blanket is a national monument that recognizes these stories in the form of artifacts.
- Every student brought in their own artifact that is significant to them and shared their story with the class (orally and in writing)
- Photos of all artifacts were shared in gymnasium with oral storytelling of artifact significance playing in the background



### **Understanding of our place**

- Teachers participated in professional development days with outdoor educators. Equipment was provided to facilitate outdoor learning.
- All students learned about native species in and explored Douglas Woodward Park
- Every class grew their own vegetables and plants in our new garden boxes.

### **Storytelling, the power of place and the importance of the canoe**

- Students in Grades 6 and 7 worked with Sahplek to learn about local place names, traditions, and importance of the canoe
- Grade 4 students worked with West Vancouver Art Museum staff to create indigenous animal prints
- Presentation House - Firefly Project: drama, storytelling workshops for Grades 1-2
- Weaving with Grades 4 and 5 - connecting storytelling with Oceans Day

### **2019-2020:**

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

- We used a variety of resources to break down this principle to provide a focus for each term:
  - i. Term 1: self (goal setting, resilience, fitness, responsibilities)
  - ii. Term 2: community (holiday celebrations: Christmas, Chinese New Year, Nowruz; Pink Shirt Day)
  - iii. Term 3: land and ancestors (earth day, multicultural week)
- Focus for our planning was:
  - iv. Ensuring learners have: multiple ways to present their learning



- v. Ensuring learning is connected to place and the land (local)
- vi. Ensuring family, community members and resources are incorporated into learning opportunities
- vii. Connecting learning to social responsibility and stewardship

Connections with our Framework for Enhancing Student Learning:

- Communicating ideas through personal writing connected directly with origin stories (Indigenous Literature) and oral storytelling.
- Presentation House - Firefly Project: drama, storytelling workshops for Grades K-3
- 3 Crows Production (Art Starts): “How Raven Stole the Sun” - Indigenous storyteller Dallas Yellowfly used storytelling to teach about the holistic values, traditions, and culture of Indigenous peoples of the Pacific Northwest Coast.

**Action Plan for 2021/2022:**

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

**Build a shared understanding of our community, create an ‘essential agreement’ or ‘ways of being’, and create words or animals using indigenous knowledge that will embody our shared ideals, history and hope for the future**

- Brainstorm the definition of community and belonging
- What does it mean to belong to Chartwell? What does it mean to belong to these lands and this space?
- Our community (staff, students, parents, Squamish nation) will work together to explore the history of this land surrounding Chartwell
  - Professional Development for staff: West Vancouver Art Museum



- We will use this knowledge and understanding to co-create a “ways of being” or ‘essential agreements’ document for our community that reflects this knowledge and understanding.
- Using local indigenous words, knowledge and animals, we will create visuals to support and reflect our shared vision. These visuals will be displayed throughout our classrooms and Chartwell community.

**Learn and utilize Squamish words and artwork in our classroom routines and visuals:**

- Squamish language lessons for our Grade 2-5 students with Alroy Baker
- Squamish English dictionary for reference; Strong Nations
- Connect with Squamish artist Xwalactun to co-create a mural on our playground (possibility: cougar overlooking the area)

**Enhance our playground with a natural garden area using indigenous plants**

- Create a natural gardenscape in our playground to provide an area of refuge, learning and reconnecting
- Students can research types of plants to utilize in the garden and create information about their uses by indigenous people

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

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

- Students will be able to articulate and understand Indigenous Ways of Knowing and Perspectives.
- Students will have an understanding of the Skwxwú7mesh Nation History and Culture.



- Indigenous students will be proud to share their knowledge, culture and perspectives.

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

- Indigenous students will feel that school is a welcoming, inclusive and supportive space and place that values their cultures and experiences.
- Students will experience and learn through authentic acknowledgments, ceremonies and cultural activities designed to infuse and teach about Indigenous cultures and perspectives.