



Indigenous Education School Plan 2021 - 2022

1. School:

Inglewood Secondary

2. School Indigenous Education Committee Members:

Katie Ratz, Beth Turner, Connor Burns

3. School Main Contact Person(s):

Katie Ratz

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

- West Van Art Museum trip: Balanced Forms: Coast Salish artists Xwalactun and sons, James and Austin Harry (Sept. 29, 2021)
- Canoe Experience (Sept. 28, 2021)
- Orange Shirt Week films from <https://nctr.ca/education/trw/educator-schedule/>
- Plants, Roots, and Trees lesson with Alice Guss (Mar. 3, 2021)
- Moose Hide Campaign Day (Feb. 11, 2021)
- Orange Shirt Day viewing: We Will Stand Up (Sept. 30, 2020)
- Field trip to Indigenous Learning House at Burnaby Museum (Feb, 25, 2020)
- Downie Wenjack Reconciliation Project - Project Heart
 - Research history of residential schools in BC, group presentations specific to one school
 - Language lesson focussing on emotion words, wooden feather painting connected to words learned and responses to our learning re Residential School experience
 - Collective mural created to display feathers and significant items collected from local beachcombing (driftwood, shells, stones)
 - Final presentations for guest Sam Baker (Feb. 10, 2020)
- Paddle Exercise with Faye Hall (Dec. 3, 2019)
- Orange Shirt Day guest speaker: Sam Baker (Sept. 29, 2019)



5. Action Plan for 2021/2022

Possible items to consider:

- **Connections to BC Curriculum**

- First Nations' knowledge, history, perspectives, stories, experiences, and connections are continuously being embedded into the following courses throughout the year: all English Language Arts courses, Photography, Art, all Science courses, Law 12, Social Studies 10
- Development of Indigenous Garden is a cross curricular project that will be ongoing throughout the year

- **First Peoples Principles of Learning (how will you embed these in your work with students this year?)**

- We recognize students at our school already gravitate to learning styles and practices that are embedded in FPPoL (e.g., learning to support well-being, learning involves patience and time, the exploration of one's identity)
- Practice communication and community building through traditional talking Circle every Monday
- Learning happens in many places, including but not limited to: Classrooms, kitchen, outdoors, garden, community, at home, and with friends
- We emphasize Community Commitments, rather than Rules and/or Regulations. Values the role we all play in creating safety, holding space for learning and growing, discovering self in relation to one's role in community

- **Parent Education**

- Keep parents and families informed about events and activities we are holding at Inglewood
- Share sample assignments, art, and experiences by students via Instagram, Twitter, and Newsletters

- **Community Partnerships**

- Work with community Indigenous leaders and elders to bring experiential activities to our students (e.g., paddle exercise with Faye Hall, language with Alroy Baker, guided drawing with Jada Harry, traditional cooking styles with Bob Baker)
- Plan and execute activities outside of the school setting to expose students to different aboriginal experiences, art, food, traditional knowledge (e.g., visiting art



pieces in the community, learning about indigenous plants and traditional uses)

- **Student Support – Success Teachers/Counsellors**

- Connected with Carol Langley to keep us informed about upcoming events (directly or Google Classroom) and to support the success of our current Aboriginal students

- **Developing Sense of Belonging**

- Ongoing, collective building of community through weekly Indigenous Talking Circle's; giving all students a voice and holding ourselves accountable, as staff, in listening to and respecting their voices.
- Creation of a dedicated space to Indigenous Education opportunities, current events, art. history, etc.
- Families are partners in their child's educational journey

- **Numeracy**

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.

- See 2021/2022 Action Plans listed above

To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.

- Involvement of Indigenous success teachers (Carol Langley)
- Connecting students to community resources and supports after graduation
- Our IEP driven, strength/interest based approach to teaching and learning at Inglewood
- Host alumni events - past students return and share their experiences after graduation
- Inglewood Student Transition Plan

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

- See Developing Sense of Belonging notes listed above