



## Indigenous Education School Plan 2022 - 2023

1. School: **Hollyburn Elementary School**

2. School Indigenous Education Committee Members:

Breanna Lloyd

Emily Miller

Doni Gratton

Jada Harry

Sylvia King

3. School Main Contact Person(s): **Breanna Lloyd, Emily Miller, Doni Gratton**

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

### Individual Classes

- Focus on creating own land acknowledgement
- Walking field trips down to Ambleside to view art pieces
- Walking field trips up to Chatwin park to recognize and develop connection to place  
[Outdoor Learning Activities by the Cheakamus Center](#)
- Classes working in the garden and recognizing and referencing our Indigenous plants
- Gr 4/5 Skwu7umesh Language Lessons with Alroy Baker
- Using Indigenous stories and resources to weave into curricular content (literacy, math, inquiry, etc.)
  - Books from the library providing Indigenous stories and perspectives (categorized by a sticker designed by former Hollyburn Indigenous student)
  - [Learning strategies for Aboriginal Students](#) - excerpt from 'Our Words, Our Ways' - Alberta Education (graphic organizers to show holistic understanding of a concept)
  - [Recorded stories from Squamish elders](#) (Sahplek, Faye, Xwalacktun, etc.)
  - [Learning about cultures, traditions, and history through stories website](#)
  - Learning about Indigenous names to land - [website](#)



- [Journey into Time Immemorial](#) resources (used to be an interactive website)
- [Shared Learnings: Integrating BC Aboriginal Content K-10](#) by BC Government
- [Authentic First Peoples](#) resource from FNEC
- [In our own words: Bringing Authentic First Peoples Content to the K-3 Classroom](#) by FNEC
- [Math First Peoples](#) by FNEC
- [Aboriginal Worldviews and Perspectives in the Classroom: Moving Forward](#) by BC Government
- [Soapstone Carving](#) lessons
- [Ambleside Walking Field Trip of Coast Salish art and Indigenous plants](#) by Doni Gratton
- Indigenous Plant Cards from a previous Innovation Grant (see Tara Nesbitt, Ryan Loewen, or Doni Gratton for more information)

#### Whole School (student focus)

- Students coloring 'Every Child Matters' hand (designed by Michelle Stoney) for Orange Shirt Day
- Canoe Awakening with Bob Baker
- Cedar weaving with Jess Silvey
- Fire Truck visit (art on the back designed by Xwalacktun)
- National Indigenous Peoples Day - classrooms focus on age appropriate activities in the afternoon (parents encouraged to join)
- National Indigenous Peoples Day Contest - up by the office so students can see, read, and parents can see as they wander around the school on the afternoon

#### Whole School (staff focus)

- Staff Paddle Exercise for May ProD with Faye and her daughter Candace
- Focusing on staff sharing their individual territory acknowledgement at beginning of staff meetings
- Including a Skwxwu7mesh welcome in the Hollyburn announcements
- Continue to connect with Jody Miki (Principal of Capilano Little Ones) in order to support the transition of our students



## 5. Action Plan for 2022/2023

### Possible items to consider:

- Connections to BC Curriculum
- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
- Parent Education
- Community Partnerships
- Student Support – Success Teachers/Counselors
- Developing Sense of Belonging
- Numeracy

**Goal:** How can we build up our math instruction focused on Indigenous ways of knowing and learning?

### Plan of Action:

- Editable slide deck with photos and write up about what is going on in classrooms ([HERE](#))
- Alroy Baker doing a language teaching session for staff
- Focus on more numeracy teaching outside on the land - where to find math?
- Developing and increasing resources for classrooms in the area of math (e.g. books, manipulatives, etc.)
- Weaving opportunities for classes - and follow up activities focused on math
- Making drums, painting drums - maybe focus on small group (e.g. ¼)?
- Jada pushing into classrooms and supporting individual students with increasing their numeracy and literacy skills

\*when phoning home to families for approval for Jada's cultural support, add a question about how they would like to be communicated with and if/what they want to be involved in\*

### Who/what do we need to support us in this:

- Paul Wick
- Alroy Baker

### OTHER THOUGHTS

Bulk up the garden at the front of the school

- Flowering red currant, salal, fern plants
- Jared and Holly at Skwxwu7mesh nation

#### Increasing Parent Involvement

- Increasing the amount of casual invitations to all families to join in on learning going on inside and outside of the classroom (e.g. Skwxwu7mesh language, field trips, etc.)

#### **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.

This goal connects directly to the first goal of the District Indigenous Enhancement Agreement. We are hoping to weave in Indigenous Ways of Knowing and Perspectives into conversations we are already having about numeracy for our new Framework for Enhancing Student Learning goal. As a school site, we have found a multitude of ways to weave Indigenous perspectives into literacy and social studies curriculum, but it can be more challenging to find ways to do that in numeracy.

#### **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?

We recognize here at Hollyburn that our parent involvement and participation in school meetings and events is quite limited - for both Indigenous and non-Indigenous families. As a team, we talked about adding additional questions to the 'parental confirmation of consent' for Jada's cultural programming. These questions would be focused on how best parents appreciate being communicated with and if they want to be involved in any committees or meetings throughout the school year. We hope this will increase the sense of community and connection



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with our families. We are also increasing the amount of invitations for families into the building (e.g. Family Friday, joining in on language lessons, etc.)