



Indigenous Education School Plan 2022 - 2023

1. School: Bowen Island Community School

2. School Indigenous Education Committee Members:

Keith Gallant

Sarah Haxby

Taylor James-Kretschmar

Carmen McKay

Jennifer Ohlhauser

Scott Slater

3. School Main Contact Person:

Scott Slater

4. Activities, events, speakers, presentations, projects etc. that have occurred at your location last school year:

Activities & Events related to Goal #1, Developing an understanding and appreciation of place and language:

- Hosted a Whale Day assembly with Sahplek Bob Baker at the Snug Cove Fields celebrating our new logo created by Squamish artist Xwalacktun. The assembly also celebrated whales in Átl'ka7tsem/Howe Sound and recognized this region as a UNESCO Biosphere Reserve. Also, as this occurred immediately after the National Day for Truth and Reconciliation, it was a celebration of the resilience of Squamish people and culture.
- Continued to bring Squamish language into our classrooms and school by using Squamish greetings for school gatherings; labelling and using Squamish names for various things in the school; and continued to teach the names and meanings of words in Squamish.
- Sahplek, Bob Baker, visited BICS Grades 3 and 7 classes to share information about Canoe Journeys and the importance of canoes to the Squamish people.



Goal #2: Developing a Sense of Belonging

Began to incorporate the Seven Sacred Teachings (Wisdom, Love, Respect, Bravery/Courage, Honesty, Humility, Truth) into our School's culture. The Indigenous Education Committee introduced this idea to classroom teachers and it has been incorporated into our three year Framework For Enhancing Student Learning goals.

Goal #3: Develop an understanding of the Canadian Indian Residential School System

- Grade 4-5 teachers continued to do in-depth learning as part of the Social Studies Curriculum.
- All students partook in Orange Shirt Day Learning on September 29. The Committee shared a menu of learning opportunities that teachers engaged their students in.
- The Indigenous Education Committee felt sharing resources and ideas with families about how to recognize the first National Day of Truth and Reconciliation was important. Scott Slater shared a video in advance of the National Day of Truth and Reconciliation detailing what families could do to make this a meaningful day including featuring local events and ideas and resources from the Indigenous Education Committee.

5. Action Plan for 2022/2023

1. Orange Shirt Day (September)
 - Acknowledge in age-appropriate ways, the truth of the history and legacy of Indian Residential Schools in Canada
 - Share resources and events with families to support learning at home
2. Whale Day (October)
 - Celebrate whales in Howe Sound and the meaning of whales to the Squamish people, including the history of whales in Howe Sound, with Sahplek, Bob Baker, during a whole-school field trip and assembly at the Snug Cove Festival fields. Families were invited and many attended with classes.
3. 7 Sacred Teachings



- Use professional learning days and staff meeting time to share the 7 Sacred Teachings with teachers for sharing within classrooms.
 - Share copies of *Ensouling our Schools* with teachers to promote a sense of well-being and belonging within our school.
 - Focus on sharing these teachings in ways that align with the First Peoples Principles of Learning.
4. Celebrating Diversity (June)
- National Indigenous People's Day
 - ◆ Celebrate Indigenous cultures, recognizing the Diversity of Indigenous Cultures in Canada.
 - ◆ Provide ways for students to share and celebrate their learnings about their Positive Personal and Cultural Identity, either through study in their classroom, and ideally on a school-wide platform
5. Coast Salish Drumming
- Purchase materials for drums and have drum making workshops for students
 - Students will use the drums to learn the Coast Salish Anthem
6. Strategies to Decolonize Pedagogy
- Use professional development days and conversations with the Indigenous Education Committee and Diversity Group, to look at decolonizing practice. Some pathways to decolonization shared by Kevin Lamoureux include understanding the politics of power and privilege on relationships and social justice; growing understanding in trauma informed practice and focusing on well-being; supporting students, and starting with ourselves as educators, of having an authentic relationship with, and appreciation, of land and land rights; learning about, and appreciating Indigenous knowledge and understandings.
7. Improving Academic Success of Indigenous Students
- West Vancouver Schools Indigenous Success Teacher Jada Harry will work at BICS one day per week, focusing on supporting Indigenous students with their literacy and numeracy development. Ms. Harry will also help foster a sense of belonging,



the foundation to academic success, and include families in this process when possible.

- Use our School's updated Learning Portfolios to share information from classroom teacher to classroom teacher, year to year, to facilitate smoother transitions between classrooms and teachers. This is particularly important for Grade 7 students moving to Secondary School and information about these students, as appropriate, will be shared during the transition meetings with secondary school staff.

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

1. Much of our professional learning this year, during professional development days, staff meetings, the work of our Indigenous Education Committee, and readings, focuses on becoming aware of colonial practices and decolonizing pedagogy. Resources useful for this includes the teachings of Kevin Lamoureux, the book *Ensouling our Schools*, podcasts, and the teaching of elders. This learning is intended to *use use Indigenous ways of knowing and perspectives to inform and empower our teaching, learning and decision-making.*
2. We will incorporate all of our 22 Indigenous Education Students whenever doing data scans on student progress (FSAs, Student Learning Surveys, classroom assessments, and interviews). We hope interventions, and assessments of them, as well as improved documentation regarding academic and social growth of Indigenous students shared between classroom teachers from year to year, will *enhance student success by facilitating transitions and pathways throughout the K-12 Journey.*
3. While we do not have plans to change the physical space of the school, we hope to further a sense of *belonging for Indigenous students that is inclusive to all* by incorporating Indigenous language in print and in spoken word in the school, in celebrations and school events, and in the instructional practices of educators (land-based learning, learning about indigenous way sof knowing and being, and fostering a respect and appreciation for this knowledge).

7. How does your plan support Indigenous Equity?



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How can we create opportunities for increased parent/family and student voice?

We have several parents of Indigenous students who are on our Indigenous Education planning Committee. They will play an important role in giving feedback in sharing whether our plan is making a difference. Further, for families not involved in the Indigenous Education Committee, the School will reach out to them to share what initiatives are happening and solicit their feedback. Lastly, we think our Indigenous Families have a strong voice in the school but plan to test that assumption by reaching out to families to elucidate any barriers to inclusion that might exist.

How can we create opportunities to improve K-12 transitions?

We know that Indigenous students in our District are not performing as well academically as non-Indigenous students. Teachers at BICS learn about how best to support their students, and it is essential that this information of effective practice is passed on to other staff members who have the opportunity to enhance the academic and social success of our Indigenous Students. We have updated our School's learning portfolios, which document areas of support given to students, and key details of a student's progress that will help transitions between classrooms and teachers.