



Indigenous Education School Plan 2022 - 2023

1. School: Irwin Park Elementary

2. School Indigenous Education Committee Members:

Laine Anderson	Devan Burke	Jisoo Yang
Megan Roughley	Emily Lane	
Alex Bleim	Heather Spracklin	
Aron Campbell	Doni Gratton	

3. School Main Contact Person(s):

Laine Anderson & Megan Roughley

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

Whole school:

- ★ Highlight library resources, storytelling, experiential learning experiences with Ms. Gratton
- ★ Orange Shirt Day activities and display
 - All classes read When We Were Alone and Shi-shi-etko. We wanted to connect to residential schools but also to demonstrate the resilience of Indigenous peoples.
 - Collaborative art window display using hand prints by Gitxsan artist Michelle Stoney
 - Our community raised our hands in honour of Orange Shirt Day
 - Many classes had further discussion, activities to honour the first National Day of Truth and Reconciliation
 - Coast Salish Anthem played for the community during announcements
 - Share resources
- ★ Encourage classes to engage with the videos produced by WV Schools in Spring 2020 - share, reflect, provide prompts
- ★ National Indigenous Day - whole school activities
 - Weaving workshop for teachers with Allison Burns of the Squamish Nation
 - Contest: annual event, find a way to educate others about Indigenous culture
 - Stations in library
- ★ Virtual author talks Vancouver's Writers Fest



- ★ Pro D workshop: Alex Bleim - Art without cultural appropriation
- ★ Include land acknowledgement and Squamish language welcome in morning announcements
- ★ Book Club for staff
 - Five Little Indians
- ★ Invite parents to join our Indigenous Education Team
- ★ Honour Irwin Park's name with a new spot and blessing Ch'it ta tla lhem (connection to our place)

Kindergarten	<ul style="list-style-type: none"> ● Connected to place through repeated visits to the 'school forest', taking time to point of FPPL and practice sharing circles, looking closely, etc. ● Explored art/stories celebrating local indigenous peoples (storytelling opportunities using 'loose parts' and exploration of animals) ● Connected animal traits with core competencies
Grade 1	<ul style="list-style-type: none"> ● Created spindle-whorl inspired art with Isaac and discussed this Indigenous art tradition. Took part in other Indigenous-inspired art projects. ● Embedded Indigenous stories and knowledge into our Socials, Science and Art curriculum ● Listened to Indigenous stories read aloud with Ms. Gratton in the library ● Watched Raven Tales and had discussions ● Explored local Indigenous cultural practices like weaving, making fish trap models and clam trap models ● Learned the Squamish names of many local plants and animals ● Used Michelle Stoney's colouring pages ● Learned greetings in Skwxwú7mesh sníchim and hə́ŋqəminə́m and practiced them during attendance ● Encouraged students to engage with Indigenous stories during read to self ● Connected core competencies to local animals via The Six Cedar trees book
Grade 2	<ul style="list-style-type: none"> ● Lifecycle activities linked to storytelling and identity - the importance of life cycle, like Salmon (Will have the salmon in our classroom in the new year) to the Skwxwú7mesh Nation



	<ul style="list-style-type: none">● Virtual field trips with Seymour Salmon society which had a big focus on how First Nations people worked with salmon● Using the 6 cedars as a resource<ul style="list-style-type: none">○ Using the 6 cedars book to introduce the posters○ Use the posters and a form of self-reflection and daily check ins, making links to the core competencies○ Incorporating the language into the classroom● Developing awareness of how storytelling in First Peoples' culture connects to family, identity, community and diversity.● Understanding the oral traditions around storytelling and how some stories are not to be shared● Incorporating Indigenous culture and traditions across the curriculum (Math, Literacy, Music, Dance)● Incorporate Indigenous artists into art lessons, making connections to the different regions of Canada (Patterning, significance of animals, colour and materials)● Weaving● Worked with Issac from West Vancouver Museum● Joyful Learning art lessons
Grade 3	<ul style="list-style-type: none">● Consider and incorporate the FPPL in unit/lesson planning● Field trip to the Bighouse at the Cheakamus Centre (May 2022)● Sharing First Peoples stories (oral language traditions) with a view towards studying the common components of fiction (settings, characters, problem, solution, etc.)● Historical perspective - How BC Coast Salish met their basic needs (food, shelter, clothing) by drawing upon the resources available in their immediate environments● Visit from Sa7plek Lanakila (Bob Baker) to share traditional stories<ul style="list-style-type: none">○ Spirit of the Canoe (cultural canoe program)● Special art project (printmaking) with Isaac Vanderhorst of West Vancouver Museum and Archives● Exploring contemporary and traditional Indigenous arts and art making process● Inquiring into local and global Indigenous cultures & how Indigenous people care for each other (Traditional structures, roles and responsibilities, reflecting on our classroom community and how we can support each other)● Exploring local traditional stories about biodiversity and landforms



Grade 4	<ul style="list-style-type: none">● Explore First Peoples' initial contact with explorers and the effect of first contact on First Peoples' lives and culture. Focus on different perspectives.● First Peoples' role in the fur trade. Did it benefit them or further impact their way of life?● Impact of settlement and colonization on First Peoples' culture and traditions● First Peoples' interaction with nature and how their way of life naturally protects biomes (importance of nature in the culture)● Residential schools discussions● Art using Coast Salish styles
Grade 5	<ul style="list-style-type: none">● Self Government - comparative analysis of government systems (CIVIX & Pearson resources)● First Nations art projects (weaving), West Vancouver Museum● Purposefully include the First Peoples Principles of Learning in discussions● Discussion on residential schools and importance of Truth and Reconciliation Day● Showed examples of contemporary Indigenous music for Indigenous History Month● Read Aloud Novel Study "I Can Make This Promise" Indigenous author
Grade 6	<ul style="list-style-type: none">● Incorporating Squamish Language lessons into our units and having the language visible in the classroom<ul style="list-style-type: none">○ https://www.kwiawtstelmexw.com/category/language_resources/● Weaving the FPPoL into all that we do (and having them visible in the classroom)● Watching the Spirit Bear documentary and studying the TRC guide for children as part of Orange Shirt Day<ul style="list-style-type: none">○ https://vimeo.com/518281693○ https://fncaringsociety.com/sites/default/files/child_friendly_calls_to_action_web.pdf● Sharing suggested activities for families to do on September 30 for the first TRC day, in an email newsletter (Div. 3 and 4)● Using the Circle of Courage to guide group discussions and solve problems as a class● Studying the Indigenous governments in Social Studies



	<ul style="list-style-type: none">● Following and Incorporating Indigenous curriculum content into inquiry units (for example: First Peoples Perspectives on Space)<ul style="list-style-type: none">○ Look at star constellation artwork by Indigenous people in BC. compare various Western European and Native beliefs pertaining to star constellations, the moon, etc.○ Listen to a podcast on https://www.sciencefriday.com/articles/indigenous-peoples-as-tronomy/○ This was about relearning the star stories of indigenous peoples● Explore Indigenous authors and stories and/or stories with Indigenous characters in Language Arts<ul style="list-style-type: none">○ Sharing seasonal picture books○ Focus on Indigenous artists during Artist Trading Cards● Access the website https://trc57speakersseries.ca to promote conversation towards rebuilding relationships with Indigenous peoples and the Land.● Current event conversations and article close reads on Indigenous communities and cultural celebrations● Looking into guest speakers, community partnerships, and field trip opportunities
Grade 7	<ul style="list-style-type: none">● Visit from Sa7plek Lanakila (Bob Baker)<ul style="list-style-type: none">○ Canoe, traditions, history and the journey (cultural canoe program)● Book clubs that include a First Nations theme● Talking circle with First Peoples Principles of Learning as a focus.● Weaving Indigenous themes through discussions of Paleolithic lifestyles, the development of civilizations based on geography and natural resources, etc.● Small group work with <u>We Are The Land</u> from the 'Take Action for Reconciliation'



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

Whole school:

- ★ Include land acknowledgement and Squamish language welcome in morning announcements
- ★ Orange Shirt Day & National Day for Truth and reconciliation
 - Suggested resources shared with teachers
 - Squamish music playlist - on announcements each morning of the week
 - Colouring sheets (to use with the playlist - now and beyond)
 - Informational announcements
 - Doni Gratton read: I Am Not a Number (gr 4-7) and Stolen Words (K-7) in library
 - Shared [document](#) in the bulletin so they can participate in this important day in the community
 - Orange ribbons - ribbons tied to the fence with purpose and reflection
- ★ Garden - seeds from WVML and other indigenous plants
 - Working with the IPPG to bring this to life in our community
- ★ Pro D workshop: Alex Bleim - Art without cultural appropriation
- ★ A shared artist study - then be 'inspired by'
 - Possible connection with the West Vancouver Museum & Archives
- ★ Desire to work with Sa7plek Lanakila (Bob Baker) and/or a local Elder with drumming and/or song
 - Remembrance Day Assembly/Ceremony
 - Class/grade invitations
- ★ Smoke salmon - explore methods, experience for students
 - Explain - traditional way, importance
- ★ Indigenous Peoples Day - plan activities for the school to engage
 - June - invite in to celebrate contemporary Indigenous culture
- ★ Indigenous Veterans Day - special announcement, Tues Nov 8
 - Encourage teachers to explore this day



- ★ Promote books - share with families (Book of the Month in the bulletin) - Family Book Club, encourage participation with a bookmark
- ★ Explore the possibility of the 'Paddle Exercise with Faye' - staff, parents
- ★ Winter Solstice - seasonal activities to honour
- ★ Red Cedar Women - look into cedar weaving (possibly for June)
- ★ Music & Choir - connections
- ★ Working with Jada Harry - Success Teacher
- ★ Welcome parents to the planning team

Kindergarten	<ul style="list-style-type: none"> ● We would like to continue to explore the local trees, especially Cedar and Douglas Fir trees as a place-based learning experience through opportunities to connect using our senses, storytelling, different materials and artistic mediums, as well as mathematical and scientific connections. ● The specific First Peoples' Principles we intend to focus on include: <ul style="list-style-type: none"> ○ Learning is embedded in memory, history, and story. *emphasis on story ○ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, reciprocal relationships, and a sense of place) *emphasis on sense of place ○ Learning involves recognizing the consequences of one's actions *we work on this all year through a variety of different approaches ● We would love to have the chance to have a visitor, perhaps an elder, who could help us to further our understanding of the relationship to the land, in an age-appropriate format. ● We would also like to find a botanist, or other 'expert' who could help us further our understanding and exploration. ● Numeracy – we would love to find more ways to incorporate indigenous knowledge into our numeracy teachings. ● Unpack story structures from indigenous stories ● Continue to connect core competencies with animal traits
Grade 1	<ul style="list-style-type: none"> ● Create art inspired by Indigenous artists with Isaac <ul style="list-style-type: none"> ○ Indigenous artist study in the classroom ● Embed Indigenous stories and knowledge into our Socials, Science, Math and Art curriculum ● Listen to Indigenous stories read aloud with Ms. Gratton in the library ● Learn greetings in Skwxwú7mesh sníchim and hə́n̓qəmín̓ə́m̓ and



	<p>practice them during attendance</p> <ul style="list-style-type: none">● Connect the core competencies to local animals via The Six Cedar trees book● Explore activities connected to the seasonal round for local Indigenous Peoples● Encourage students to engage with Indigenous stories during read to self● Sea to Sky Field Trip● Visit from Bob Baker (Sahplek)
Grade 2/3	<ul style="list-style-type: none">● FPPL printed out in the classroom and I point it out when something comes up organically. This year especially in math when working with patterns and weaving.● Interest in taking more learning outdoors and more place / land based-learning this year● Sent home age appropriate materials for both students and families on Sept. 30 about Orange Shirt Day and provided resources● Unpacking Land Acknowledgements● Using the 6 cedars as a resource<ul style="list-style-type: none">○ Using the 6 cedars book to introduce the posters○ Use the posters and a form of self-reflection and daily check ins, making links to the core competencies○ Incorporating the language into the classroom● Developing awareness of how storytelling in First Peoples' culture connects to family, identity, community and diversity.● Understanding the oral traditions around storytelling and how some stories are not to be shared● Incorporating Indigenous culture and traditions across the curriculum (Math, Literacy, Music, Dance)● Incorporate Indigenous artists into art lessons, making connections to the different regions of Canada (Patterning, significance of animals, colour and materials), weaving, Joyful Learning art lessons, Sometimes I feel like a (masks)● Field trip to the Bighouse at the Cheakamus Centre● Sharing First Peoples stories (oral language traditions) with a view towards studying the common components of fiction (settings, characters, problem, solution, etc.)● Historical perspective - How BC Coast Salish met their basic needs (food, shelter, clothing) by drawing upon the resources available in



	<p>their immediate environments</p> <ul style="list-style-type: none">● Inquiring into local and global Indigenous cultures & how Indigenous people care for each other (Traditional structures, roles and responsibilities, reflecting on our classroom community and how we can support each other)● Exploring local traditional stories about biodiversity and landforms● Visit from Sa7plek Lanakila (Bob Baker) to share traditional stories<ul style="list-style-type: none">○ Spirit of the Canoe (cultural canoe program)● Consider and incorporate the FPPL in unit/lesson planning● Special art project (printmaking) with Isaac Vanderhorst of West Vancouver Museum and Archives
Grade 4	<ul style="list-style-type: none">● Explore First Peoples' initial contact with explorers and the effect of first contact on First Peoples' lives and culture. Focus on different perspectives.● First Peoples' role in the fur trade. Did it benefit them or further impact their way of life?● Impact of settlement and colonization on First Peoples' culture and traditions● First People's interaction with nature and how their way of life naturally protects biomes (importance of nature in the culture)● Residential schools discussions● Art using Coast Salish styles● Guest speaker to share about traditional life before contact
Grade 5	<ul style="list-style-type: none">● Self Government - comparative analysis of government systems (CIVIX & Pearson resources)● First Nations art projects (weaving), West Vancouver Museum● Purposefully include the First Peoples Principles of Learning in discussions● Discussion on residential schools and importance of Truth and Reconciliation Day● Showed examples of contemporary Indigenous music for Indigenous History Month● Read Aloud Novel Study "I Can Make This Promise" Indigenous author● Welcoming partnership with Success Teacher Jada to the classroom to strengthen connections and authenticity● Add exploration of Squamish language (Jada)● Would love to connect outdoor learning and placed based learning



	<p>with Indigenous Knowledge for natural resources unit</p> <ul style="list-style-type: none">● Promote more Indigenous stories● Highlight Indigenous Veterans Day● Indigenous Artist Study
Grade 6	<ul style="list-style-type: none">● Incorporating Squamish Language lessons into our units and having the language visible in the classroom<ul style="list-style-type: none">○ https://www.kwiawtstelmexw.com/category/language_resources/● Weaving the FPPoL into all that we do (and having them visible in the classroom)● Studying the TRC guide for children as part of Orange Shirt Day<ul style="list-style-type: none">○ https://vimeo.com/518281693○ https://fncaringociety.com/sites/default/files/child_friendly_calls_to_action_web.pdf● Sharing suggested activities for families to do on September 30 for the first TRC day, in an email newsletter (Div. 3 and 4)● Using the Circle of Courage to guide group discussions and solve problems as a class● Studying the Indigenous governments in Social Studies● Following and Incorporating Indigenous curriculum content into inquiry units (for example: First Peoples Perspectives on Space)<ul style="list-style-type: none">○ Look at star constellation artwork by Indigenous people in BC. compare various Western European and Native beliefs pertaining to star constellations, the moon, etc.○ Listen to a podcast on https://www.sciencefriday.com/articles/indigenous-peoples-as-tronomy/○ This was about relearning the star stories of indigenous peoples● Explore Indigenous authors and stories and/or stories with Indigenous characters in Language Arts<ul style="list-style-type: none">○ Sharing seasonal picture books○ Focus on Indigenous artists during art● Access the website https://trc57speakerseries.ca to promote conversation towards rebuilding relationships with Indigenous peoples and the Land.● Participating in the Circles Restorative Justice program● Current event conversations and article close reads on Indigenous



	<p>communities and cultural celebrations</p> <ul style="list-style-type: none"> ● Looking into guest speakers, community partnerships, and field trip opportunities <ul style="list-style-type: none"> ○ Attending the WVML Garden Ceremony with the Squamish Nation
Grade 7	<ul style="list-style-type: none"> ● We would love to connect with an artist or an elder to share stories, art forms, etc. <ul style="list-style-type: none"> ○ We were thinking of inviting a knowledge holder into our cohort to make drums and, ideally, to perform the waking ceremony. ○ Some additional guidance around who to reach out to for this would be great – I have a colleague in Vancouver I can reach out to, but if there is a local elder/knowledge holder I can connect with, that would be amazing! ● Visit from Sa7plek Lanakila <ul style="list-style-type: none"> ○ Specifically, the canoe knowledge and (potential) experience. ○ Will have to reach out to Sean Nozick and Sa7plek Lanakila directly? ● Weaving Indigenous themes through discussions of in Social Studies, Math, and Language Arts <ul style="list-style-type: none"> ○ Discussions around Paleolithic lifestyles (SS), Small Number (SFU Numeracy resources), and cross-curricular articles (LA). ● Book club with Indigenous authors/voices available. ● Oral storytelling with a focus on the First Peoples Principles of Knowing.

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.



Our plan supports and is anchored in the goals of the Indigenous Enhancement Agreement. We see the most connections to use Indigenous Ways of Knowing and Perspectives to inform and empower our teaching, learning and decision making; and, to create a sense of space and belonging for Indigenous students that is inclusive to all. The items outlined in each grade and for the whole school focus on informing and empowering learning by bringing to life different perspectives and traditional knowledge for our community. We also hope to create a sense of space and belonging for our Indigenous students through authentic experiences. We are so pleased that our Indigenous students will have additional opportunities to connect in person and virtually with Jada Harry, Indigenous Success Teacher. In addition, we will be looking at ways to enhance student success by facilitating transitions and pathways throughout the K-12 Journey. We welcomed a new Indigenous student this year and look forward to supporting their path through West Vancouver Schools.

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 plan supports Indigenous Equity. Our team hopes to create opportunities for increased parent/family involvement, voice and presence. We will be directly inviting our Indigenous families to share their expertise, thoughts and perspectives throughout the year. In addition, we have invited all interested parents to participate on our Indigenous Education team. In regards to student voice, we will be connecting with students to see what they would like to see in regards to Indigenous education at Irwin Park. Ultimately, we want all of our Indigenous students and families to feel connected and welcome at our school. We hope that we can support transitions for students throughout our school - whether new to the school or moving up through the grades and on to secondary. A large part of this is ensuring the students feel connected and supported with multiple meaningful relationships.