



Indigenous Education School Plan 2021 - 2022

1. School: Irwin Park Elementary

2. School Indigenous Education Committee Members:

Alex Bleim
Doni Gratton
Megan Roughley
Laine Anderson

3. School Main Contact Person(s): Laine Anderson

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

Whole school:

- ★ Highlight library resources, storytelling, experiential learning experiences with Ms. Gratton
- ★ Orange Shirt Day activities and display
- ★ Encourage classes to engage with the videos produced by WV Schools in Spring 2020 - share, reflect, provide prompts
- ★ National Indigenous Day - whole school activities
 - Weaving workshop for teachers with Allison Burns of the Squamish Nation
 - Contest: annual event, find a way to educate others about Indigenous culture
- ★ Encourage classes to engage in Booktopia opportunities
 - “Visit a Sea Garden with Roy Henry Vickers and Kay Weisman” on Thursday, December 3, 2020
- ★ Whole Staff Pro-d on (Nov 18, 2019) - First Peoples Principles of Learning and Walk
 - <https://docs.google.com/presentation/d/18VHp7V2mVQjZdAO3wW81vJTCwKq9YiBy9YrHhdgCmDw/edit?usp=sharing>
- ★ Pro D workshop: Alex Bleim - Art without cultural appropriation
- ★ Include land acknowledgement and Squamish language welcome in morning announcements

Kindergarten	<ul style="list-style-type: none"> ● Explore the local trees, especially Douglas Fir trees as a place-based learning experience through opportunities to connect using our senses, storytelling, different materials and artistic mediums, as well as
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	<p>mathematical and scientific connections.</p> <ul style="list-style-type: none"> ● Focus on the specific First Peoples' Principles: <ul style="list-style-type: none"> ○ Learning is embedded in memory, history, and story. *emphasis on story ○ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place) *emphasis on sense of place ○ Learning involves recognizing the consequences of one's actions *we work on this all year through a variety of different approaches
Grade 1	<ul style="list-style-type: none"> ● Embedded traditional stories/teaching within Socials and Science curriculum ● Exploration of local First Peoples communities (language, foods, traditions) and connected to the diversity of cultures ● Viewed Raven Tales ● Art connection eg. Bear claw art project, The Elders are Watching
Grade 2	<ul style="list-style-type: none"> ● Lifecycle activities linked to storytelling and identity - the importance of life cycle, like Salmon to the Skwxwú7mesh Nation ● Using the 6 cedars as a resource <ul style="list-style-type: none"> ○ Using the 6 cedars book to introduce the posters ○ Use the posters and a form of self-reflection and daily check ins, making links to the core competencies ○ Incorporating the language into the classroom ● Developing awareness of how storytelling in First Peoples' culture connects to family, identity, community and diversity. ● Understanding the oral traditions around storytelling and how some stories are not to be shared ● Incorporating Indigenous culture and traditions across the curriculum (Math, Literacy, Music, Dance) ● Incorporate Indigenous artists into art lessons, making connections to the different regions of Canada (Patterning, significance of animals, colour and materials) ● Consider and incorporate the FPPL in unit/lesson planning
Grade 3	<ul style="list-style-type: none"> ● Field trip to the Bighouse at the Cheakamus Centre (2020) ● Sharing First Peoples stories (oral language traditions) with a view towards studying the common components of fiction (settings, characters, problem, solution, etc.) ● Historical perspective - How BC Coast Salish met their basic needs (food, shelter, clothing) by drawing upon the resources available in their immediate environments



	<ul style="list-style-type: none"> ● Inquiring into local and global Indigenous cultures <ul style="list-style-type: none"> ○ Creating an informational book (C is for Coast Salish) for the school library and a copy for each student to take home ● Exploring local traditional stories about biodiversity and landforms ● Visit from Sa7plek Lanakila (Bob Baker) to share traditional stories <ul style="list-style-type: none"> ○ Spirit of the Canoe (cultural canoe program) ● Consider and incorporate the FPPL in unit/lesson planning
Grade 4	<ul style="list-style-type: none"> ● Explore First Peoples' initial contact with explorers and the effect of first contact on First Peoples' lives and culture. Focus on different perspectives. ● First Peoples' role in the fur trade. Did it benefit them or further impact their way of life? ● Impact of settlement and colonization on First Peoples' culture and traditions ● First People's interaction with nature and how their way of life naturally protects biomes (importance of nature in the culture) ● Residential schools discussions ● Art using Coast Salish styles
Grade 5	<ul style="list-style-type: none"> ● Self Government - comparative analysis of government systems (CIVIX & Pearson resources) ● First Nations art projects (weaving) ● Purposefully include the First Peoples Principles of Learning in discussions ● Science/Simple Machines http://www.fnesc.ca/wp/wp-content/uploads/2015/08/PUBLICATION-614-96-Science-First-Peoples-2016-Full-F-WEB.pdf ● Indigenous perspective on Natural Resources and land use in Canada ● Exploration of First Nation music and art weaved throughout the curriculum ● Discussion about two-spirited people during SOGI lessons ● In-depth discussion on residential schools and importance of Truth and Reconciliation Day
Grade 6	<ul style="list-style-type: none"> ● Indigenous governments in Social Studies ● Incorporating Indigenous ways of knowing into Science units <ul style="list-style-type: none"> ○ For example: First Peoples Perspectives on Space <ul style="list-style-type: none"> ■ Look at star constellation artwork by Indigenous people in BC. compare various Western European and Native beliefs pertaining to star constellations, the moon, etc. ■ Listen to a podcast on https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/ - This was about relearning the star stories of indigenous peoples



	<ul style="list-style-type: none"> ● Explore Indigenous authors and stories and/or stories with Indigenous characters into Language Arts as well as potentially look at Indigenous artists <ul style="list-style-type: none"> ○ Read stories from Indigenous authors such as Christy Jordan and Margaret Pokiak-Fenton ● Orange Shirt Day, we watched two documentaries by the Truth and Reconciliation Commission of Canada. ● Access the website https://trc57speakerseries.ca/ to promote conversation towards rebuilding relationships with Indigenous peoples and the Land.
<p>Grade 7</p>	<ul style="list-style-type: none"> ● Outdoor School at Cheakamus Centre - programming on local First Nations use of the local environment (Sept 2019) ● Compare representation of the world accord to beliefs and myths to that of the Squamish Nation <ul style="list-style-type: none"> ○ Interviewed with Sa7plek Lanakila (Bob Baker) about connection. ● Compare stories of evolution and creation of different cultures and religions including Squamish Nation ● Compare/contrast myth structures from First Nations and early civilizations ● Compare how people used the geography and available natural resources to develop various aspects of their daily life. Discussed how the first nations peoples used the land, why this area was and continues to be an ideal place to settle. ● Keeping up to date on current events that impact indigeneous communities. This was especially topical as the unmarked graves were discovered. ● Weaving of bracelets for National Indigenous Day and then gave them away as giving away the first piece of artwork was customary ● Visit from Sa7plek Lanakila (Bob Baker) <ul style="list-style-type: none"> ○ Canoe, traditions, history and the journey (cultural canoe program)

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?)
- Parent Education
- Community Partnerships
- Student Support – Success Teachers/Counsellors
- Developing Sense of Belonging



- Numeracy
- ★ Orange Shirt Day
 - All classes read When We Were Alone and Shi-shi-etko. We wanted to connect to residential schools but also to demonstrate the resilience of Indigenous peoples.
 - Collaborative art window display using hand prints by Gitksan artist Michelle Stoney
 - Our community raised our hands in honour of Orange Shirt Day
 - Many classes had further discussion, activities to honour the first National Day of Truth and Reconciliation
 - Coast Salish Anthem played for the community during announcements
 - Share resources
- ★ A shared artist study - then be 'inspired by'
 - Possible connection with the West Vancouver Museum & Archives?
- ★ Desire to work with Sa7plek Lanakila (Bob Baker) and/or a local Elder with drumming and/or song
- ★ Book Club for staff
 - Five Little Indians
- ★ Garden - planting salal
- ★ Smoke salmon - explore methods, experience for students (specific grades?)
- ★ Highlight library resources, storytelling, experiential learning experiences with Ms. Gratton
- ★ Indigenous Peoples Day - plan activities for the school to engage
- ★ Honour Irwin Park's name with a new spot and blessing Ch'it ta tla lhem (connection to our place)
- ★ Invite parents to join our Indigenous Education Team

<p>Kindergarten</p>	<ul style="list-style-type: none"> ● Booked a collaborative Pro-D to connect the FPPL with outdoor education in a more intentional way ● We would like to continue to explore the local trees, especially Douglas Fir trees as a place-based learning experience through opportunities to connect using our senses, storytelling, different materials and artistic mediums, as well as mathematical and scientific connections. ● The specific First Peoples' Principles we intend to focus on include: <ul style="list-style-type: none"> ○ Learning is embedded in memory, history, and story. *emphasis on story ○ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place) *emphasis on sense of place ○ Learning involves recognizing the consequences of one's actions *we work on this all year through a variety of different approaches
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	<ul style="list-style-type: none"> ● We would love to have the chance to have a visitor (virtual or ‘in-person’ outdoors), perhaps an elder, who could help us to further our understanding of the relationship to the land, in an age-appropriate format. ● We would also like to find a botanist, or other ‘expert’ who could help us further our understanding and exploration. ● Parent Education - a few families reached out for resources last year, especially with the discoveries around some of the horrors of residential schools. This could be a good opportunity for the school community to help support learning/understanding around this for our community members. ● Numeracy –we would love to find more ways to incorporate indigenous knowledge into our numeracy teachings.
<p>Grade 1</p>	<ul style="list-style-type: none"> ● We would like to invite an Indigenous speaker into the classroom (or virtually) ● Embed stories by Indigenous authors into our Socials, Science and Art curriculum ● Indigenous stories read aloud with Ms. Gratton in the library ● Learning greetings in Skwxwú7mesh sníchim and hə́nq̓əmin’ə́m and practicing them during attendance ● Encouraging students to engage with Indigenous stories during read to self ● Connecting core competencies to local animals via The Six Cedar trees book ● Considering potential field trips
<p>Grade 2</p>	<ul style="list-style-type: none"> ● Lifecycle activities linked to storytelling and identity - the importance of life cycle, like Salmon (Will have the salmon in our classroom in the new year) to the Skwxwú7mesh Nation ● Using the 6 cedars as a resource <ul style="list-style-type: none"> ○ Using the 6 cedars book to introduce the posters ○ Use the posters and a form of self-reflection and daily check ins, making links to the core competencies ○ Incorporating the language into the classroom ● Developing awareness of how storytelling in First Peoples’ culture connects to family, identity, community and diversity. ● Understanding the oral traditions around storytelling and how some stories are not to be shared ● Incorporating Indigenous culture and traditions across the curriculum (Math, Literacy, Music, Dance) ● Incorporate Indigenous artists into art lessons, making connections to the different regions of Canada (Patterning, significance of animals, colour and



	<p>materials)</p> <ul style="list-style-type: none"> ● Consider and incorporate the FPPL in unit/lesson planning
Grade 3	<ul style="list-style-type: none"> ● Field trip to the Bighouse at the Cheakamus Centre (2020) ● Sharing First Peoples stories (oral language traditions) with a view towards studying the common components of fiction (settings, characters, problem, solution, etc.) ● Historical perspective - How BC Coast Salish met their basic needs (food, shelter, clothing) by drawing upon the resources available in their immediate environments ● Inquiring into local and global Indigenous cultures & how Indigenous people care for each other (Traditional structures, roles and responsibilities, reflecting on our classroom community and how we can support each other) ● Exploring local traditional stories about biodiversity and landforms ● Visit from Sa7plek Lanakila (Bob Baker) to share traditional stories <ul style="list-style-type: none"> ○ Spirit of the Canoe (cultural canoe program) ● Consider and incorporate the FPPL in unit/lesson planning ● Desire to provide field trip experiences - possibly the Museum of Anthropology or a One-Day Indigenous Cultural Program at the Cheakamus Centre ● Special art project (printmaking) with Isaac Vanderhorst of West Vancouver Museum and Archives ● Exploring contemporary and traditional Indigenous arts and art making process
Grade 4	<ul style="list-style-type: none"> ● Explore First Peoples' initial contact with explorers and the effect of first contact on First Peoples' lives and culture. Focus on different perspectives. ● First Peoples' role in the fur trade. Did it benefit them or further impact their way of life? ● Impact of settlement and colonization on First Peoples' culture and traditions ● First People's interaction with nature and how their way of life naturally protects biomes (importance of nature in the culture) ● Residential schools discussions ● Art using Coast Salish styles
Grade 5	<ul style="list-style-type: none"> ● Self Government - comparative analysis of government systems (CIVIX & Pearson resources) ● First Nations art projects (weaving) ● Purposefully include the First Peoples Principles of Learning in discussions ● Science/Simple Machines



	<p>http://www.fnesc.ca/wp/wp-content/uploads/2015/08/PUBLICATION-6149-6-Science-First-Peoples-2016-Full-F-WEB.pdf</p> <ul style="list-style-type: none"> ● Indigenous perspective on Natural Resources and land use in Canada ● Exploration of First Nation music and art weaved throughout the curriculum ● Discussion about two-spirited people during SOGI lessons ● In-depth discussion on residential schools and importance of Truth and Reconciliation Day ● Indigenous Art project with Isaac from West Van Art Museum ● Blanket Exercise with Doni (first a review of protocols) ● Introduce medicine wheel during mental health discussions ● Have students do land acknowledgments at the beginning of presentations ● Exploration of Squamish language
<p>Grade 6</p>	<ul style="list-style-type: none"> ● Incorporating Squamish Language lessons into our units and having the language visible in the classroom <ul style="list-style-type: none"> ○ https://www.kwiawtstelmexw.com/category/language_resources/ ● Weaving the FPPoL into all that we do (and having them visible in the classroom) ● Watching the Spirit Bear documentary and studying the TRC guide for children as part of Orange Shirt Day <ul style="list-style-type: none"> ○ https://vimeo.com/518281693 ○ https://fncaringociety.com/sites/default/files/child_friendly_calls_to_action_web.pdf ● Sharing suggested activities for families to do on September 30 for the first TRC day, in an email newsletter (Div. 3 and 4) ● Using the Circle of Courage to guide group discussions and solve problems as a class ● Studying the Indigenous governments in Social Studies ● Following and Incorporating Indigenous curriculum content into inquiry units (for example: First Peoples Perspectives on Space) <ul style="list-style-type: none"> ○ Look at star constellation artwork by Indigenous people in BC. compare various Western European and Native beliefs pertaining to star constellations, the moon, etc. ○ Listen to a podcast on https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/ ○ This was about relearning the star stories of indigenous peoples ● Explore Indigenous authors and stories and/or stories with Indigenous characters in Language Arts <ul style="list-style-type: none"> ○ Sharing seasonal picture books ○ Focus on Indigenous artists during Artist Trading Cards



	<ul style="list-style-type: none"> ● Access the website https://trc57speakerseries.ca to promote conversation towards rebuilding relationships with Indigenous peoples and the Land. ● Current event conversations and article close reads on Indigenous communities and cultural celebrations ● Looking into guest speakers, community partnerships, and field trip opportunities
<p>Grade 7</p>	<ul style="list-style-type: none"> ● We would love to connect with an artist or an elder to share stories, art, etc. ● Excited about the District Grade 7 Canoe opportunity (Spring 2022) ● Visit from Sa7plek Lanakila (Bob Baker) <ul style="list-style-type: none"> ○ Canoe, traditions, history and the journey (cultural canoe program) ● Book clubs that include a First Nations theme ● Talking circle with First Peoples Principles of Learning as a focus. ● Weaving Indigenous themes through discussions of Paleolithic lifestyles, the development of civilizations based on geography and natural resources, etc. ● Outdoor School at Cheakamus Centre - programming on local First Nations use of the local environment (tentatively booked for June 2022) ● Small group work with <u>We Are The Land</u> from the 'Take Action for Reconciliation'

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

Our plan supports and is anchored in the goals of the Indigenous Enhancement Agreement. We see the most connections **to use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision making; and, to create a sense of space and belonging for Indigenous students that is inclusive to all.** The items outlined in each grade and for the whole school focus on informing and empowering learning by bringing to life different perspectives and traditional knowledge for our community. We also hope to create a sense of space and belonging for our Indigenous students through authentic experiences. We are so pleased that our Indigenous students will have additional opportunities to connect in person and virtually with Jada Harry, Indigenous support teacher. Further, they will be able to mix across cohorts for cultural learning. In addition, we will be looking at ways **to enhance student success by facilitating transitions and pathways throughout the K-12 Journey.** We will be connecting with our Indigenous support teachers at the secondary level to make connections as one of our students will be moving on this year. We wish to facilitate this transition in advance.