



Indigenous Education School Plan 2021-2022

1. School: Hollyburn Elementary School

2. School Indigenous Education Committee Members:

Emily Miller

Nathan Blackburn

Doni Gratton

Jada Harry

Sylvia King

Cathy Needham

Ryan Loewen

3. School Main Contact Person(s):

Doni Gratton

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

2018/2019

- Whole school inquiry into the First Peoples Principles of learning (Learning involves recognizing the consequences of one's actions)
 - Why consequences can be both positive and negative
 - How thoughts affect our words and actions
 - How we are responsible for reflecting on our past actions and how they affect our future
- Recognition of Orange Shirt Day
- Division 2 participated in 'Imagine a Canada' as part of the The National Centre for Truth and Reconciliation. Several student works were selected for special honours
- Outdoor School (every 2 years) for Grades 6/7



- Takaya Tours (every two years for intermediate students) - canoeing and Indigenous plants
- Grouse Mountain Aboriginal Longhouse experience (grades ½)
- Incorporation of First Nations Shared Learning document (Principles and Assumptions) through:
 - o Literature Studies (Grade 3/4/5 read “Eyewitness” and studied colonization and the impact on First Peoples; Division 4: Stories of The Squamish First Nation lit circles)
 - o Science and Visual Arts – Grade 6/7 multi-media Aboriginal Art;
 - o Cultural performance (dancers and drummers);
 - o Math Curriculum embedded with First Peoples Principles;
- Innovation Grant on Social Studies, Inquiry, and a First Peoples’ lens
- Innovation Grant on Outdoor Education and its benefits to learning.
- Indigenous tea with staff and Sah7pek, Yetsiliwet (cleansed with cedar boughs)
- Planted indigenous plants in school garden
- Yetsiliwet came to speak to students about Residential Schools, connecting to nature
- Sah7plek came and shared cultural stories about local areas
- Murray Jacklin came to speak about carving and his inspiration from First Peoples art
- Div 5 Gordan Smith Art Gallery, to view First Peoples’ art
- Strong Nations trip to Nanaimo to visit Terri Mack and Strong Nations Publishing
- Grade 7 First Nations’ student designed a spine label to use for our First nations books in the library
- Select Primary and Intermediate grades participated in the Residential School recognition and reconciliation project called Project of Heart; the student tiles are on display in the school foyer
- ArtStart Performance *How Raven Stole the Sun*
- Swaywi Recognition Ceremony

2019/2020

- School Wide Focus: Connection to Place (Swaywi)
- Discussion around connecting Core Competencies to Student Self-Reflection and FPPL. Hollyburn in conversation with Jada Harry and Xwalacktun to build a visual reference guide for student self-reflection (never really got going)
- Garden Club (discussions around Indigenous/Native plants)
- Integration of Indigenous Perspectives in academic subjects:



- Literacy (novel studies in Gr. 6/7, novel study on human rights and residential schools in Div. 5, focus on oral storytelling in Div 8/9, lit circles on Fatty Legs in Gr 4, storytelling in primary divisions)
- Numeracy (math problems through the SFU website, match catcher, Taans Moons)
- Inquiry (earth science and geology, indigenous governance in gr 4, inquiry connections to place in primary, culture and diversity in gr 3, Indigenous plant identification)
- Professional Development Day on November 18th, 2019 focused on how to bring Indigenous knowledge, content, and perspectives into classrooms - based on the document 'Continuing Our Learning Journey: Indigenous Education in B.C.'
- Orange Shirt Day (Sept. 30th) school wide art display on the theme of Every Child Matters

2020/2021

- Orange Shirt Day (Sept. 30th) school wide art display on the theme of Every Child Matters
- Sahplek (Bob Baker) coming in to visit Gr. 3 and 7 classes to talk about traditional canoe protocols
- Language lessons for staff and students from Alice Guss
- Weaving lessons for staff and students from Allison Burns
- Drumming circle with Sahplek (virtual invitation)
- Visits to Chatwin Park and Ambleside Beach (native plants, seasons, art, etc.)
- Including a Skwxwu7mesh language in morning announcements
- Creation of a Skwxwu7mesh language board to be kept updated in a communal space
- Discussions around residential school and the discovery in Kamloops
- District Professional Development Day focused on how to bring Indigenous knowledge, content, and perspectives into classrooms - based on the document 'Continuing Our Learning Journey: Indigenous Education in B.C.'
- Including parent invitation to Indigenous Education Enhancement Committee (in ebulletin)

5. Action Plan for 2021/2022

Our goal this year is to look for ways to use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning, and decision-making.



What do we need to inform our teaching/learning? (Connections to BC Curriculum, FPPL)

Connections to BC Curriculum (Big Ideas) Shared by Hollyburn Teachers;

Traditional Ecological Knowledge of the First Nations of BC

Short Stories may focus on indigenous ways of knowing and culture traditional and contemporary Aboriginal arts and arts-making processes

Residential Schools through literature (As Long as the Rivers Flow and I am not a Number)

Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view

Exploring the biodiversity of the local environment and species native to coastal British Columbia

Local First Peoples knowledge of separation and extraction methods (eulachon oil, extraction of medicines from plants, pigments, etc.)

First Peoples perspectives regarding the aurora borealis and other celestial phenomena

Indigenous knowledge is passed down through oral history, traditions, and collective memory (3)

Exploring self-identify, acknowledging cultural differences and honouring indigenous traditions

First Peoples knowledge of seasonal changes

Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge (Science)

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Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts

What do we need to empower our teaching/learning? (Resources, Field Trips, Connections)

- Resources

- Books from the library providing Indigenous stories and perspectives (categorized by a sticker)



- [Learning strategies for Aboriginal Students](#) - excerpt from 'Our Words, Our Ways' - Alberta Education (graphic organizers to show holistic understanding of a concept)
- [Recorded stories from Squamish elders](#) (Sahplek, Faye, Xwalacktun, etc.)
- [Learning about cultures, traditions, and history through stories](#) website
- Learning about Indigenous names to land - [website](#)
- [Journey into Time Immemorial](#) resources (used to be an interactive website)
- [Shared Learnings: Integrating BC Aboriginal Content K-10](#) by BC Government
- [Authentic First Peoples](#) resource from FNEC
- [In our own words: Brining Authentic First Peoples Content to the K-3 Classroom](#) by FNEC
- [Math First Peoples](#) by FNEC
- [Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward](#) by BC Government
- *Field Trips/Activities*
 - [Soapstone Carving](#)
 - [Ambleside Walking Field Trip of Coast Salish art and Indigenous plants](#) by Doni Gratton
 - Walks to Chatwin Park or Ambleside beach (connections to place, self, and nature - [Outdoor Learning Activities by the Cheakamus Center](#))
 - Indigenous Plant Cards from a previous Innovation Grant (see Tara Nesbitt, Ryan Loewen, or Doni Gratton for more information)
 - Canoe Teaching from Sahplek (Gr. 3 &7)
 - Language lessons for staff and students (Alice Guss)
 - [Cedar Weaving Kits for purchase](#) and teaching by Jessica Silvey (Coast Salish ancestry)*Sylvia King has done*
 - West Vancouver Art Museum (Isaac - Coordinator for school programs)
 - Sharing of stories and place names (local area) - Ryan Loewen has collected many resources for this over the years

How do we use Indigenous Ways of Knowing and Perspectives to influence our decision making?
(School Routines/Structures, Parent Education, Community Partnerships, Student Support)

- Including a Squamish language welcome in the morning announcements
- Having group discussions/meetings in circle when we can (with staff and students)
- Including parent involvement in our committee
- Sharing content with our PAC and on our social media sites
- Students working with Jada Harry (Academic Success Teacher) on academic tasks - and finding ways to weave in cultural connections



- Connecting with Jada to determine how we can support her in her program planning for our Indigenous students
- Inviting staff to share a personally meaningful land acknowledgement each staff meeting. (Sylvia modeled in October 2021) Land acknowledgements are meant to honour the land of the indigenous nation while also speaking from the heart about colonialism and your personal path on reconciliation. A first step is to speak to what you know: your own positionality, your settler background, your relationship with Indigenous people and this place that you live, work, and play.
“By recognizing the intimate relationship between the place and people, you are demonstrating that you understand what is important and that you are trustworthy. To do this, you must use your own voice and provide the Land Acknowledgement from your heart.” (S. Calvez., R. Roberts, 2020)
Making the land acknowledgement your own. Relate your experience to the Indigenous people of the land. Here are some examples: “As a settler myself, I am committed to... [describe your commitment to actively working against colonialism, towards reconciliation].”
“I come with respect for this land that I am on today, and for the people who have and do reside here.”
- Continue to connect with Jody Miki (Principal of Capilano Little Ones) in order to support the transition of our students

6. How does your plan support the goals of the [2020-2025 Indigenous Enhancement Agreement](#)?

This connects directly to the first goal 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.

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

- Someone who would be willing to share more Skwxwu7mesh language with our school
- Have someone support our Music teacher in teaching students the Skwxwu7mesh Anthem (something we played for students on day before the National Day for Truth and Reconciliation)



- Support in building a connection between Capilano Little Ones and Strengthening the Early Years program