



Indigenous Education School Plan 2022 - 2023

1. School: Gleneagles Ch'axay Elementary School

2. School Indigenous Education Committee Members: Robyn Evans, Alysha Philip, Lise Harquail, Vanessa Zandvliet, Shawnah Staples, Sophie Carter, Natascha Wimmer, Taylor McIntyre, Catherine Maledy, Meaghan Robertson, Judy Downie, Angela Foster, Melissa Purich

3. School Main Contact Person(s): Lise Harquail, Robyn Evans

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

- Land acknowledgements using traditional Squamish language - daily (morning announcements), whole school gatherings (assemblies, performances), PAC meetings
- Learning through Indigenous literature and storytelling - ongoing
- Introduction of Coast Salish anthem (Chief Dan George) - fall 2021; regular exposure to anthem (played every week/every other week on morning announcements)
- Annual Orange Shirt Day awareness and recognition - Sept 2021
- Core Competencies : integration of Squamish Nation Totem Animals - Oct 2021 - June 2022
 - Regular morning announcement focus
 - Visual (poster) displayed in each classroom/learning space
- Remembrance Day Tribute to Indigenous Servicemen and women - Nov 2021
- Staff Professional Development (Jo Chrona, unpacking Indigenous Education) - Jan 2022
- Kung Jadee - indigenous storytelling - March 2022
- Grade 7 canoe - navigating and storytelling (local waters) - May 2022

5. Action Plan for 2022/2023:

Some classroom connections (*as of November 30, 2022):

Kindergarten	Exploration of Traditional and contemporary Indigenous arts and artmaking processes
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	<ul style="list-style-type: none">• “Sometimes I Feel Like a Fox” by Danielle Daniel• Looking at Indigenous Art (Totem animals, local artists) and their significance
Grade 1 + 2	Participation in Vancouver Writers Fest with Indigenous authors - October 22 Integration of Indigenous Education/FPPL throughout all areas of curriculum - threaded through all topics
Grade 3	Visit to the ‘Bighouse’ at Cheakamus Centre (Squamish) <ul style="list-style-type: none">• Indigenous knowledge is passed down through oral history, traditions, cultural memory Learning through the Canoe <ul style="list-style-type: none">• Spirit of the canoe, Coast Salish canoe culture, tradition/history, protocols, canoe teachings, preparation, canoe etiquette, etc.
Grade 3 + 4	Kwakwaka’wakw Potlatch (live digital workshop) from the Museum of Anthropology at UBC Bi-weekly circle meetings
Grade 4 + 5	Exploration of Traditional and contemporary Indigenous arts and artmaking processes <ul style="list-style-type: none">• “Sometimes I Feel Like a Fox” by Danielle Daniel• Looking at Indigenous Art (Totem animals, local artists) and their significance
Grade 5 + 6	Focus on peaceful problem solving and conflict resolution (governance); possible connection to highlighting Truth & Reconciliation Calls to Action
Grade 6 + 7	Focus on Indigenous Creation Stories - read and recreate (in consultation with Jada Harry)
Grade 7	Learning through the Canoe <ul style="list-style-type: none">• Spirit of the canoe, Coast Salish canoe culture, tradition/history, protocols, canoe teachings, preparation, canoe etiquette, etc.



Miscellaneous	Outdoor Education - teaching and learning focus; continue to make use of our outdoor learning spaces (all teachers) to connect to local environment and community (focus on self-care and well-being via the self, family, community, land, spirits and ancestors) Exploration of Indigenous resources: enhancing our current collection
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- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
 - Highlighting and recognizing all FPPL - staff meetings, morning announcements, connecting to learning in classrooms, through presentations, etc.
 - Daily land acknowledgement through morning announcements and at all whole school gatherings, PAC meetings, etc.
 - Recognizing the history of our place and our connection to it by sharing the story of our school name with visitors
- Parent Education
 - unpacking of why and how of land acknowledgements
 - practice use of Squamish language in greeting/acknowledgements
 - sharing opportunities for Indigenous learning through e-bulletins, school/district website, etc.
- Community Partnerships
 - Staff canoe experience (Pro-D) - paddle, storytelling - Sept 2022
 - Canoe Sleep Ceremony - Nov 2022
 - Attend monthly district Indigenous Circle meetings
 - Continued work with our partners from the Squamish nation, Sahplek Bob Baker
 - Staff Professional Development - May 2023
- Student Support – Success Teachers/Counselors
 - continued working relationship with Jada Harry, Indigenous Success Teacher
- Developing Sense of Belonging
 - Welcome Back Open House - shared meal and invitation for families to view classrooms, meet teachers/staff
 - Sharing Coast Salish anthem regularly through morning announcements and at whole school gatherings (when appropriate)
- Numeracy

- Continued work with FESL (year 3)

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.

The First Peoples Principles of Learning are essential and integral to everything we do at Gleneagles Ch'axay. They anchor and ground the work we do, and we strive to embed Indigenous perspectives and ways of knowing into all we do, by acknowledging it and making it visible wherever possible. We strive to create a strong sense of community and connection for all our families and the greater community. We have a number of different entry and exit points for students at GEC (coming into Kindergarten, Grade 3/4 transition: Lions Bay → Gleneagles, Grade 7 → 8). Some of the things we do to help support and facilitate these transitions are:

- Welcome to Kindergarten event for students and families
- Building Grade 3 connections with students at Lions Bay (letters, Google Meets, visits, Welcome Tour, etc.)
- Grade 8 Information Night for Grade 7 parents at Rockridge (feeder school)
- Highschool visits: one at GEC (presentation from RR), school visit/tour (at RR)
- Individual meetings with parents to help facilitate and coordinate transition when needed

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?
 - Involvement in messaging about importance/significance of Orange Shirt Day/National Indigenous People's Day
- How can we create opportunities for families to be welcomed in our schools?



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- Direct invitations to attend school functions
- Offer support to families, as needed
- How can we create opportunities to improve K-12 transitions?
 - Communicate transition processes (K, gr 3 (LB) → 4, gr 7 → 8) with families early; provide space for questions, discussion, reflection about needs, etc.
 - Indigenous focussed transition meetings