



Indigenous Education School Plan 2022 - 2023

1. School: Chartwell Elementary

2. School Indigenous Education Committee Members:

Roland Samson, Maia Janz, Jessica Ferguson, Chris Parslow, Laura Magrath

3. School Main Contact Person(s):

Laura Magrath, Chris Parslow, Jessica Ferguson

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

FPPL focus: *Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place)*

- Spent the year building a shared understanding of our community and created an 'essential agreement or 'ways of being' document to guide our time together
 - Brainstormed the definition of community and belonging. What does it mean to belong to Chartwell? What does it mean to belong to this place? What can we learn from those who were here before
- Professional Development for staff:
 - West Vancouver Art Museum
- Squamish language lessons for our Grade 2-5 students with Alroy Baker
- Presentation House - Firefly Project: drama, storytelling workshops for Grades 1/2



5. Action Plan for 2022/2023

Learn and utilize Squamish words and artwork to support our FESL and sense of belonging and connection to this place:

- Squamish language lessons for students and staff with Alroy Baker
- Staff Meeting lessons and sharing of knowledge
- Treehouses:
 - *Learning involves generational roles and responsibilities*
 - Learn Indigenous names for our four trees (alder, cedar, hemlock, fir); research their uses and importance to Indigenous ways of being;
 - Use characteristics to guide each treehouse's identity
 - Learn more about our Chartwell name and identity; share with others

Enhance our playground with a natural garden area using indigenous plants

- Create a natural gardenscape in our playground to provide an area of refuge, learning and reconnecting
- Students can research types of plants to utilize in the garden and create information about their uses by indigenous people
- Connect with Squamish artist to co-create a mural on our playground (possibility: cougar overlooking the area)
- Grade 5/6/7 students will learn about plants and uses; they will become the knowledge keepers and share with others through signs, activities, online resources

Storytelling, the power of place and the importance of the canoe

- Students in Grades 3 and 7 will work with Sahplek to learn about local place names, traditions, and importance of the canoe
- Grade 4 and 5 students will with West Vancouver Art Museum staff to create indigenous animal prints; tree prints
- Presentation House - Firefly Project: drama, storytelling workshops Grades K-1

Parent Education

- Answer questions and explore words that may cause confusion to our ELL parent population (native, indigenous, residential schools vs. boarding schools)



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.

- Students will be able to articulate and understand Indigenous Ways of Knowing and Perspectives.
- Students will have an understanding of the Skwxwú7mesh Nation History and Culture.
- Indigenous students will be proud to share their knowledge, culture and perspectives.

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

- Students will experience and learn through authentic acknowledgments, ceremonies and cultural activities designed to infuse and teach about Indigenous cultures and perspectives.
- Indigenous students will feel that school is a welcoming, inclusive and supportive space and place that values their cultures and experiences.

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?
- How can we create opportunities for families to be welcomed in our schools?
- How can we create opportunities to improve K-12 transitions?

Our intermediate indigenous students will be involved as knowledge keepers in our garden project. Families will be invited to participate as well. Through creating and taking ownership of the garden project, we will foster connections with the Sentinel garden club.