



## Indigenous Education School Plan 2022 - 2023

**1. School:** Cypress Park Primary

**2. School Aboriginal Education Committee Members:** Sara Bell, Michelle LaBounty, Bea Sedgwick, Andrea Anderson, Sarah Boddez, Ligia Oancea, Chris Gemmell, Krista Koke

**3. School Main Contact Person(s):** Sarah Boddez and Sara Bell

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

- Field Trip to Lighthouse Park with an Elder - sharing about location of the Park
  - learning about how stories are told/shared; origin of First People in West Vancouver; welcome traditions/symbols
  - Shared knowledge about the Indigenous plants in our area and the traditional uses and stories about their importance
  - drumming (storytelling) circle
  - opportunity for students to have Q & A related to student centered inquiries
- various art experiences with First Nations perspective
  - exploration of alphabet/numbers
  - animal drawings - in First Nations style
  - weaving
  - discovering Emily Carr and connections to First Peoples
  - Looking at the work of Susan Point - Spindle Whorls
  - Storytelling
  - Talking Sticks
- integration of Indigenous acknowledgements - assemblies/gatherings
- integration of literature into teaching/learning – Dipnetting with dad, Jigging for Halibut with Tisnii, Thunderboy, Taan’s Moons, Sometimes I Feel Like a Fox, The Sharing Circle, The Little



Humminbird, 1, 2, 3 Salish Sea, My Heart is Filled With Happiness, We All Play, Raven Tales (books/videos), Strong Nations readers

- re-telling stories with puppets
- First Peoples innovations around the world
- connection to nature, wilderness experiences
- a sense of play (Units of Inquiry)
- sharing/community circle, talking stick
- review of 1701 data to analyze trends across district

## 5. Action Plan for 2022/2023

Our goal at Cypress Park is to “use Indigenous ways of knowing and perspectives to inform and empower our teaching, learning, and decision-making.” We will do this by helping staff and students build the capacity for intercultural understanding, empathy, and mutual respect. (Truth and Reconciliation Commission of Canada: Call to Action 63)

- **Connections to BC Curriculum**

- Curricular connections are interwoven into various Units of Inquiry across all grade levels – all units will have connections to indigenous peoples of the world
- Some possible inquiries may include:

How We Express Ourselves	Who We Are	How We Organize Ourselves	How the World Works	Where We Are in Place and Time	Sharing the Planet
<p>cultures use story to express who they are; exploration of potlatch ceremony; artistic expression</p> <p>How do cultures discover and express ideas,</p>	<p>storytelling; everyone has a unique story to tell; exploration of various indigenous groups across Canada and their traditional territories</p>	<p>structures within indigenous communities (housing, laws, governance); considering First Peoples approaches</p>	<p>local Indigenous stories of past events and the impact they had</p> <p>Indigenous stories to explain features of the sky and seasons</p> <p>Indigenous</p>	<p>our connection to the land, its past, present, and future</p> <p>Identifying local plants and Indigenous uses</p> <p>Identifying local features of the beach/ shoreline and connected Indigenous stories</p> <p><i>Exploring diverse places helps build global perspective -</i> Listening to stories from different regions across Canada.</p>	



feelings, nature, culture, beliefs and values			inventions that have shaped modern culture	Stewardship of the land and the biodiversity of our environment
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- Story as an entry point; big idea “through listening and speaking, we connect with others and share our world”
  - focus: oral storytelling (telling, listening and remembering) links to students' personal stories
  - stories read outdoors, shared in a circle
  - morning meeting in outdoor context with talking stick
  - connection to IB learner profile
  
- Other:
  - Indigenous land acknowledgement (place, purpose, gratitude) - incorporating spoken Squamish language (TRC Call to Action 14. i.)
  - finding patterns, exploring shape (math) in Indigenous art and local environment
  - connecting indigenous plants, animals, landscape (science); nature walks to observe (experiential); focus on conservation/environmental protection, rights (action)
  - acknowledge Orange Shirt day with staff/students/parent community
  - bead timeline - what does it mean? (Time Immemorial)
  - mask making, talking sticks, weaving, whorls (Susan Point)
  - music and song; drum circle
  - nature and the environment (sense of place)
  - increased presence/awareness of visual connections (in classrooms, shared spaces) - how can we organically integrate into our school?
  - Connection to Core Competencies and links to FPPL
  - different First Peoples counting systems, e.g., Tsimshian; Tlingit Math Book
  - Sources authentic stories from indigenous authors
    - Using other sources to enhance the variety of stories the students are experiencing: Epic! Apps (has many new authentic books), Joyful Learning (indigenous authors and artists through virtual seminars)



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

Connected with the table above, we embed all seven principles throughout each of our units of inquiry. Understanding these are essential to our central ideas, and the principles are integral in each unit we study. We help expose students to these principles through hands-on activities, experiential learning, role play, the arts (music, songs, dance, drama), literature and storytelling – to name only a few.

Learning involves recognizing the consequences of one's actions

- students look at what they do for others, and how their actions impact others
- importance of generational knowledge and value of passing down information through generations
- building understanding from an early age - "Our actions have an impact on ourselves and others" (Kindergarten)

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

- ways Indigenous people use heat or thermal energy for homes, such as igloos
- importance of fire in Indigenous culture
- how Indigenous peoples use thermal energy to make bentwood boxes and their significance
- how Indigenous people use thermal energy for cooking
- Indigenous legends and myths around the sun
- Core Competencies: Communication, Collaboration

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

- Core Competencies: Personal Awareness & Responsibility, Social Awareness & Responsibility

- **Parent Education**

- building community connections - invite and involve parents and larger community when appropriate
- regular communication with parents - SeeSaw, PAC meetings, e-bulletins, etc.

- **Community Partnerships**



- participation in Ocean Ambassadors - learning about the importance of and connection to the ocean

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

## 6. District support and resources needed this year:

- Music - to incorporate into the classroom (songs, instruments, expert)
- Indigenous stories - related to place and curriculum (*ie.* salmon, the natural world (light and sound - Grade 1))
- drama, dancing, singing (highlighting Indigenous perspective, movements, etc.)
- artist in residence
- weaving workshop
- Stories - finding a way to share stories meaningfully with young students
- time for learning more about our responsibility to our shared Indigenous history, embedding it in meaningful ways