



Indigenous Education School Plan 2022 – 2023

1. School: Lions Bay School

2. School Indigenous Education Committee Members:

- Natalie Mendes (VP/K/1 Teacher)
- Robyn Evans (Principal LB)
- Sonia Southam (2/3 Teacher and TL)
- Carmen Sullivan (K/1 Teacher)

3. School Main Contact Person(s):

Natalie Mendes

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

Cultural :

We took the entire school to the Cheakamus Centre in June for a field trip. This experience was designed to enhance each student's "understanding and respect for First Nations culture in an authentic Coast Salish longhouse experience." This immersive day program was based on three major ideas that underlie the activities at the longhouse: Respect, Sharing, and Seasonality." Students learned about traditional First Nations' culture including salmon fishing, weaving, making meals and bannock using hot rocks.

PE Games:

Our PE teacher found traditional Indigenous activities to weave in the PE curriculum.

Museum of Anthropology:

The school took a visit to the MOA to learn about cedar belongings such as bentwood boxes, baskets and canoes. Students learned about tools and participated in an activity to learn more about traditional weaving techniques. Students visited the long house.

West Vancouver Museum Guest Speaker and Activity:

Students learned about local plants and went into the local forest to participate in a hands-on activity where they took photos of cedar and other local plants to create a media print.

Orange Shirt Day:

We had a student-led assembly on “Orange Shirt Day.” We read “You Hold Me Up” By Monique Gray Smith to the school which is a very appropriate primary resource. Students did a follow up activity.

5. Action Plan for 2022/2023

Possible items to consider:

- This year the Grade 3 students will hopefully join the Grade 3 students at GEC to learn more about the canoe led by Bob Baker.
- Students participated in “Orange Shirt Day” by listening to the story “I Hope” by Monique Grey Smith. Then, the students created transparent hearts with messages of hope that are displayed on our fence for the community to see.
- First Peoples Principles of Learning : This year we chose the thread “Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).” We decided to focus on this Principle of Learning and weave it into our learning throughout the year.
- Parent Education: Parents will learn about the school's involvement in Indigenous learning through PAC meetings, our “Meet the Teacher” meeting, Twitter, e-bulletins and the school website. The PAC requested to have students create the story of the symbols included in our school logo. We thought this was a great idea and look forward to having the students tell the story of each symbol using the knowledge they have learned from Xwalacktun.



- Community Partnerships - Indigenous Forest Walk: We plan to renew our Indigenous Forest walk throughout the Village of Lions Bay Community. Four years ago, as part of our Innovation Grant, students worked with Rebecca Campbell to learn the names of 15 local plants. We hope to renew this project so that the current students learn about Indigenous plants in our local Village. We plan to have the students learn how to say the names of the various plants in the Squamish Language.
- Numeracy - This year our school is in the second year of our FESL with a focus on Numeracy. We hope to find ways to embed Indigenous stories into our mathematics curriculum e.g., patterning through weaving, cycles (reviewing the cycles of life and referring to the four seasons in our logo).

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.

By inviting visitors to our school we hope to increase our knowledge of Indigenous perspectives. We would like to invite visitors to our school from the Squamish Nation to give us authentic lessons on the Squamish Language. We hope to invite Alroy to speak with the students and give them some language lessons. We also hope to learn more about Indigenous perspectives to guide our work as we teach students about the four seasons and meaning behind the symbols in our logo.

- To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.

As we do not have any Indigenous students this year we will work on inspiring our learning through collaboration with members of the Squamish Nation and building our resources to share with students.

- To create a sense of space and belonging for Indigenous students that is inclusive

to all.

Creating a sense of belonging:

We also want to create a welcoming atmosphere that is inclusive. We hope that our school logo displayed around the school is an entry point.

We worked with Squamish Artist Xwalactun to design a new school logo. The students had input into the design of the logo and Indigenous artist, Xwalactun designed the logo to include symbols of the “Two Sisters”, the eye, and the four claws. Xwalactun talked to the students about the significance of these symbols in the logo. We plan to have the students learn about each symbol and create a written story to create a lasting legacy for further students and generations to come.

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? We encourage any Indigenous families in the community to share their stories with our school community. We hope to invite members from the Squamish Nation to teach us language lessons and share stories.
- How can we create opportunities for families to be welcomed in our schools?

Hopefully, by seeing our school logo prominently displayed in our school we hope that Indigenous visitors will feel welcome and have a sense of belonging and connection to our school and the land on which our school resides.

- How can we create opportunities to improve K-12 transitions?

We hope that our students will move onto their new schools and bring with them a sense of understanding of Indigenous perspectives and extend this knowledge and appreciation to future Indigenous peers.