



Indigenous Education School Plan 2022 - 2023

1. School: École Pauline Johnson

2. School Indigenous Education Committee Members: Cindy Stevenson, Jessica Hall, Cecile Gambin, Jasmine Wing, Maude Gendron

3. School Main Contact Person(s): Jessica Hall

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

- Orange Shirt Day
- Educational visits with Bob Baker
- Salmon Release and blessing by an elder
- Recognition of National Indigenous People's Day
- Accessing the Squamish Archives: comparing then and now

5. Action Plan for 2022/2023

- Connections to BC Curriculum

| Grade | Curriculum Content – Numeracy, Social Studies, Science, Language Arts, etc. |
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| Kindergarten | <p><i>Learning involves generational roles and responsibilities.</i></p> <ul style="list-style-type: none"> - Multi-aged groupings: Student Pro- D, Big Buddies, Family Teams, Parent Volunteers in class <p><i>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).</i></p> <ul style="list-style-type: none"> - Class Meetings and storytelling in the Healing Circle - Lessons, conversations about taking care of our environments - Appreciation of our beautiful school, school grounds and community - Numeracy: Looking for patterns in nature, connecting to our land and place by creating patterns with natural found materials. |
| Grade 1 | <ul style="list-style-type: none"> - Break down the meaning of our weekly Land Acknowledgement and display it on a bulletin board on the ground floor, visible to the whole school - Literacy: Focus on the story <i>The Two Sisters</i> |
| Grade 2 | <ul style="list-style-type: none"> - Numeracy: experiential learning outside - Social Studies: importance of sharing circles (cercle de partage) - Science: teaching of Squamish indigenous plants, environmental stewardship and learning from the land - Language Arts: Story of <i>Siwash Rock</i>; incorporating authentic/modern Indigenous authors' stories |
| Grade 3 | <ul style="list-style-type: none"> - Numeracy: Incorporating culture and tradition with hands-on-learning (beads for patterning, natural manipulatives for counting collections, etc.) - Literacy: Choosing literature created by Indigenous authors/illustrators that explore and highlight ways of life and teachings |



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| | <ul style="list-style-type: none">- Science: Making connections to traditions and culture, particularly around honouring the land and the importance of each element of an ecosystem- Salmonoid program - release ceremony at MacDonald Creek led by Grade 3 class, learn about the significance of the salmon to the Coast Salish people, and life cycles.- Cross-curricular legends that are attached to local land formations- Social Studies: All units are explicitly connected (story of <i>Two Sisters</i>, history, ways of life of local First Peoples and global Indigenous peoples, oral history, traditional stories, and artifacts as cultural evidence and technological innovations. |
| Grade 4/5 | <p><i>Learning involves generational roles and responsibilities</i></p> <ul style="list-style-type: none">- Multi-aged groupings: Little Buddies. <p><i>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)</i></p> <ul style="list-style-type: none">- Regular opportunities for reflections- Numeracy: First Peoples use of numbers in time and seasons, represented by seasonal cycles and moon cycles, visit a structure designed by First Peoples in the local community and have the students examine the symmetry, balance, and patterns within the structure, then replicate simple models of the architecture focusing on the patterns they noted in the original.- Social Studies: Residential Schools documentation and conversations, parent presentation about students' personal family connections to First Nations in BC, including shared importance of significant objects (drums, masks, blankets, etc.), key events and issues in First Peoples' rights and interactions with early government- Language Arts: storytelling, read-alouds, including: <i>Je ne suis pas un numéro</i>- Science: connection to natural environment, how living things respond to their environment (project and conversations about biomes, specifically the ones found in Canada), becoming stewards of the land (<i>reduce, reuse, recycle</i>), for self, others, school, and neighbourhood through individual or collaborative approaches |
| Grade 6/7 EFI | <ul style="list-style-type: none">- Social Studies: Religion, core beliefs and narratives found in Indigenous groups, Aboriginal law, and governance, as well as Indigenous ancient civilizations- Local/Indigenous connection: What geographic features are in the area around our school? How would that affect where people lived? What type of food grows naturally here? What were food sources? What type of food is grown now? How has this changed over time?- Science: First Peoples knowledge of Climate Change and biodiversity over time- Flood stories tied to geography and climate change |
| LFI: | <p><i>Learning is embedded in memory, history, and story</i></p> <p><i>Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)</i></p> |



- French Literacy: using TPRS (Teaching Proficiency through Reading and Storytelling) methodology, which puts the students at the center of the storytelling experience

Learning involves generational roles and responsibilities

- English Language Arts: Study of *The Giver* and the role of intergenerational memory in one's understanding of oneself:
- Social Studies: personal identity, the role of intergenerational memory in one's understanding of oneself, the rise and decline of civilizations, world religious practices
- Sciences: Climate change and biodiversity

- First Peoples Principles of Learning (how will you embed these in your work with students this year?)
 - Focus on the value of *learning takes patience and time* by infusing more moments of pausing to indicate an important teaching or moment of sharing, to allow more time for reflection by everyone, and to allow all students an opportunity to participate
 - E.g.: Pausing before beginning morning announcements, intentionally teaching skills of self-reflection
- Parent Education
 - Invite students to give a land acknowledgement at parent attended events and explain our school's focus on intentional understanding of giving a land acknowledgement
- Community Partnerships
 - Request support from Squamish elders
 - Bob Baker: requesting assistance in developing a scope and sequence for teaching the various Squamish stories to our students (in order to develop a continuum of stories across the different grade groups and use Book Creator application with Teacher Librarian to document project)
 - Bob Baker: Grade 3 and 7 Lessons from the Canoe program
 - Alroy Baker: requesting an after-school professional development session with staff on the importance of a land acknowledgement and how to create one
 - Reach out to various organizations such as the Métis Association of BC to access culture and language programs for our staff and students
 - Connect with West Vancouver Art Museum regarding their *Enduring Traditions* program
- Student Support – Success Teachers/Counselors
 - Continued engagement with Jada Harry



- Developing Sense of Belonging
 - Work toward our school-wide art project symbolizing the Commission for Truth and Reconciliation's 94 Calls to Action on Turtle Island
 - If possible, offer a professional development workshop on the importance of land acknowledgements and how to create one. Teachers will have an opportunity to support students in writing their own land acknowledgements and sharing them out at different occasions (e.g. morning announcements, assemblies, community events, etc.)
- Numeracy
 - Incorporating hands-on learning using materials found in nature for activities such as sorting, patterning, and comparing.

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.
 - With our Centennial this year, we would like to focus on our place of learning: the Squamish territory, our beautiful school grounds, the name's sake of our school, Pauline Johnson, her Indigenous ancestry, and her connection to the Squamish Nation.
 - Continue our work with self-regulation: incorporating sharing circles into our regular classroom routines, listening to others, showing respect for ourselves and others
 - Focus on time and patience: giving ourselves and our students time to think and reflect
- To enhance student success by facilitating transitions and pathways throughout the K-12 Journey.
 - Continue to support students and their families entering our school, and along the path of elementary school, through the final year at our school, and transitioning to the high school
- To create a sense of space and belonging for Indigenous students that is inclusive to all.
 - Orange Shirt Day ceremony, 'Cercle d'appartenance' (Circle of belonging)
 - Intentionally teaching the importance of a Land Acknowledgement to our students and inviting them to share at appropriate times. Seek support from Alroy Baker to teach staff how to write and share a land acknowledgement.



- Intentionally teaching appropriate vocabulary (French and English), for example Autochtone vs premier nation. And intentionally teaching which vocabulary is offensive.

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?
 - Connect with our Indigenous students about their ideas for our school-wide Pro-D Day.
 - Continue with Indigenous acknowledgements at PAC meetings
 - Invite families to join our school's Indigenous Education Advisory Team Meetings
- How can we create opportunities for families to be welcomed in our school?
 - Extend an invitation to our Indigenous families to join our Indigenous Education Advisory Team Meetings
 - Implicit welcome to Capilano Reserve residents to register in French Immersion
- How can we create opportunities to improve K-12 transitions?
 - Within our new family intake process, we will have a heightened awareness and intentionally welcome families joining PJ