



Indigenous Education School Plan 2022 - 2023

1. **School:** Ecole Cedardale
2. **School Indigenous Education Committee Members:** Erin Gleason, Melanie Daw, Carleigh Leroux, Valerie Atkinson, Lise Cazalais, Stephanie Davenport
3. **School Main Contact Person(s):** Melanie Daw/Erin Gleason
4. **Activities, events, speakers, presentations, projects etc. that have occurred at your location last school year:**

Last year - 2021-2022

Vision: To continue to authentically embed Indigenous ways of knowing across our POI and to create a sense of belonging for Indigenous families.

Ongoing annual/semi-annual activities:

- September 29, 2021 - [Orange Shirt Day Learning Engagements](#)
- Observation of National Day of Truth and Reconciliation - [school-wide activities to increase awareness and knowledge](#)
- Salmonid program - significance of the salmon to the west coast people, life cycles
- continuing to build school library/resources
- Outdoor learning/Partnership with Victory Gardens - continuing to develop our understanding and appreciation of place - extending our abilities as a teacher-leaders
- Grade 3/4 Units of Inquiry: focus on Indigenous knowledge about the sun/moon/sky, global indigenous perspectives, indigenous technology
- Grade 5/6 Units of Inquiry: focus on the First Peoples' Principles of learning as well as minorities, racism, residential schools
- Grade 7 Unit of Inquiry: Aboriginal Law & Government
- looking for ways to use literature to introduce and explore the First Peoples' Principles of learning
- including territorial address in the announcements
- Explicitly including the First Peoples' Principles in the planning of our units of inquiry (the Principles are embedded in our planner template and we seek to make connections to our lines of inquiry, transdisciplinary theme, and central idea
- Including learning opportunities for families in our [eBulletin](#) around indigenous



education and residential schools

New Explorations:

- Orange Shirt Day - more parent education - eBulletin sharing
- Metis Dance Workshop - K-7 with [V'ni Dansi](#)
- potential Grade 7 canoe tour with Takaya Tours
- IB Workshop on Inspiring Creativity in the Classroom with a focus on place-based learning
- Continuing to explore connections between the IB, the principles of learning, and our mission at Cedardale
- Continue to seek out resources for staff and school library
- Outdoor classroom - Place-Based learning
- Work collaboratively to find ways to create a sense of belonging for Indigenous families in the Cedardale community

Professional Development & Collaboration:

- **November 12 - EDI, Anti-Racism Pro-D**
- **January 24 Professional Development Day - Indigenous Ed focus**
- **Circle Meetings 2021/2022**

5. Action Plan for 2022/2023

Possible items to consider:

- Connections to BC Curriculum
- **First Peoples Principles of Learning**
 - Directly embedded in our Units of Inquiry
- **Parent Education**
 - Ebulletin communication regarding Orange Shirt Day & National Day for Truth and Reconciliation
- **Community Partnerships**
 - Teacher Professional Development - September PD Day, visit to Museum of North Vancouver with weaving workshop with elder
 - Student education around protocol when we have a guest, are visiting a space, etc.
- **Student Support – Success Teachers/Counselors**



- Continuing to work with Indigenous Success Teacher & Inclusive Education
- Direct collaboration between Indigenous Success Teacher and Classroom Teacher

- **Developing Sense of Belonging**

- **Numeracy**

- Working with Indigenous Success Teacher to support foundational numeracy and literacy skills

Plan for 2022-2023

Vision: To increase sense of belonging for Indigenous families and all learners and continue to authentically embed Indigenous ways of knowing into our learning

Ongoing annual/semi-annual activities:

- September 30, 2022 - [Orange Shirt Day Learning Engagements](#)
- Orange Shirt Day - parent education - eBulletin sharing
- Observation of National Day of Truth and Reconciliation - [school-wide activities to increase awareness and knowledge](#)
- Salmonid program - significance of the salmon to the west coast people, life cycles
- continuing to build school library/resources
- Outdoor learning/Partnership with Victory Gardens - continuing to develop our understanding and appreciation of place - extending our abilities as a teacher-leaders
- Grade 3/4 Units of Inquiry: storytelling
- Grade 7 Unit of Inquiry: Aboriginal Law & Government
- looking for ways to use literature to introduce and explore the First Peoples' Principles of learning
- including territorial address in the announcements
- Explicitly including the First Peoples' Principles in the planning of our units of inquiry (the Principles are embedded in our planner template and we seek to make connections to our lines of inquiry, transdisciplinary theme, and central idea
- Including learning opportunities for families in our [eBulletin](#) around indigenous education and residential schools

New Explorations:

- September 29th - Squamish Storytelling with Kung Jadee
- Grade 3 and Grade 7 "Canoe" lessons with S7aplek
- Grade 5-7 Squamish language introductions
- Potential Grade 7 canoe tour with Takaya Tours



- Cheakamus Centre Outdoor School - Indigenous cultural program
- Continuing to explore connections between the IB, the principles of learning, and our mission at Cedardale
- Continue to seek out resources for staff and school library
- Work collaboratively to find ways to create a sense of belonging for Indigenous families in the Cedardale community

Professional Development & Collaboration:

- September PD Day, visit to Museum of North Vancouver with weaving workshop with elder
- May 2023 - District Indigenous Education Day - Potential canoeing in district canoe
- **Circle Meetings 2022/2023**

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.
- To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.
- To create a sense of space and belonging for Indigenous students that is inclusive to all.

We intentionally focus and reflect on Indigenous Ways of Knowing when working in our collaborative groups, so as to embed these ways of knowing and perspectives into all aspects of student learning. By modeling this, we are able to scaffold and intentionally focus on the ways of knowing in our classrooms. For many of our learners, Indigenous ways of knowing and perspectives are just part of “who we are”.

7. How does your plan support Indigenous Equity? Have you considered the following questions:

- ***How can we create opportunities for increased parent/family and student voice?***
 - Open and frequent communication with indigenous student & family
 - Opportunities for student voice in relation to Orange Shirt Day activities
 - Direct invitations and ongoing communication



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- ***How can we create opportunities for families to be welcomed in our schools?***
 - Personal connections with families
 - Listening and reflecting on the Squamish Anthem weekly
- ***How can we create opportunities to improve K-12 transitions?***
 - Working with Indigenous Success Teacher